

GYAN BHARTY

COLLEGE OF EDUCATION

B.ED-2<sup>nd</sup> Year

Teaching file - Economics

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MICRO LESSON

( 1 - 5 )

Micro lesson - 1

Pupil Teacher Roll no - \_\_\_\_\_  
 Subject - Economics  
 Topic - Study of Economics  
 Skill - Introduction  
 Class - \_\_\_\_\_  
 Time - \_\_\_\_\_  
 Session - \_\_\_\_\_  
 Date - \_\_\_\_\_

# SKILL OF INTRODUCTION

Components :-

1. Utilization of previous experience.
2. Use of appropriate devices
3. Maintenance of continuity

	Pupil Teacher Activity	Pupil Activity	Device Use/Mark
1)	can anyone still why do we learn Economics	NO Response	
2)	Do you know about the factor of Economics	NO Response	
3)	OK, what is Market?	Market is that place where buying and selling	

Pupil-Teacher Activity	Student Activity	Device Used
4) What is salary? Salary?	Salary is that amount of money which is earned by doing some work for their owner.	

Observation Schedule	Roll no -	Duration -	Date

Component	Rating Scale
Teacher used previous knowledge	0 1 2 3 4
Devices used appropriately	0 1 2 3 4
There was instance of lack in content	0 1 2 3 4
Relevance of Behaviour	0 1 2 3 4
PT uttered Relevant Statements	0 1 2 3 4
On whole introduction lesson was effective	0 1 2 3 4

Signature of Supervisor

Signature of Observer

Micro lesson - 2

Pupil-Teacher Roll no -  
 Subject - Economics  
 Topic - Study of Economic Time -  
 Skill - Explaining

Date -

## SKILL OF EXPLAINING

Pupil-Teacher Activity	Pupil Activity	Device Used
1) What is Economics? Economics is a social science concerned with the employment of society scarce resources that can be put to alternative uses to produce goods & services.	Pupil Activity: Students listen carefully and understand the term 'Economics'.	

- 2) Factors are :-
- Land
  - Labour
  - Capital
  - Entrepreneur
- 3) Types of Economics :-
- Student listen carefully

Chart

Pupil-Teacher activity	Pupil Activity	Roll no -	Used
(a) Micro Economics			
(b) Macro Economics			
4) Micro Economics :- when we study economic problems at the small scale.	Student will note in their notebook.		
5) Macro Economics :- when we study about economic problems at the large scale.			

Observation Schedule

Name -	Roll no -	Duration -	Rating Scale
Concept -			
Name of Observer -	Date -		
Component			
1) Using appropriate key statements			0 1 2 3 4
2) Using explaining skills			0 1 2 3 4
3) Covering essential points			0 1 2 3 4
4) Lacking fluency			0 1 2 3 4

Sign of Supervisor

Sign of Observer

Micro lesson - 3

Pupil-Teacher	Roll no -	Subject -	Economics	Topic -	Market	Skill -	Probing question	Class -	Date -

SKILL OF PROBING QUESTION

QUESTION

Pupil-Teacher activity	Student activity	Component
1) what do you understand by the term of Market?	Market is that place where the buying and selling activities are done.	
2) what is the meaning of purchase?	Purchase means buying necessary & desired commodities from market.	
3) what is sale?	Sale means selling commodities according to the customer.	

Micro lesson - 4

Pupil-Teacher Roll no -  
 Subject - Economics  
 Topic - Market  
 Skill - Illustrating with Examples  
 Date -  
 Class -  
 Time -

# SKILL OF ILLUSTRATING

Content

1) A place where buyers and sellers are met at one place.

2) Name the cities, in which you visit and see their markets -

- Chandigarh
- Kullukshetra
- Karnal
- etc.

3) Which type of purchasing you observe in market  
 ⇒ Necessary  
 ⇒ Desired

4) In which age, purchasing are done?

Teacher tell about the market.

Component

Student activity  
 It is seller activity

4) Seller sells the commodity for earning profit.

5) Today, on line business is doing? and its conducted for business are

benificial? convenience.

## Observation Schedule

Name -  
 Roll no -  
 Duration -  
 Date -

Name of observer -

Component

Permanent  
 Questions are Multiple  
 0 1 2 3 4  
 Seeking further information  
 0 1 2 3 4  
 Answers  
 0 1 2 3 4  
 Questions were selected by  
 0 1 2 3 4  
 Teacher and refereeing  
 0 1 2 3 4  
 Sign of observer

## Observation Schedule

Name - \_\_\_\_\_ Roll no - \_\_\_\_\_  
 Date - \_\_\_\_\_  
 Name of observer - \_\_\_\_\_

Examples were used simple	Rating Scale
0 1 2 3 4	
Examples used interesting	0 1 2 3 4
Examples used were relevant	0 1 2 3 4
Appropriate used was appropriate	0 1 2 3 4

Sign of Supervisor \_\_\_\_\_ Sign of Observer \_\_\_\_\_

## Mini Lesson - 5

Pupil - Teacher Roll no - \_\_\_\_\_ Roll no - \_\_\_\_\_  
 Subject - Economics Class - \_\_\_\_\_  
 Topic - Demand Time - \_\_\_\_\_  
 Skill - Stimulus Variations

## SKILL OF STIMULUS WRITTEN

Pupil - Teacher Activity	Pupil Activity	Device Used
1) Do you create demand regarding any commodity in your house?	Yes / No	
2) What's your family reaction? why you need it?	Yes / No	
3) Family ask is it useful commodity for you?	Yes, it is needed in our school next.	
4) What amount of money is needed in this	₹ 20/-	

	Pupil - Teacher activity	Pupil activity	Device used
5)	Can sweating a demand again and again, it is weight?	No	
6)	If we don't create demand, then how market is affected?	No Response	

Observation Schedule

Name - \_\_\_\_\_ Roll no - \_\_\_\_\_  
 Length - \_\_\_\_\_ Duration - \_\_\_\_\_  
 Name of observer - \_\_\_\_\_ Date - \_\_\_\_\_

	Rating Scale
Temperament Movements	0 1 2 3 4
Gestures	0 1 2 3 4
Change in speech pattern	0 1 2 3 4
Focusing	0 1 2 3 4
Change in interaction style	0 1 2 3 4
Physical Involvement of Pupil	0 1 2 3 4
Sign of Supervisor	Sign of Observer

MEGA

LESSON

## MEGA LESSON - 1

Pupil-Teacher Ratio - \_\_\_\_\_ Date - \_\_\_\_\_

Subject - Economics Time - \_\_\_\_\_

Topic - Division of Economics Class - \_\_\_\_\_

### AIMS :-

#### General Aims :-

1. To arouse interest for the subject among the pupil.
2. To develop among the students, economic and critical thinking.

#### Specific Aims :-

1. To familiarise the students with the economic conditions.
2. To acquaint the pupils with the concept of branches of economics.

#### General Teaching Aids :-

Blackboard, chart, Dues

#### Specific Teaching Aids :-

A chart showing the branch and importance of studying the branches of economics.

Previous knowledge Testing :- In order to check the previous knowledge of the students, the pupil teacher would ask following questions.

Pupil-Teacher activities  
 1) What is the knowledge of economic thoughts called?  
 Pupil Activities  
 Economics

Announcement of the topic :-  
 Dear students, today we will study about the branches of Economics.

Content	Pupil-Teacher activity	Pupil Activity	B.B. Work
Intro - Economics is a social science concerned with the economic employment of society scarce resources that can put to alternative uses to produce goods and services.	Students will listen carefully.		

Content	Pupil-Teacher activity	Pupil activity	B.B. Work
Division of Economics	The economics are divided into 2 parts - <ul style="list-style-type: none"> <li>• Micro Economics</li> <li>• Macro Economics</li> </ul>		

Micro Economics, studies about economic activities of an individual economic unit.  
 Macro Economics, studies about economic activities of an entire nation.

Micro Economics, studies about economic activities at large scale.  
 Macro Economics, studies about economic activities at small scale.

Recapitulation :-

- 1) What are divisions?
- 2) Explain about micro Economics.
- 3) What are Macro Economics.

Home-work :-

Do as CW, learn and write in their note-books.

## MEGA LESSON - 2

Pupil Teacher Roll no -

Subject - Economics

Topic - Demand

Date -

Class -

Time -

AIMS :-

General aims :-

1. To create economic aims among students
2. To develop interest in student about subject

Specific aims :-

1. To make the students understand what is price of goods.
2. To make them understand why some goods are scarce.

General Teaching Aids :-

Blackboard, Chart etc.

Specific Teaching Aids :-

Chart showing meaning of Demand

Previous knowledge testing :-

In order to check the previous knowledge of the students, pupil teacher would ask following questions.

Pupil Teacher Activities		Pupil Activities	
1) Do you think what-ever you buy is a price?	Yes		
2) If price is more, what do we call?	Expensive commodity		
3) If price is less?	Cheap commodity		
Announcement of the topic :- Students, today we shall now learn why some goods are cheap and some are expensive. We shall know what is demand.			
Content	Pupil-Teacher activity	Pupil Activity	B.B. book
Meaning of Demand	Demand refers to the quantities of a commodity that the consumer are able and willing to buy at each possible price of the commodity during a given period of time, other things being equal.	Students will listen carefully & write in their note-book.	

Content	Pupil-Teacher Activity	Pupil Activity	B.B. book
Types of Demand	Demand are to be classified as :- ⇒ Individual Demand ⇒ Market Demand		
Individual Demand	Shows the relationship between demand for a commodity and individual consumer in the market and its various Determinants $D_x = f(P_x, P_y, Y, T, E)$	Students will listen carefully & write in their note-book.	
Market Demand	Market demand show how market demand for a commodity is related to its various determinants. $D_x = f(P_x, P_y, Y, T, E, N, G, S, Y_1)$	Students will listen carefully & write in their note-book.	

### Recapitulation :-

- 1) What is demand?
- 2) What are the types of demand?

### Home-work :-

- 1) Learn and write the meaning and types of demand.

## MEGA LESSON - 3

Pupil Teacher Roll no -

Date -

Subject - Economics

Time -

Topic - Supply

Class -

### AIMS :-

#### General Aims :-

- 1) To create economic sense among students.
- 2) To develop interest in the students regarding the subject of economics.

#### Specific Aims :-

- 1) To help the students to understand the meaning of supply.
- 2) To help the students to understand how the market works.

#### General Teaching Aids :-

Blackboard, Charts etc

#### Specific Teaching Aids :-

Charts showing the meaning of supply.

#### Revisious Knowledge Testing :-

In order to

check the previous knowledge of students the pupil teacher would ask few questions :-

Pupil Teacher activities	Pupil Activity
1) What do we call if goods are scarce?	They become expensive.
2) Do you think scarcity of goods will make it available.	No Response.

Announcement of the topic :-  
Dear students today we shall study about the supply and concept about it.

Content	Pupil-Teacher	Pupil	B.B.
Meaning of Supply	Activity of a commodity refers to those quantities of the commodity that a seller is ready to sell at different possible prices at a given time.	Activity Students will understand properly.	Week

Content	Pupil-Teacher	Pupil	B.B.
Definition	Pupil activity According to Thomas - "The supply of goods in the quantity offered for sale in a given market at a given time at various prices."	Activity	Week

Types  
Supply are divided - students  
1) Individual supply note in  
2) Market supply notebook

Individual supply - Students refer to supply of well a commodity by a person or individual from separately in the market.

Market supply refers to note supply of a commodity in firms in the market selling that particular commodity.

Rehabilitation :-

- 1) What is supply?
- 2) Define the term supply?
- 3) List out the types of supply.

Home-work :-

- 1) Learn and write the meaning, definition and types of supply.

DISCUSSION LESSON

Pupil Teacher Roll no -

Subject - Economics

Topic - Price and Quantity Equilibrium

Equilibrium

Date -

Class -

Time -

AIMS :-

General Aims :-

- 1) To inculcate interest for the subject among the pupil.
- 2) To develop among the pupil economical and critical thinking.

Specific Aims :-

- 1) To help the students to understand the concept of equilibrium.
- 2) To help the students to understand the concept of equilibrium price & quantity.

General Teaching Aids :-

Chalk, Blackboard etc.

Specific Teaching Aids :-

charts showing the diagrammatic representation of the equilibrium conditions.

Previous knowledge Testing :- In order to

check the previous knowledge of the students the pupil teacher may ask few questions.

Pupil-Teacher activities

1) Dear students can you name the market forces?

Pupil activities  
Demand and Supply

2) What is another factor they are related to?

Price

Announcement of the topic :- Students

Today we shall learn how demand forces and supply forces acts upon each other and affect price.

Presentation :-

Content	Pupil-Teacher activity	Pupil activity	B.B. Work
---------	------------------------	----------------	-----------

What is Equilibrium in general sense	Equal Situation		
--------------------------------------	-----------------	--	--

Equilibrium means a state of Balance.			
---------------------------------------	--	--	--

It indicates

Content	Pupil-Teacher activity	Pupil activity	B.B. Work
---------	------------------------	----------------	-----------

the situation where the forces working in the opposite directions are brought to Balance. Students shall write in their notebook.

It refers to a position where there is no tendency to change unless there is change in forces of Equilibrium.

What is the quantity of equal Price demanded of a commodity equal to quantity supplied.

How Price and Quantity in a competition is

Price and Quantity in a competition is

Content	Pupil-Teacher activity	Pupil Activity	B.B. work
determining in a market	can be illustrated diagrammatically		
	X-axis is expressed the quantity demanded and supplied & Y-axis		
	expresses the price		
	DD is demand curve and SS is the supply curve.		
	Observe that the downward sloping demand curve intersects the upward rising supply curve at a		
	Particular Point. Equilibrium Point is E where demand curve intersects the supply curve.		

Content	Pupil-Teacher activity	Pupil Activity	B.B. work
As Per Marshall	described the 2 forces of demand and supply as the 2 blades of a scissors are necessary to cut a piece of cloth.		
	So, remember students to determine price of commodity at the intersection of both.		

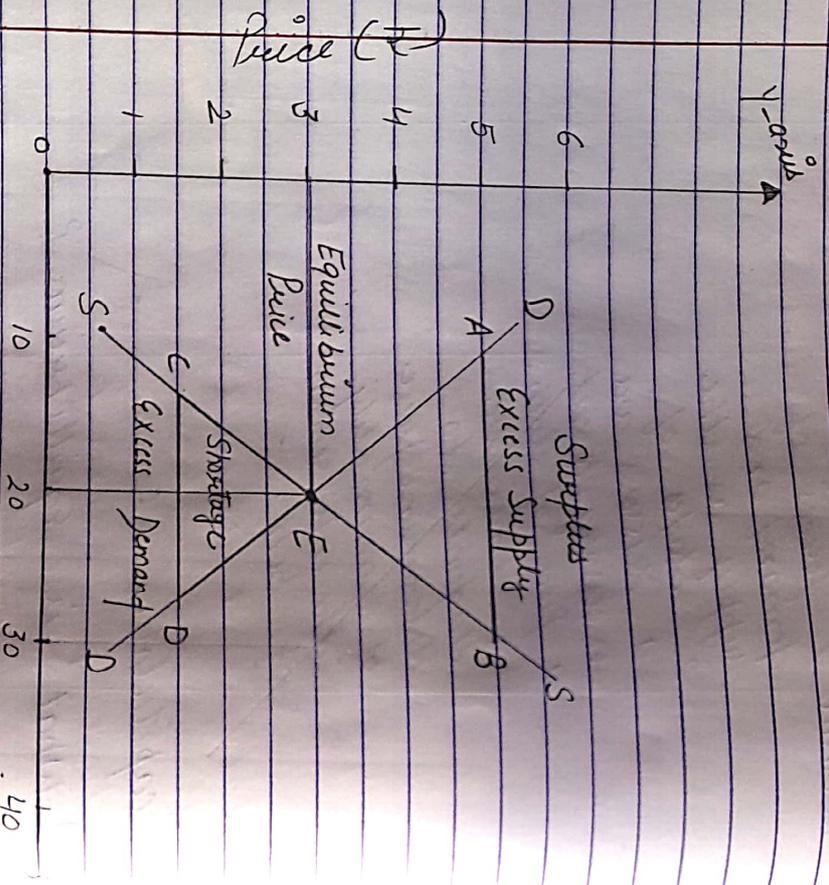
Recapitulation :-

- 1) What is Equilibrium?
- 2) What is Equilibrium price?

Home-work :-

1) Diagrammatically explain the situation of excess demand and excess supply.

# Equilibrium



$S - S \Rightarrow$  Supply  
 $D - D \Rightarrow$  Demand

# Pend

# Teaching

## Real Teaching - 1

Pupil Teacher Followo -

Date -

Subject - Economics

Time - 35 min.

Topic - Economics

Class - XI

### AIMS :-

#### General Aims :-

- 1) To create the sense of economic thinking
- 2) To develop interest among students in subject.

#### Specific Aims :-

- 1) The students will be able to understand the behaviour of consumer in economics
- 2) The students will be able to utilize the resources efficiently

#### General Teaching Aids :-

Blackboard, Distrect

#### Specific Teaching Aids :-

Chart showing the two economies.

#### Previous knowledge testing :-

In order to test the previous knowledge of students, the pupil

Teacher ask the following :-  
 Pupil Activity

Pupil Teacher Activity  
 1) There are so many commodities available in market, do you buy all of them

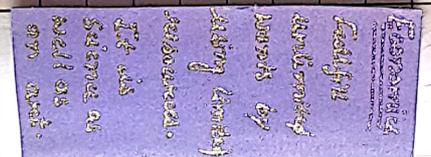
Announcement of the topic :-  
 Dear students, today we will discuss about the term 'Economics'

Presentation :-  
 Pupil-Teacher Activity

Meaning of Economics  
 Economics is a social science concerned with the employment of society's scarce resources that can be put to alternative uses to produce goods & services.

Activity  
 Students will listen carefully.

B.B. Week



Definition According to Adam Smith :-  
 Economics is

students write

Content Pupil-Teacher Pupil Activity B.B. Week

an enquiry into the nature of and causes of "welfare of nations"

Components :-  
 These are 2 components :-  
 1) Micro Economics  
 2) Macro Economics

Micro Economics  
 It studies the economic activities of an economic unit.

Macro Economics  
 It studies economic activities of an economy as a whole.

Example Demand for salt by an individual

Micro Economics  
 It studies economic activities of an economy as a whole.

Macro Economics  
 It studies economic activities of an economy as a whole.

Students write



### Recapitulations :-

- 1) What do you mean by the term 'Economics'.
- 2) Define the term 'Economics'.
- 3) Explain the components of Economics.

### Home - work :-

- 1) Meaning and Definition of Economics
- 2) Components of Economics.  
Lesson and write in their note-books.

### Real Teaching 2

Pupil Teacher Roll no - \_\_\_\_\_ Class - XI  
 Subject - Economics Time - 35 min  
 Topic - Micro Economics Date - \_\_\_\_\_

### AIMS :-

- ### General Aims :-
- 1) To create economic sense among students
  - 2) To develop interest among students.

### Specific Aims :-

- 1) The students will be able to know what is Micro Economics.
- 2) The students will be able to understand the economic problem of a small unit.

General Teaching Aids :- Chalkboard, white board etc.

### Specific Teaching Aids :-

charts are used to describe the real meaning of Micro Economics.

Previous Knowledge Testing :- Here,

the pupil teacher asks some ques. so that previous knowledge of pupils can be checked.

Pupil-Teacher Activity Pupil Activity

1) Can you purchase salt for your home?

Yes

2) You purchasing only at for your home, what it called?

No Response

Announcement of the topic :-

Students, today we will discuss about the Micro Economics.

Presentation :-

Content	Pupil-Teacher activity	Pupil Activity	B.B. book
Meaning of Micro Economics	In Micro Economics, we studies the economic	Students understand	

Content Pupil-Teacher Activity Pupil Activity B.B. book

Subject Matter of Micro Economics ⇒ Theory of Demand and Production of Economics ⇒ Theory of Price Determination ⇒ Theory of factor Pricing

Importance of study of Micro Economics ⇒ Helps in Prediction ⇒ Helps in Managerial Decisions ⇒ Helpful in Economic welfare

**Subject Matter of Economics**

- 1) Theory of Demand
- 2) Theory of Production
- 3) Theory of Price Determination
- 4) Theory of factor Pricing

**Importance**

- 1) Helps in Prediction
- 2) Helps in Managerial Decisions etc.

Recapitulation :-

- 1) what is Micro Economics ?
  - 2) Explain the subject matter of micro economics.
  - 3) What are the benefits received by studying the Micro Economics.
- Home - Work :-
- 1) Learn and write the term of Micro Economics.
  - 2) Learn and write the subject matter, importance of Micro Economics.

## Real Teaching - 3

Repl Teacher Roll no - \_\_\_\_\_ Class - XII

Subject - Economics Time - 35 min

Topic - Macro Economics Date - \_\_\_\_\_

AIMS :-

- General Aims :-
- 1) To create awareness about the economics.
  - 2) To create interest among the students regarding the subject economics.

Specific Aims :-

- 1) The students will be able to understand the term 'Macro Economics'.
- 2) The students will be able to deal with the economy problems as whole.

General Teaching Aids :-

Chalkboard, Auster.

Specific Teaching Aids :-

Charts helps to understand the term 'Macro Economics'.

Previous knowledge Testing :-

Here, teacher uses some aids to know about the

previous knowledge of students

Pupil-Teacher activity To deal with scarce Resource properly

1) what is Economics

2) what is Macro Economics

Announcement of the topic :- well

students, today we will discuss about the term 'Macro Economics'.

Presentation :-

Content Pupil Teacher B.B. Book

Meaning of Macro Economics, will

Economia are studied on aggregate level. carefully

Example Total consumption of the economy as whole, total employment etc.

Macro Economics  
Economics  
Problem are studied on aggregate level.

Content Pupil-Teacher

Scope of Macro Economics

Economics

⇒ Theory of employment

⇒ Theory of money

⇒ Theory of general price level

⇒ Business cycle

⇒ Theory of international Trade

Issues Related to Macro Economics

⇒ Unemployment

⇒ Inflation

⇒ Monetary Policy

⇒ Fiscal Policy

⇒ Growth & Development

Pupil Activity Students will listen carefully and should note in their books.

Macro Economics Scope :-

1) Theory of National Income

2) Theory of employment etc.

Issues are :-

1) Unemployment

2) Inflation

3) Monetary Policy

### Recapitulation :-

- 1) What do you mean by the term of 'Macro Economics'.
- 2) Explain the scope of Macro Economics

### Home - Work :-

- 1) Meaning of Macro Economics ?
- 2) Explain the scope and Issues of Macro Economics.

## Real Teaching - 4

Pupil - Teacher Pattern - \_\_\_\_\_ Date - \_\_\_\_\_

Subject - Economics Class - XII

Topic - Macro Economics Time - \_\_\_\_\_

### AIMS :-

#### General Aims :-

- 1) To create interest among the students regarding the subject of Economics

#### Specific Aims :-

- 1) It will help the students to know about the features, importance, limitations of Macro Economics.

#### General Teaching Aids :-

Chalkboard, Distort.

#### Specific Teaching Aids :-

The chart helps

to clear the term Macro Economics.

#### Previous Knowledge testing :-

In this,

the pupil teacher asks some ques. for checking the previous knowledge of pupil.

	Pupil-Teacher Activity	Pupil Activity
Content	1) I use studied about economic problem as whole, what use will it? 2) Theory of unemployment - ment comes under in?	Issues of Macro Economics.
Features of Macro Economics	Students, today we will discuss about the concept of Macro Economics	
Presentation :-		
Pupil-Teacher Activity	Pupil Activity	B.B. week
Features of Macro Economics	Students will listen the explanation and definition carefully	
	⇒ Economic issues & problems on studying	
	⇒ Reformed Capitalism	

**Features of Macro Economics**

- 1) Study of whole economy
- 2) Reformed Capitalism

	Pupil-Teacher Activity	Pupil Activity
Content	Importance of Macro Economics	Students will listen carefully
Importance of Macro Economics	→ Study of National Income	→ Study of business cycle
Limitation of Macro Economics	→ Dependence on Individual units	→ Dependence on Heterogeneous Unit
Assumption of Macro Economics	→ Short Period	→ Perfect competition
	→ Closed economy	→ Labour is only variable factor

**Importance :-**

- 1) Understanding the functioning of an economy
- 2) Study of National Income
- 3) Study of Business cycle

**Limitation**

- 1) Dependence on Individual units
- 2) Heterogeneous Unit
- 3) Limited application

**Assumption :-**

- 1) Short Period
- 2) Perfect competition

## Recapitulation :-

- 1) Write the importance and limitation of Macro Economics.
- 2) Write over the assumptions of Macro Economics.

## Home-Work :-

- 1) Learn and write the features, importance, limitations and assumptions of Macro Economics.

## Real Teaching - 5

Pupil Teacher Roll no -

Date -

Subject - Economics

Class - XI

Topic - Central Problem of  
an Economy

Time - 35 min

## AIMS :-

### General Aims :-

- 1) To create an interest among the students of the subject 'Economics'.
- 2) To enable the students to get the knowledge of the concept 'Economics'.

### Specific Aims :-

- 1) To enable the students to know what are the problems in the economy.
- 2) To enable the students to find solution of the problem.

### General Teaching Aids :-

Chalkboard, Sluster etc

### Specific Teaching Aids :-

Through the help of charts, study become more interesting.

Reviewers knowledge testing :- Here,

the pupil teacher asks following ques. So that previous knowledge of the students can be checked.

Pupil-Teacher activity

1) Is it possible that all the demands of human being can be fulfilled at every time  
2) why?

Pupil activity  
No

No Response

Announcement of the topic :- well

students, today we will discuss about the topic 'central Problems of an economy'.

Presentation :-

Content	Pupil-Teacher activity	Pupil activity	B.B. work
Economic Problem is concerned with the use of scarce resources among alternative human		Students listen carefully.	

Content Pupil-Teacher activity Pupil activity B.B. work

wants and in using the resources towards the end of satisfying wants as fully as possible.

Causes of Economic Problem  
 → Unlimited wants  
 → limited Means  
 → Alternative uses

Students not in their note - Books.

Central Problems of Economy  
 ⇒ What to Produce  
 ⇒ How to Produce  
 ⇒ For whom to Produce

Students will understand properly should note

How to Produce is connected with their either • Labour • Capital Intensive Techniques

How to Produce in their note

Causes of Economic Problem :-  
 1) Unlimited wants  
 2) Limited Means etc.

Central Problems :-  
 1) What to Produce & How much to Produce  
 2) How to Produce  
 3) For whom to Produce

## Recapitulation :-

- 1) What are the economic problems?
- 2) What are the cause of the economic problem.
- 3) Explain the central problem of an economy.

## Home-Work :-

- 1) Learn and write in their notebooks.

## Real Teaching - C

Class - XI

pupil Teacher Formo - Economics Date -  
 Subject - Intelligence Course Time -  
 Topic - Intelligence Course

## AIMS :-

### General Aims :-

- 1) To create economic sense among students.
- 2) To create interest in the subject among students.

### Specific Aims :-

- 1) To enable the students to understand about the concept of Indifference curve.
- 2) To enable the student to know about budget.

### General Teaching Aids :-

chalk board, duster, Blackboard, Pointer etc.

### Specific Teaching Aids :-

Charts helps in diagrammatical presentation of the concept

### Reviews Knowledge Testing :-

Here, previous knowledge of students are checked :-

Pupil teacher activity No Pupil activity

1) There are so many commodities in the market, do you buy all of them?

What is constraint of money called?

Budget

Measurement of the topic :-  
Dear students, today we will discuss about the topic 'Indifference curve'.

Presentation :-

Content Pupil-Teacher Pupil Activity Block R.B.

Indiff-- A curve which is essence a diagrammatical curve presentation of an indifference set. Students will

It shows different combination of two commodities (like apples & oranges) between which a consumer is indifferent.

Indifference Curve :- It is a diagrammatical representation of indifference sets.

Content Pupil-Teacher Pupil Activity Block R.B.

Each combination offers him the same level of satisfaction.

Properties :-  
1) Indifference curves are negatively sloped or downward.

2) Indifference curves never touch each other.

3) Indifference curves intersect each other.

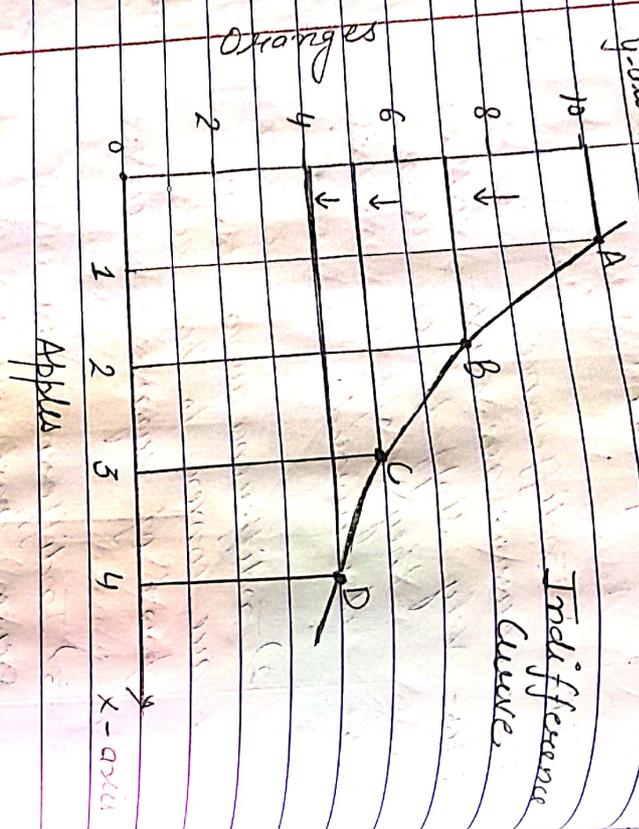
4) Higher indifference curve represents higher level of satisfaction.

5) Indifference curve touches with X-axis or Y-axis.

Properties  
Negatively sloped or downward-sloping.  
Never touch to the point of origin.  
Never touch or intersect each other etc.

# Diagrammatical Representation

Indifference Curve :-



Recapitulation :-

- 1) what do you mean by Indifference curve?
- 2) what are its properties?

Home-work :-

- 1) Redesign the diagram.

# Real Teaching - 7

Pupil Teacher Roll no -

Subject - Economics

Topic - Demand

Date -

Class - XII

Time -

AIMS :-

General Aims :-

- 1) To create an economic sense among students
- 2) To develop an interest among the students.

Specific Aims :-

- 1) To enable the students to know the concept of 'Demand'.
- 2) To enable the students to know the relationship between quantity demanded and price.

General Teaching Aids :-

Chalkboard, Sluiter etc

Specific Teaching Aids :-

Charts helps to clear the concept of Demand.

Previous knowledge testing :-

How, previous knowledge of the students are checked.

**Pupil activity**  
 1) Why do we think about the purchasing of commodity?  
 2) Is demand is affected by price?  
 Announcement of the topic :- Today we are discussing about the topic of 'Demand'.

<b>Pupil Teacher activity</b>	<b>Pupil activity</b>
1) Why do we think about the purchasing of commodity?	For necessity and desire
2) Is demand is affected by price?	No Response
<b>Meaning of Demand</b>	<b>Pupil Activity</b>
Demand of a commodity that the consumer are able and willing to buy at each possible prices of the commodity during a given period of time.	Students will listen carefully

**Demand** is the quantities of commodity that consumer are able and willing to buy at each possible prices.

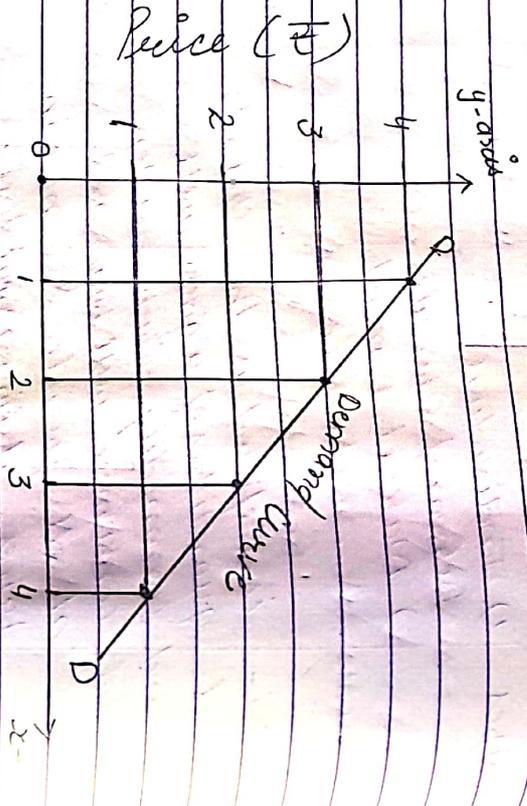
**Pupil Teacher activity**  
 Demand Schedule to the price and quantity demanded is called Demand Schedule.  
**Pupil activity**  
 1) Individual Demand Schedule  
 2) Market Demand Schedule

<b>Content</b>	<b>Pupil Teacher activity</b>	<b>Pupil activity</b>	<b>B.B. week</b>
Demand Schedule	The table relating to the price and quantity demanded is called Demand Schedule.	Students note in their notebook	
<b>Types</b>	1) Individual Demand Schedule 2) Market Demand Schedule		
<b>Individual Demand Schedule</b>	is defined as the quantity of a given commodity which consumer will buy at all possible prices, at time and their note in notebook.		
<b>Market Demand Schedule</b>	is defined as that shows total demand of all the consumers in the market at different prices of the commodity.		

**Types**  
 Individual Demand Schedule  
 Market Demand Schedule

## Diagrammatical Representation

Price (₹)	Quantity Demanded
1	3
2	2
3	1
4	0



Quantity (Units)

Recapitulations :-

- 1) What do you mean by Demand?
- 2) Explain briefly Demand Schedule.

Home-work :- Revise the C.W.

## Real Teaching - 8

Repl. Teacher Roll no - \_\_\_\_\_ Class - XII

Subject - Economics Date - \_\_\_\_\_

Topic - Over Population Time - \_\_\_\_\_

AIMS :-

General Aims :-

- 1) To create an interest of economic subject among students.
- 2) To create economic sense among students.

Specific Aims :-

- 1) To enable the students to understand the concept of 'Over Population'.
- 2) To enable the students to understand what the effect of over Population on the economy.

General Teaching Aids :-

Blackboard, Chalk etc

Specific Teaching Aids :-

Using charts to clear the concept of over Population  
 Previous knowledge testing :-  
 Here,

previous knowledge of the pupils are to be checked.

Pupil activity 25

- 1) what is strength of class
- 2) what happens if strength increases three times?
- 3) what is this situation known as?

Announcement of the topic :-

students, today will be discussing about the over population.

Presentation :-

Content Pupil-Teacher Pupil activity B.B.

Meaning Over Population activity

Over-Population is that situation in which the number of living people in a country is much more than the capacity of its land area.

Over Population  
number of living people in a country is much more than the capacity of land area.

Content Pupil-Teacher Pupil activity B.B.

Problem of Over Population activity

- 1) Food Problem
- 2) Unemployment
- 3) Increase in Price
- 4) Increase in Social evils
- 5) Poverty
- 6) Burden on Education and Medical care
- 7) Low Development

Problems  
1) Food Problem  
2) Unemployment  
3) Increase in Price  
4) Increase in Social evils  
5) Poverty  
6) Burden on Medical care etc.

Food Problem The population goes on increasing at a rapid rate but production is not increasing its rate

listen carefully and note in their notebook

## Recapitulation :-

- 1) What do you mean by Over Population
- 2) What are problems faced due to over population.

## Home - Work :-

- 1) Write the meaning of Over Population. Give any 5 problems of over population.

## Real Teaching - 9

Pupil Teacher Roll no -

Class - IX

Subject -

Economics

Date -

Topic -

Unemployment

Time -

## AIMS :-

### General Aims :-

- 1) To create an economic sense among students
- 2) To develop interest among student of the subject

### Specific Aims :-

- 1) To enable the students to understand the concept of unemployment
- 2) To enable the students to know what problems are faced by economy due to the unemployment.

### General Teaching Aids :-

Chalkboard, Cluster etc.

### Specific Teaching Aids :-

Through the help of chart, use well clearly define the concept of unemployment.

Previous Knowledge Testing :- Here, previous

Knowledge of the students are to be checked by asking some questions.

Pupil Teacher activity  
 1) Do you have any idea what is unemployment

Announcement of the topic :- Well

Students, today, we will discuss the topic 'Unemployment'

Content	Pupil Teacher activity	Pupil activity	B.B. week
Meaning of Unemployment	Unemployment is a situation where a person is willing to work but fails to get a job.	Students will listen carefully	
	The state between unemployed and total labour force determines.		
	The state of		

**Unemployment** is a situation where a person is willing to work but fails to get a job. The state b/w unemployed and total labour force.

Content Pupil Teacher activity B.B. week

Measures to solve the problem of unemployment

1) Cottage and small scale industries  
 2) Means of Transport and communication

Cottage and small scale industries provide more employment by adopting labour intensive techniques. Education should be changed and emphasis should be given to vocational education.

Means of Transport and communication should be developed.

**Measures to solve**  
 1) Cottage & small scale industries  
 2) Means of Transport.

Rehabilitation :-

- 1) What is unemployment?
- 2) How would the problem of unemployment be tackled.

Home - Work :-

- 1) Define the problem of unemployment and measures to solve it.

## Real Teaching 10

Pupil Teacher Roll no -

Subject - Economics

Topic - Inflation

Class - IX

Date -

Time -

AIMS :-

General Aims :-

- 1) To create an economic sense among students
- 2) To enable the students to know about the basic facts of an economy.

Specific Aims :-

- 1) To enable the students to understand the concept of 'Inflation'.

General Teaching Aids :-

chalk, duster etc

Specific Teaching Aids :-

Charts are used

Various Knowledge Testing :-

Here, the previous knowledge of the students are to be checked by asking few ques.

Pupil activity  
Yes

Pupil Teacher activity

1) Do you visit at any where?

Bus

2) What type of means you use?

Announcement of the topic :- well

students, today we will discuss about the concept of Transportation

Presentation :-

Content

Pupil Teacher activity

Pupil activity

B.B. week

Meaning of Transport means physical movement

listen carefully

position of goods and passengers from one place to another

Means of Transport

1) Land Transport

2) Water Transport

Content

Pupil Teacher activity

Pupil activity

B.B. week

3) Air Transport

Land Transport

Land Transport includes :-  
(a) Road Transport  
(b) Rail Transport

listen carefully

Road Transport

Transfer of goods and passengers through roads from one place to another place

Students should note

Rail Transport

It means transfer through railway.

listen carefully

Water Transport

(a) Rivers  
(b) Canals & Seas

Should be note in their

Air Transport

Air Transport is used for transfer of less bulky goods of high value or passengers.

Boats

Means of Transport  
1) Land Transport  
2) Water Transport  
3) Air Transport  
Land Transport  
1) Road Transport  
2) Rail Transport  
Water Transport  
Rivers

Rehabilitation :-

- 1) Ships are related to which means of transport?
- 2) \_\_\_\_\_ is the faster means of transport.

Home-work :-

- 1) Write the means of transport.

## Real Teaching 11

Pupil Teacher Roll no. \_\_\_\_\_ Class - XII.

Subject - Economics Time -

Topic - Poverty Date -

AIMS :-

General Aims :-

- 1) To create an economic sense among students
- 2) To develop an interest of subject among students

Specific Aims :-

- 1) To enable the students to understand the concept of Poverty.
- 2) To enable the students to know what are the causes of Poverty.

General Teaching Aids :-

Chalk, whiteboard etc

Specific Teaching Aids :-

Charts are used.

Previous knowledge Testing :-

Here the

previous knowledge of Pupils are checked :-

Pupil Teacher activity	Pupil activity	
1) In India, is every one able to get food and cloth?	No Response	
2) What is Poverty?	No Response	
Announcement of the topic :-	OK	
Students, today, we will discuss about the topic of Poverty.		
Presentation :-		
Content	Pupil Teacher Activity	Pupil Activity
Meaning of Poverty	Poverty is defined as the inability to meet the minimum human needs concerning food, cloth, housing etc.	Students will listen carefully

**Poverty** as the inability to meet the minimum needs concerning food, cloth, housing etc. A.C.

Content	Pupil Teacher Activity	Pupil activity	B.B. work
Causes of Poverty	1) Increase in Population 2) Backwardness of agriculture 3) Unemployment 4) Rise in Illiteracy 5) Low Income	Students will listen carefully	<b>Causes</b> 1) Increase in Population 2) Unemployment 3) Backwardness of agriculture 4) Illiteracy 5) Low Income
Increase in Population	Due to high birth rate of population per capita income and consumption expenditure has not raised to the desired level.	Students maintain Silence	
Backwardness of Agriculture	India's population depends on agriculture but there are inadequate agricultural inputs.	Students will note their notebooks	

**Causes**  
1) Increase in Population  
2) Unemployment  
3) Backwardness of agriculture  
4) Illiteracy  
5) Low Income

Rehabilitation :-

- 1) How increase in Population is responsible for Poverty.
- 2) Unemployment is the cause of

Home - Work :-

- 1) What do you mean by Poverty?
- 2) Tell the causes of Poverty.

Real Teaching 12

Pupil Teacher Roll no -

Date -

Subject - Economics

Class - IX

Topic - Economic and

Time -

non - Economic goods

AIMS :-

General Aims :-

- 1) To create an economic sense among students
- 2) To develop an interest of the subject to students

Specific Aims :-

- 1) To enable the students to understand the concept of economic and non - economic goods.

General Teaching Aids :-

Chalk, Blackboard et.

Specific Teaching Aids :-

Charts are used.

Previous Knowledge Testing :-

How the previous knowledge of the students are to be checked?

Announcement of the topic :-  
 well students, today we are discussing about the economic and non-economic goods.

Presentation :-

Content	Pupil Teacher activity	Pupil activity	B.B. week
Economic Goods	All commodity having scarcity, want-ability are known as Economic goods.	Students listen carefully	
Types of Economic Goods	Economic goods are classified as -	Students should note	
	1) Consumer goods	in their notebooks	
	2) Producer goods		
Non-Economic Goods	These goods are produced for the final consumption		



Content Pupil Teacher Activity by consumers.

Example Butter, Sweets, Chocolates etc.

Producer Goods used in the production of other goods are known as producer goods.

Example Machine tools and equipments etc.

Classification of Capital Goods  
 It (Capital Goods) are classified into types of goods  
 (a) Intermediate goods  
 (b) Final Goods  
 (\*) Capital Goods  
 (\*) Consumer Goods

Content	Pupil Teacher Activity	Pupil activity	B.B. week
Producer Goods	used in the production of other goods are known as producer goods.	Students will listen carefully	
Example	Butter, Sweets, Chocolates etc.		
Classification of Capital Goods	It (Capital Goods) are classified into types of goods	Students will write in their notebooks	
	(a) Intermediate goods		
	(b) Final Goods		
	(*) Capital Goods		
	(*) Consumer Goods		

## Repetition :-

- 1) What is Goods?
- 2) How goods are classified?

## Home-Work :-

- 1) Write the concept of economic and non-economic goods.

## Real Teaching - 13

Pupil Teacher Roll no -

Date -

Subject -

Economics

Class - XI

Topic -

Elasticity of Demand Time -

## AIMS :-

### General Aims :-

- 1) To create an economic sense among students
- 2) To develop interest of the subject among the students.

### Specific Aims :-

- 1) To enable the students in getting the knowledge about the elasticity of demand.
- 2) To enable the students to know what are the degrees of Price Elasticity of demand.

### General Teaching Aids :-

chalk, dustbin etc.

### Specific Teaching Aids :-

Charts are used

to clear the meaning of Elasticity of demand.

Previous Knowledge Testing :- Here,

The previous knowledge be checked by asking some questions.

P.T. Activity Pupil Activity  
It is Elastic

1) What is Rubber band?

NO Answer

2) Can demand for commodity be elastic?

3) Do you think the elasticity of demand can be calculated or measured

NO Response

Announcement of the topic :-

Students, today we will discuss about the topic 'Elasticity of Demand'.

Presentation :-

Content Pupil-Teacher Pupil B.B. Week

Meaning of Elasticity of Demand

Elasticity of Demand

which measures the extent to which quantity demanded of a commodity increases or decreases when there is increase or decrease in any of its determinants.

According to Paolay - "The elasticity of demand measures the responsiveness of the quantity demanded of a good, to change in its price, price of other

**Elasticity of Demand :-**  
Quantity demanded of a commodity increases or decreases when there is an increase or decrease in any quantitative factor

Sentent	Pupil-Teacher	Pupil	B.B.
	Activity	Activity	Week
	goods and in		
	changes in		
	consumer's income.		

Types of Elasticity of Demand

There are 3 types of Elasticity of Demand

- 1) Perfectly Elastic Demand
- 2) Perfectly Inelastic Demand
- 3) Unitary Elastic Demand

**Types of Elasticity of Demand**

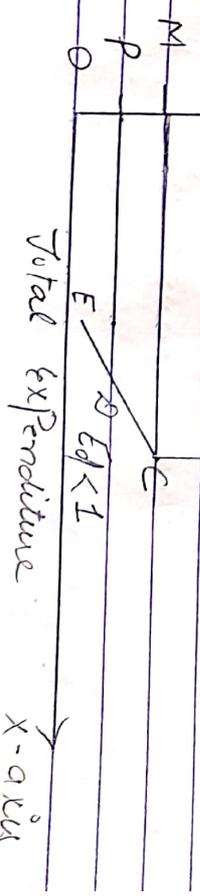
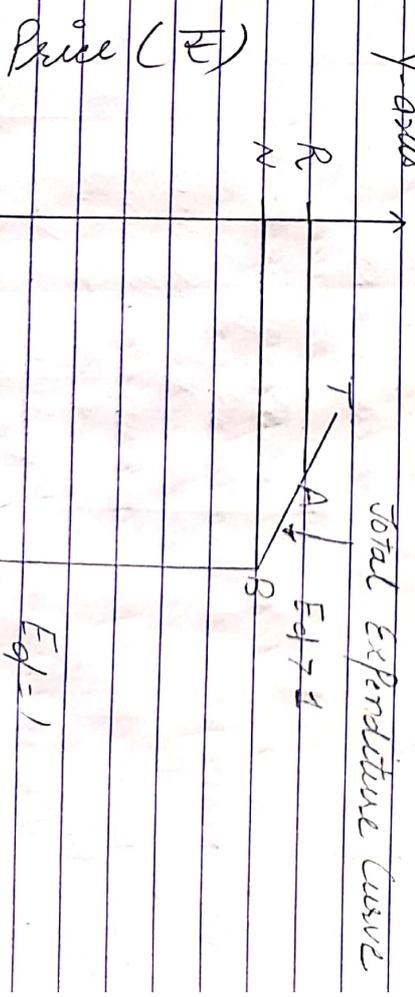
- 1) Price Elasticity
- 2) Income Elasticity
- 3) Cross Elasticity of Demand

Price Elasticity of Demand is % change in demand divided by % change in price.

- Types of Elasticity of Demand
- (1) Perfectly Elastic Demand
  - (2) Perfectly Inelastic Demand
  - (3) Unitary Elastic Demand
  - (4) Greater & less than Unitary Demand

Elasticity of Demand	Price	Total Expenditure
Greater than Unity	UP ↑ Down ↓	Down ↓ UP ↑
Unity	UP ↑ Down ↓	No change
Less than unity	UP ↑ Down ↓	UP ↑ Down ↓

Total expenditure :- It is a method of measuring Price Elasticity of Demand



## Recapitulation :-

- 1) What is Elasticity of Demand?
- 2) Explain Price Elasticity of Demand.

Home - Work :-

- 1) Do as C.W. learn and write.
- 2) Clearly understand the Diagram of Demand by using the Method of 'Total Expenditure'.

## Real Teaching - 14

P.T. Roll no -

Class - XII

Subject - Economics

Date -

Topic - Cost

Time -

ATMS :-

General Aims :-

- 1) To create an economic sense among the students of Economics.
- 2) To develop an interest among the students regarding the subject of Economics.

Specific Aims :-

- 1) To enable the students to know the meaning of cost.
- 2) To enable the students to understand the different types of cost.

General Teaching Aid :-

Chalk, Sluster etc.

Specific Teaching Aid :-

Charts are used to describe the concept of cost.

Previous Knowledge Testing :- Here,

the previous knowledge of the students can be checked by asking the following questions :-

Pupil Activity

P.T. Activity

- 1) Are you purchasing? Yes
- 2) For purchasing, the amount is paid. Yes

3) This amount is called No Response

Announcement of the Topic :-

Students, today we are discussing about the topic of -

- Concept of cost
- Types of cost etc.

Presentation :-

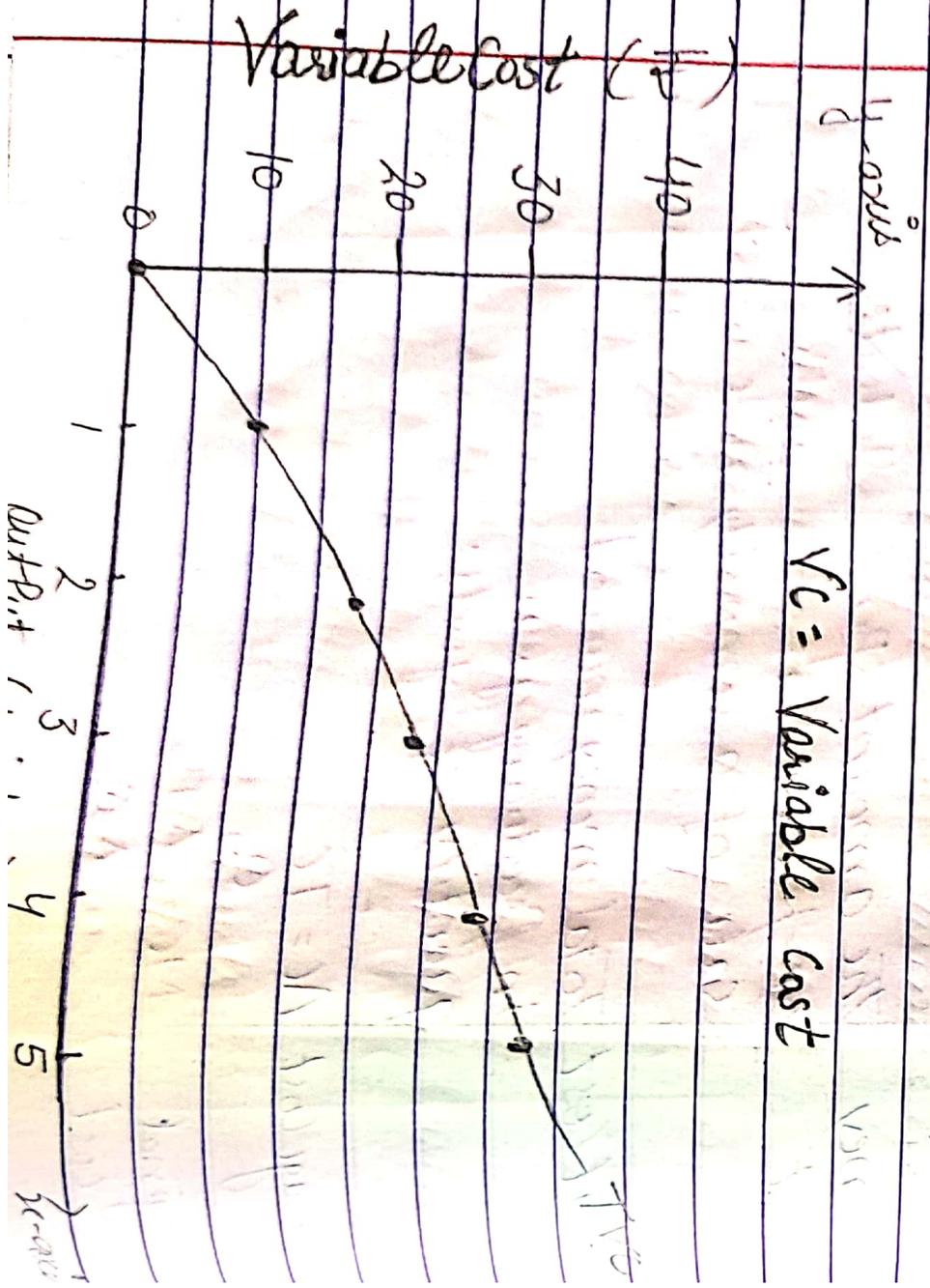
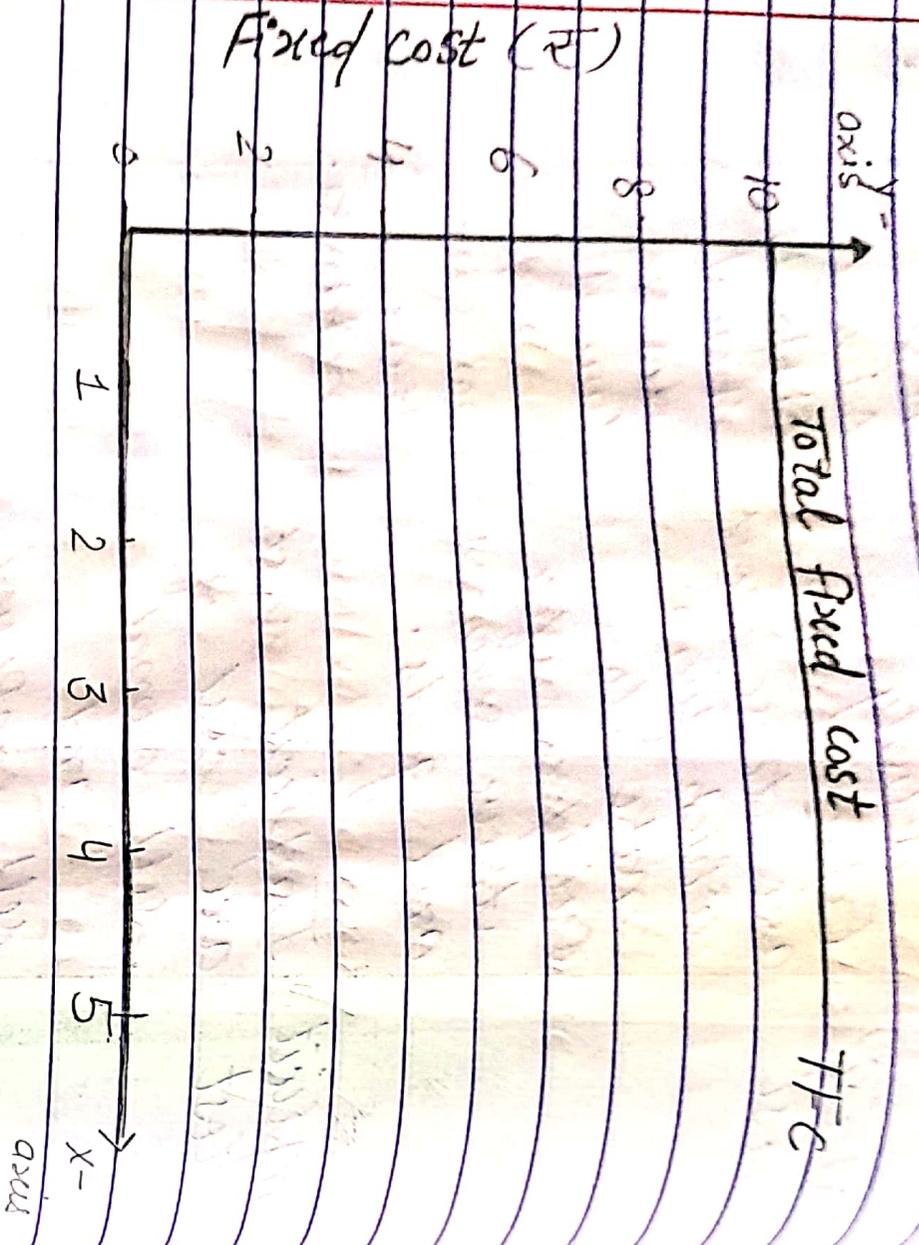
Here, presentation of the topic are as follows :-

Content	Pupil-Teacher activity	Pupil Activity	B.B. Work
Meaning of cost	In the process of production of goods each firm make use of factors of production (land, labour, capital etc.) raw materials and intermediary goods.	Students will closely understand	<u>Cost</u> The amount spent on the inputs are called cost.
Types of cost	All these are called Inputs. The amount spent on these inputs are called Cost of Production	Students will listen carefully	<u>Types</u> 1) Real cost 2) Opportunity cost 3) Money cost 4) Explicit cost 5) Implicit cost 6) Total cost 7) Average cost 8) Marginal cost
1) Real cost			
2) Opportunity cost			
3) Money cost			
4) Explicit cost			
5) Implicit cost			
6) Total cost			
7) Average cost			
8) Marginal cost			

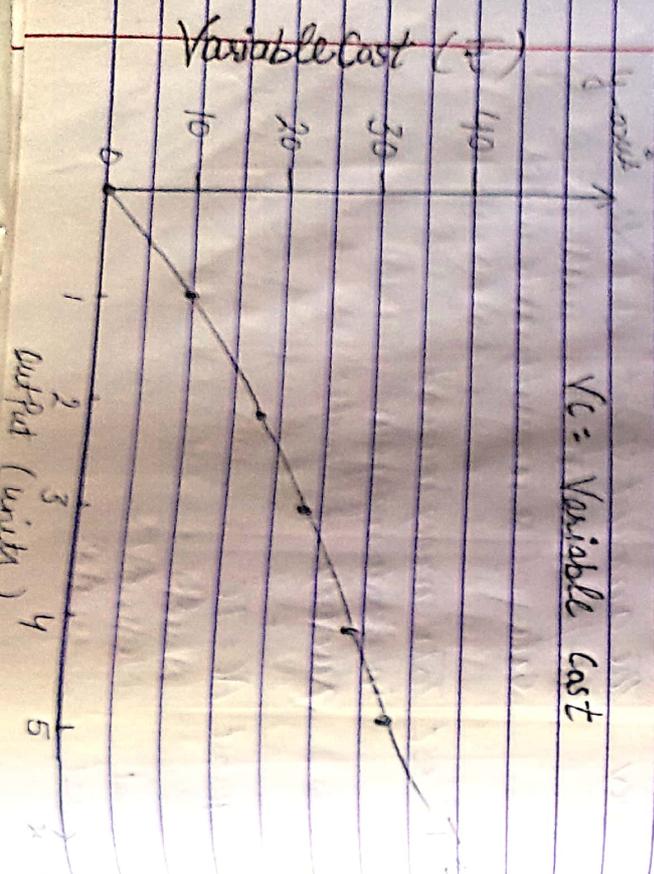
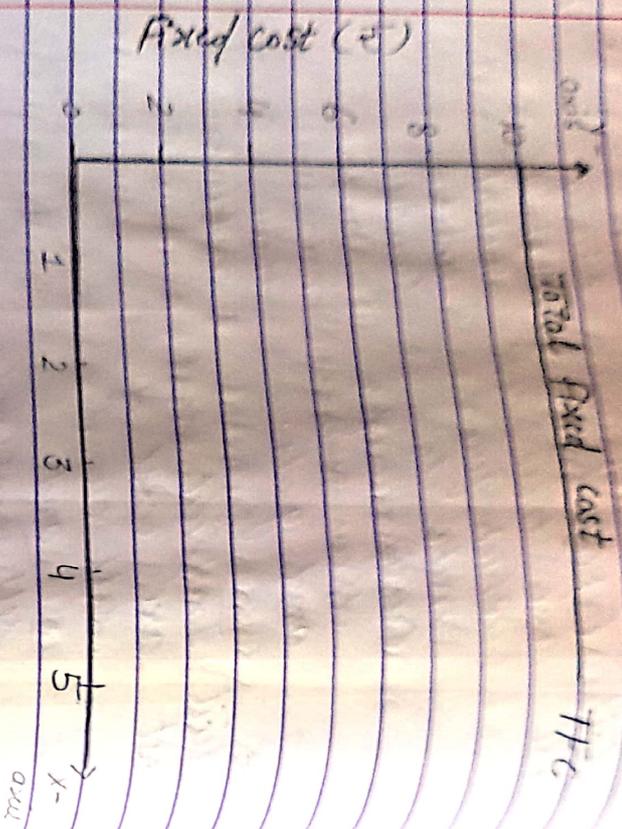
Content	Pupil - Teacher	Pupil	B.B. book
Real cost	Real cost refers to the pain, discomfort and inconvenience involved in supply the factors service by their owners.	Students should note in their notebooks.	
Opportunity cost	Opportunity cost refers to the loss of opportunity in the next best alternative use by the factors.		
Opportunity cost vs Opportunity cost.			

Content	Pupil - Teacher	Pupil	B.B. book
Explicit Cost	Explicit cost are those cost which firm make to outsiders for their services and goods.	Students should listen carefully and note in their notebooks.	
Implicit Cost	Implicit cost are cost of self owned and self employed resources.		
Money Cost	The amount spent on production & sale of a commodity.	Students will note it.	
Total cost	Total money incurred in producing given quantity of goods.		
Average cost	$AC = \frac{TC}{Q}$		
Marginal cost	$MC = \frac{\Delta TC}{\Delta Q}$		

$$\text{Total Cost} = \text{TFC} + \text{TVC}$$



Total cost =  $TFC + TVC$



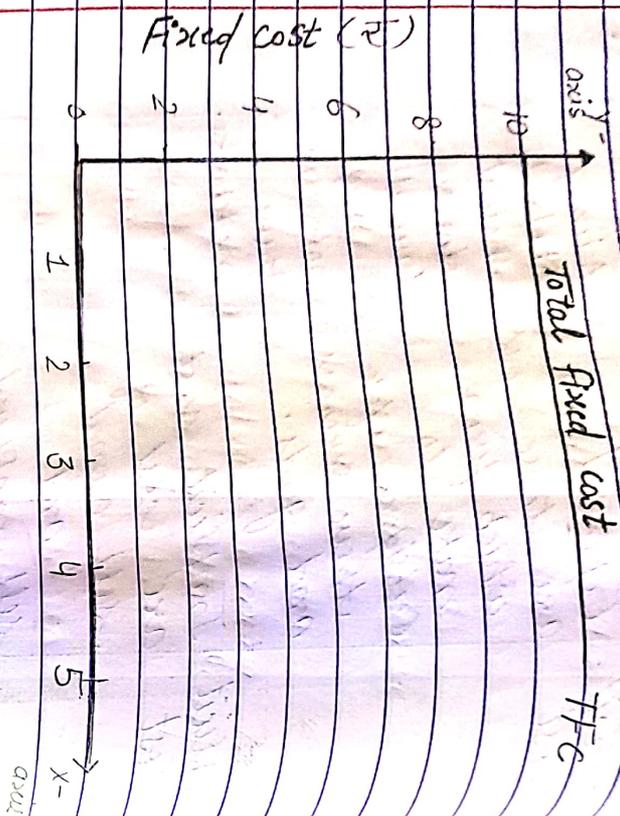
Prohibitions :-

- 1) Secular the concept of cost
- 2) What are the types of cost.

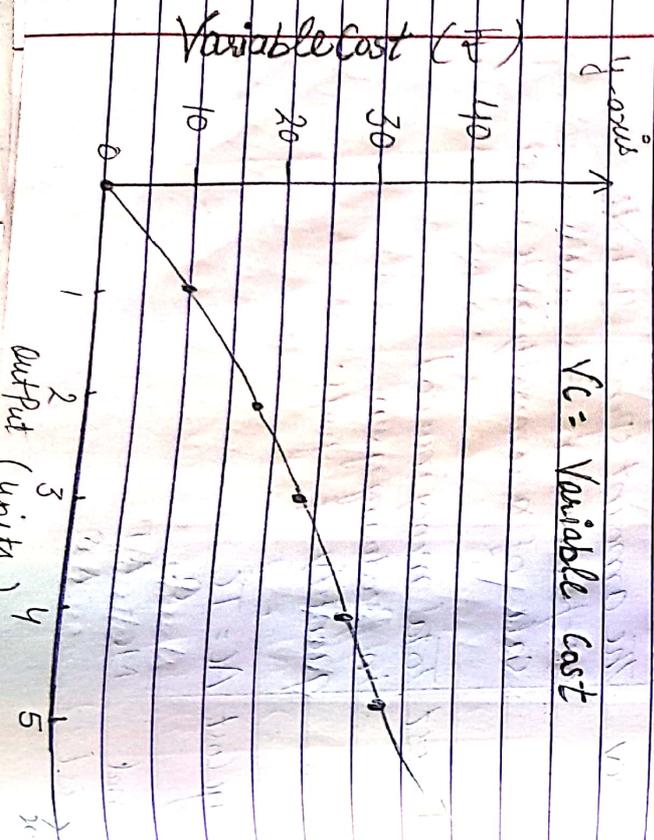
Home-work :-

- 1) Learn and write the CV.
- 2) Practice with Diagram

$$\text{Total Cost} = \text{TFC} + \text{TVC}$$



$VC = \text{Variable Cost}$



Recapitulation :-

- 1) Describe the concept of cost.
- 2) What are the types of cost.

Home-work :-

- 1) Learn and write the CV.
- 2) Practice the Diagram.

# Real Teaching - 15

Date :-

Pupil - Teacher Roll no - Class - XII

Subject - Economics Time -

Topic - Business cycle

AIMS :-

General Aims :-  
1) To create an economic sense among students.

2) To develop an interest among the students regarding the subject Economics.

Specific Aims :-

1) To enable the students to know the concept of Business cycle.

2) To enable the students to know the different phases of Business cycle.

General Teaching Aids :- Chalk, Blackboard.

Specific Teaching Aids :-

- Charts
- Pointer
- etc...

Previous knowledge Testing :- Here, the

previous knowledge of the students can be checked by asking following questions to the pupils.

Pupil Teacher

activity

1) Are you going to market?

Yes

Pupil Activity

2) In the market, there are always some position

No Response

3) Are you always purchasing?

Thinking

Announcement of the topic :- Well

students, today we are discussing about the topic of :-

\* Concept of Business cycles

\* Phases of Business cycles

Presentations :-

Content	Pupil Teacher Activity	Pupil Activity	B.B. week
Meaning of Business cycle	Every country witness boom and depression periodically.	Students will listen carefully	
	These changes of Boom and Depression are cyclical in form.	Students will note in their notebooks	
	Here, these are called Trade or Business cycle.		
Definition of Business cycle	According to Anotat of Mustad- "Business cycle are alternations of prosperity and depression."	Students will listen carefully	

Content

Content	Pupil Teacher Activity	Pupil Activity
Phases of Business cycle	(1) Expansion or Boom (2) Recession or Depression or Contraction (3) Recovery	Students will listen carefully
Methods to control Business cycles	(1) Monetary Policy (2) Fiscal Policy (3) Direct Controls	Students will listen and note in their notebook.
Fiscal Policy Classifications	(1) Built-in stabilisers (2) Discretionary Measures	

**Phases of Business Cycle**

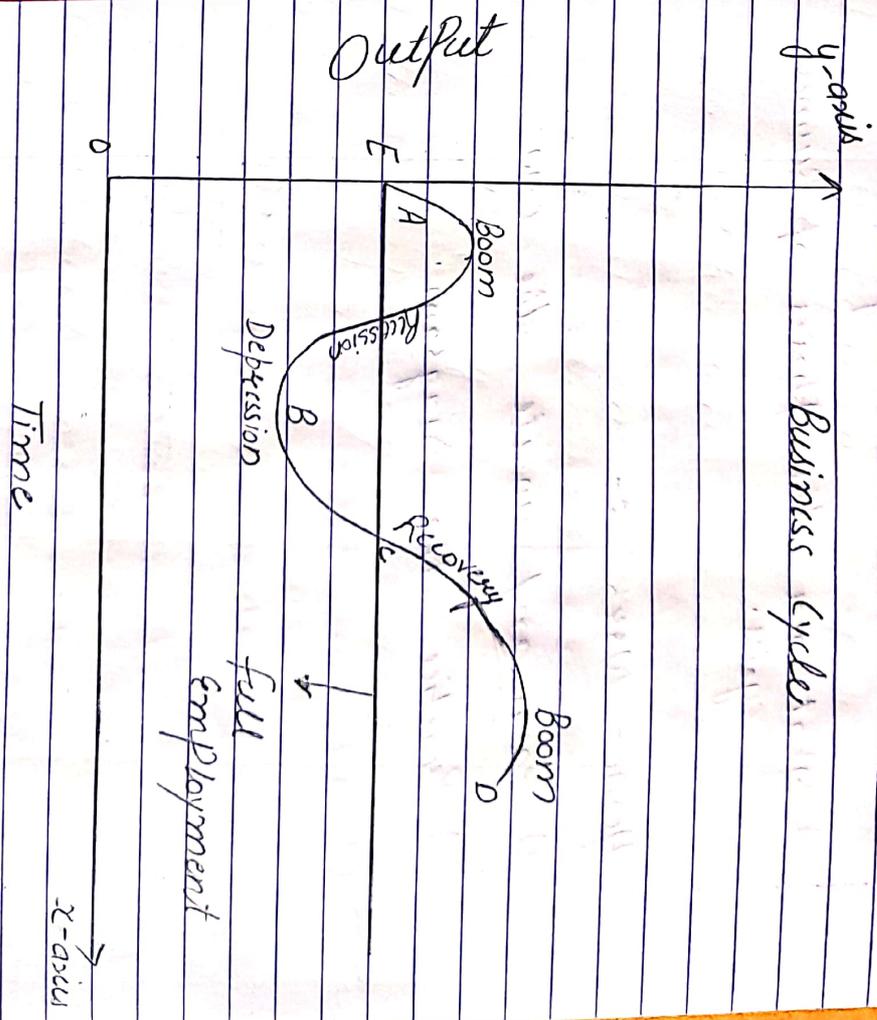
- 1) Boom
- 2) Recession
- 3) Depression or Contraction
- 4) Recovery

**Methods to control Business cycle**

- 1) Monetary Policy
- 2) Fiscal Policy
- 3) Direct Control

Content	Rebel-Teacher Activity	Rebel Activity	B.B. week
Expansion OR Boom	This phase of Business cycle represents the best stage of prosperity.		
Recession	In this phase, there is decline in economic activities		
Depression	Once the process of Recession starts, it becomes almost difficult to stop the start. Then depression starts.		
Recovery	In this phase, the recovery starts. Means little bit processing goes on.		

### Business Cycle



## Recapitulation :-

- 1) What is Business cycle?
- 2) What are the Phases of Business cycles.

## Home - Work :-

- 1) Learn and write the C.W
- 2) Practice the Diagram.

OBSERVATION