ECONOMICS CLASS IX

(Total Periods: 50)

Themes	Objectives
Theme I *The Economic Story of Palampore*: Economic transactions of Palampore and its interaction with the rest of the world through which the concept of production	Familiarising the children with some basic economic concepts through an imaginary story of a village Periods: 14

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including three factors of production (land, labour and capital) can be introduced.	
Theme II *People as Resource*: Introduction of how people become resource/asset; economic activities done by men and women; unpaid work done by women; quality of human resource – role of health and education; unemployment as a form of nonutilisation of human resource – socio-political implication in simple form.	Familiarisation of a few population related concepts and sensitization of child that people as asset and can participate and contribute in nation building. Periods: 12
Theme III *Poverty as a Challenge Facing India*: Who is poor (through two case studies – rural and urban); indicators; absolute poverty (not as a concept but through a few simple examples) – why people are poor – unequal distribution of resources; comparison between countries; steps taken by government for poverty alleviation.	Understanding of poverty as a challenge and sensitization of the learner; Appreciation of the government initiative to alleviate poverty. Periods: 12
Theme IV *Food Security*: Source of foodgrains – variety – across the nation – famines in the past – the need for self sufficiency – role of government in food security – procurement of foodgrains – overflowing of granaries and people without food – public distribution system – role of cooperatives in food security (foodgrains, milk and vegetables – ration shops, cooperative shops, two-three examples as case studies)	• Exposing the child to an economic issue which is basic necessities of life; • Appreciate and critically look at the role of government in ensuring food supply Periods : 12
Suggested Activities/Instructions Theme I: Give more examples of activities done by different workers and farmers. Numerical problems can also be included. Some of the ways through which description of villages are available in the writings of Prem Chand, MN Srinivas and RK Narayan. They may have to be referred.	

Theme II: Discuss the impact of unemployment.

Debate on whether all the activities done by women should be included or not. Why? Is begging an economic activity? Discuss. Is it necessary to reduce population growth or family size? Discuss.

Theme III: Visit a few farms in a village and collect the details of foodgrains cultivated;

Visit a nearby ration shop and collect the details of goods available;

Visit a regulated market yard and observe how goods are transacted and get the details of the places where the goods come and go.