

Social Science

Economics

Class - IX

Sr. No.	Time/ Hours	Topic	Subject Matter	Activities
1.		Economics of a Village	<p>Economic transactions in a village and its interaction with the rest of the world through which the concept of production including three factors of production (Land, Labour and Capital) can be introduced.</p> <p>Land – Size of holding, methods of farming. How much irrigated land in there in H.P.?</p>	<p>During your field visit talk to some farmers of your region. Find out:</p> <p>a) What kind of farming methods, modern or traditional or mixed do the farmers use? Write a note.</p> <p>b) What are the sources of irrigation?</p> <p>c) How much of the cultivated land is irrigated? (very little/ nearly half/most of it, whole of it).</p> <p>d) From where do the farmers obtain the inputs that they require?</p> <p>e) Give more examples of activities done by different farmers.</p> <p>f) Critically explain the method of farming.</p>
2.		People As Resource	Introduction of how people become	1. Visit a village or a colony located in

		Labour : A factor of production	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 non utilization of human resource— socio political implication in simple form.	<p>your area and note down the various activities undertaken by the people of that village or colony. Observe whether their activities are economic or non economic(in context of capital as 3rd factor of production).</p> <p>2. Count the number of boys and girls studying in your class.</p> <p>3. Visit a nearby hospital either government or private and note down the following details:</p> <p>4. How many beds, doctors and nurses are there in the hospital.</p>
3.		Poverty As A Challenge Facing India	Who is poor (through two case studies rural and urban); indicators of absolute poverty (not as a concept but through a few simple examples) – Why people are poor?	<p>1. What is the condition of the old people in the family?</p> <p>2. Are all the children (Boys and girls) attending school?</p> <p>3. Who are the earning members in the</p>

			<p>Unequal distribution of resources; comparison between countries; steps taken by government for poverty alleviation.</p> <p>Comparison between states (including H.P.) may be shown in the chart or comparison of H.P. & India in boxes.</p>	family?
4.		Food Security	<p>Source of food grains – variety–across the nation–famines in the past–the need for self sufficiency–role of government in food security–Procurement of food grains overflowing of granaries and people without food –public distribution system– role of co-operative in food security (food grains, milk and vegetable–ration shops, co-operative shops, two-three examples as case studies) variety of cooperatives in H.P. in box.</p>	<ol style="list-style-type: none"> 1. Find out what type of help is given to the victims of a natural calamity in a relief camp. 2. Have you ever helped such victims (in the forms of money, food, clothes, medicines etc.)? 3. Visit some farmers in a nearby village and collect the details of food crops cultivated by them. 4. Visit your area ration shop and get the following details; <ol style="list-style-type: none"> a) When does the ration shop open? b) What are the items

				<p>sold at the ration shop?</p> <p>c) Compare the price of rice and sugar from ration shop with the prices from any other grocery shop. (For below poverty line families)</p> <p>d) Gather detailed information about some programmes initiated by the govt. which have food component, mid-day meal, ICDS (Anganbari)</p>
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