

Ans. 6. The basic functions of the environment are :

**(i) Supply of resources :**

- Renewable resources which can be used without the possibility of exhaustion or depletion. e.g: trees, Fishes *etc.*
- Non Renewable resources which get exhausted with extraction. e.g: Fossil Fuel *etc.*

**(ii) Assimilation of Waste :** Capacity to absorb degradation.

**(iii) Sustainment of life -** By providing genetic and bio diversity like plants, animals, birds, fish *etc.*

**(iv) Provision of aesthetic Services :** eg: Scenery, rocks, mountains, landscapes *etc.*

6 marks

A12. Environment and economy are interdependent and need each other. Hence sustainable development is necessary.

**According to UNCED :** Sustainable development is defined as : “Development that meets the need of the **present generation without compromising** the ability of the **future generation** to meet their own needs.”

It is also related to the material standard of living of the poor i.e.-increase in income, real income, literacy rate, health care, *etc.*

Thus the recent years have witnessed a need for sustainable development where it is a **moral obligation** of today's people to hand over the planet earth to future generation in **a good form and** in the same “**quality of life**” they acquired.

A13. The **various strategies** designed and developed to promote sustainable development are :

**(i)** Use of non-conventional source of energy like wind and solar.

**(ii)** Use of LPG, Gobar gas in the rural areas in place of wood *etc.*

**(iii)** Use of CNG in urban area's vehicles.

**(iv)** Wind power

**(v)** Mini  
Plants

**(vi)** Going back to traditional knowledge and practices.

**(vii)** Biopest control.

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## INFLATION (NOTES)

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Inflation refers to a situation of increase in the general price level over a period of time. A chief measure of inflation is the inflation rate, the annualized percentage change in a general price index over time.

### TYPES OF INFLATION

- 1. DEMAND PULL INFLATION :** Demand pull inflation arises when there is an excess of demand for goods and services over their supply. Its causes are :
  - (a) Government** as a welfare state spends on health, education, construction of dams *etc.* and when this expenditure exceeds the anticipated amount in the economy, this would result in price rise.
  - (b) In India, deficit financing** refers to the process of printing new currency by the RBI for funding deficit in the government budget. Reliance on deficit financing has caused a substantial rise in government expenditure without a corresponding rise in the flow of goods and services which has led to a rise in price.
  - (c) Increase in money supply** has caused increase in purchasing power of the consumers. This would further lead to increase in demand of goods and services. If the available supply of goods and services is less than its demand, price rise is obvious.
  - (d) Huge stock of black money**, when spent lavishly, raises the level of demand and hence price rise.
  - (e) The country has experienced population explosion** since 1951. As a result, demand for primary goods has shown a steep rise while their output has not risen proportionally. This fuels the price spiral.
- 2. COST-PUSH INFLATION :** It occurs when rise in price is due to the rise in the cost of production. Its causes are :
  - (a) Wage-price spiral :** Strong trade unions are able to raise wages of the employees when there is inflation. This in turn raises the cost of production which causes a rise in price. Thus, it is a situation of rise in price due to rise in wages and rise in wages is due to rise in prices. This situation is known as wage-price spiral.
  - (b) Inflation across the borders** has impacted price level in the domestic economy. When the price of imported raw materials goes up, domestic cost of production rises which leads to an increase in prices of the goods produced in the economy.
  - (c) Prices in India** have tended to rise on account of a frequent hike in **indirect taxes** like sales tax, excise duty, customs duty *etc.*
  - (d) Sometimes price rises** because of sudden and unexpected fall in the supply of some **basic inputs** for that commodity. For e.g. : Industrial Production has declined due to shortage of raw materials, transport bottlenecks, strikes and lockouts *etc.*
  - (e) Price rises** on account of the frequent hike in **the administered prices** i.e. increase in railway freight, postal

charges, price of petroleum products *etc.*

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## EFFECT OF INFLATION (OR PROBLEMS RELATED TO INFLATION)

1. Inflation causes **inequality in the distribution of income and wealth**. During inflation, capitalists accumulate wealth, the wage earners suffer a cut in their capacity to buy goods and services. This erodes their capacity to save and economic divide tends to expand.
2. Owing to inflation, **exports become expensive** in relation to imports. As a result, domestic goods lose their competitiveness in the international market. Thus, exports tend to fall while imports trend up. Hence, BOT becomes unfavourable.
3. Effect on economic **growth**
  - Increase in price level leads to a fall in the purchasing power of money.
  - More money is required to buy goods and services which reduces savings.
  - Low savings and high rate of interest leads to a fall in the inducement to invest.
  - This leads to low capital formation in the economy which hampers the growth of the economy.
4. **Fixed income groups** suffer the most because they live on past savings, pensions, interest *etc.* which do not rise as much as the price level. Thus, they buy lesser amount of goods and services than before and their quality of life suffers.
5. **Speculation and hoarding** are the dangerous consequences of inflation. Traders make speculative investment on inventory stocks. Accordingly, current supplies are reduced. Scarcity is compounded and a state of social unrest is created in the economy.
6. Inflation threatens the flow of **Foreign Direct Investment (FDI)** because of 2 reasons :
  - Firstly, because of price rise, cost of production goes up which discourages the foreign countries to buy goods from the domestic country.
  - Secondly, it implies a fall in purchasing power of foreign currency in the Indian Markets.

## GOVT. POLICIES TO CHECK INFLATION

1. **Fiscal Policy Measures** : It includes the revenue and expenditure policy of the government.  
The measures are :
  - (a) Taxes are increased so that the purchasing power of the people is reduced.
  - (b) The government should reduce its expenditure on non-developmental and unproductive work.
2. **Monetary Measures** : It refers to the policy of the Central Bank of the country to control money supply. It includes :
  - (a) The central Bank of the country puts a check on the money supply. Lesser is the supply of the money in the market, lower is the purchasing power of the people and hence lower the demand for goods and services.
  - (b) Increase in the Bank Rate : Bank rate is the rate of interest charged by the Central Bank from the commercial Banks for the loans. Increase in the bank rate causes an increase in the market rate of interest which is charged by the commercial Banks from the general public for the loans. Hence, demand for loans is reduced and inflation is corrected.
  - (c) Decrease in the supply of credit includes :
    - Increase in Cash Reserve Ratio (CRR) which compels the commercial Banks to keep more cash reserves with the RBI. Those reduce the money supply in the economy and the purchasing power and demand too reduces.
    - Increase in Statutory Liquidity Ratio (SLR) which compels the commercial Banks to keep more reserves as cash with themselves.
    - Sale of government securities like NSC certificates which would reduce cash balance of the people.
    - SLR and sale of govt. securities have the same impact as CRR.
3. **Other Measures** :
  - (a) Fixation of maximum price that a producer can charge for the essential products, called ceiling price. It is done to protect the interest of consumers.
  - (b) Rationing is adopted to ensure a fair distribution of essential commodities among the poor at a price fixed by the government.
  - (c) Strict measures should be taken by the government to prevent hoarding of essential goods, since hoarding leads to a creation of artificial excess demand and prices rise.
  - (d) Government may try to achieve stability in price by increasing agricultural output.
  - (e) Measures to check the population growth should be undertaken. Long term but very important measure.

## One Markers

Q1. Define deflation.

Ans. It is a situation where prices are falling and value of money is rising. Q2. Define stagflation.

Ans. It is a situation where stagnation co-exists with inflation in an economy. Q3. Who controls and monitors monetary policies in India?

Ans. The Reserve Bank of India.

**State True or False giving reasons.**

1. Inflation refers to increase in the general price level.

Ans. False. Inflation refers to increase in the general price level over a period of time.

2. Inflation leads to equal distribution of income.

Ans. False. It causes inequality in the distribution of income & wealth. The gap between the rich and the poor widens.

3. Deficit financing refers to the process of borrowing from abroad.
4. Inflation has a favourable impact on BOT.
5. Rich people suffer the most during inflation.

**3-4 Marks Questions**

1. Explain demand pull inflation.
2. Explain monetary measures to control inflation.
3. List 2 fiscal measures to control inflation.
4. What are the major effects of inflation on the economy?

**6 Marks Questions**

1. Explain the causes of demand pull inflation.
2. Explain the causes of cost-push inflation.
3. What are the measures taken by the government to tackle inflation.
4. How does reducing CRR and SLR help in control of inflation?

1. All three nations started towards their development paths at the same time. India and Pakistan in 1947 and People's Republic of China in 1949.
2. All three nations started Planning their development strategies in similar ways. India announced its first five year plan in 1951, Pakistan's first five year plan called the Medium Term Plan was announced in 1956 and that of China in 1953. While India and China have ten five year plans, Pakistan has had eight five year plans.
3. India and Pakistan laid emphasis on a predominant role to be played by the Public sector.
4. All three nations had similar growth rates and per capita incomes till 1980's.

**Sectoral distribution of GDP and Sectoral share of employment**

1. **Agriculture** : It provides employment to nearly half the population in all three nations, but, its contribution to GDP is not that great. This means that the government has not been able to provide alternative employment opportunities to the people and at the same time agriculture is still not developed enough to make a big contribution to GDP.
2. **Industry** : This sector engages a small proportion of the population, its contribution to GDP is greater than agriculture. This contribution is highest in case of China which is evident from the competitive edge that cheap Chinese manufactured goods are flooding Indian markets.
3. **Service Sector** : Even this sector employs a small proportion of the population, but, its contribution to GDP is high.

**HUMAN DEVELOPMENT INDICATORS**

**The higher HDI value of China puts it at a lower rank, followed by India and Pakistan.**

**Income indicators** : These include GDP per capita and proportion of population below poverty line. The proportion of poor going by the international poverty line (\$ 1 per day) is the highest in India.

**Health Indicators** : These include mortality rates, access to sanitation and safe drinking water, literacy, life expectancy or malnourishment.

**Liberty Indicators** : These include :

- Extent of democratic participation in social and political decision making
- Extent of constitutional protection given to rights of citizens
- Extent of constitutional protection of the Independence of the Judiciary and the Rule of Law

### Very Short Answer Type Questions (1 mark each)

1. When were reforms introduced in all the three economics?
2. Between India and China, which country has higher value of Human Development Index?
3. Mention the major reason for the low population growth in China.
4. Name the programme started in China with the aim of industrialisation?
5. Name two income indicators.

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### Short Answer Type Questions (3/4 marks each)

1. What are the similarities in the developmental strategies of India, China and Pakistan?
2. Explain the Great Leap Forward campaign of China.
3. Mention the various indicators.
4. Human development.

Give reasons for the slow growth and re-mergence of poverty in Pakistan.

5. Why was the reform process introduced in China.
6. 'Reforms worsened the economic growth in Pakistan'. Elucidate.

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### Long Answer Type Questions (6 marks each)

1. Trace the historical path of developmental policies in China.
2. Explain the various factors that led to the rapid growth in Pakistan.
3. Critically evaluate the role of reforms in China.
4. Compare and contrast the scenario of Pakistan during pre-reform and post-reform period.

### Correct the following statements giving reasons

1. India, Pakistan and China started planning in different manner.
2. The Commune system was started by Mao in China.
3. The contribution of agriculture to GDP is greater than industry in all 3 countries.
4. Pakistan introduced the reforms in 1988 following the success story of China.
5. The higher HDI value indicates a higher rank.

### Answers of one mark Questions

1. Reforms in China were introduced in 1978, in Pakistan in 1988, in India in 1991.
2. China.
3. Introduction of 'One Child Policy'.
4. Great Leap Forward (GLF) Programme.
5. GDP per capita and proportion of population below poverty line.

### Activity

1. Obtain the latest HDI ranks of India, China and Pakistan.
2. Collect the statistics of trade relations of India with China and Pakistan.

## **EDITORS CHOICE....**

### **1. Are we moving towards the Great Depression of 1930's?**

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Understanding the 'Great Depression' in Economics The Great Depression started in the United States after the stock market crashed in October 1929 and then gradually spread in the other parts of the world. This led to a contraction of economic growth and huge unemployment. Countries tried to solve this problem by devaluing currencies against other currencies in order to increase the international competitiveness. As Christian Saint-Etienne writes in the 'The Great Depression, 1929-1938: lessons for the 1980's'. ***"It bears emphasising that attempts by several major countries, starting with Great Britain, to solve their problems nationally by competitive devaluation only led to a deepening of the depression in all countries."***



## What is Devaluing of Currency?

The idea behind devaluing a currency was to make exports competitive. At the same time imports become expensive. This also ensures that the citizen buy goods that is produced within the country rather than what is produced outside. When currency is devalued, exports become competitive and are likely to go up and imports are likely to come down. This helps businesses within a country and hence, creates 'Economic Growth'.

***If one country devalues its currency, the other countries follow the same. This race to devalue currency is referred to as competitive devaluation, which is what happened in the aftermath of the Great Depression.*** In the 1930s, one country after another pushed down its exchange rate in a desperate effort to export its way out of depression. But each country's depression only aggravated the problem. Eventually even countries that valued currency stability were forced to respond in kind".

Nevertheless, what it also means is that the exports of another country (or countries) become uncompetitive. This leads to Economic Problems in these countries, forcing them to devalue their currencies as well in a bid to shore up their exports. ***And eventually it becomes a race to the bottom unleashing a currency war.***

And it is this "Currency War" that Mr. Raghuram Rajan, the Governor of the Reserve Bank of India was talking about in his latest speech. In the aftermath of the financial crisis which started in September, 2008, countries has printed money in an effort to revive economic growth.

The idea of this money printing was to achieve some inflation and lower interest rates. At lower interest rates, people are likely to borrow and spend more money, and in the process help local businesses and economic growth. Another phenomenon, when

prices are flat, or are falling, or are expected to fall, consumers generally tend to postpone consumption (i.e. buying goods and services) in the hope that they will get a better deal in future. This impacts businesses, as their earnings either remain flat or fall. This slows down economic growth, on the other hand, if people see prices going up, or expects prices to go up, they generally tend to start purchasing things.

***Take recent example of Japan - one dollar was worth 76 yen at the beginning of 2012. It is now worth 123 yen. In fact, this dramatic collapse in the value of the yen (It is at a 30 year low against the dollar) has made things difficult for other export oriented economies like China and South Korea.***

***Take recent example of Japan - one dollar was worth 76 yen at the beginning of 2012. It is now worth 123 yen. In fact, this dramatic collapse in the value of the yen (It is at a 30 year low against the dollar) has made things difficult for other export oriented economies like China and South Korea.***

This has been very well explained that the question is, 'are we moving in to the territory in trying to produce growth out of nowhere', we are in fact shifting growth from each other, rather than creating growth.

The "***Growth out of nowhere***" phrase was in response to the money printing that has been carried out by the developed economies. And the impact of that has been a currency war where, "***we are in fact shifting growth rather than creating growth***".

**Discuss the issue/articles in the classroom to provide an understanding the concepts & phenomenon with examples.**

**Discuss the issue/articles in the classroom to provide an understanding the concepts & phenomenon with examples.**

## 2. Is Decline In GDP from a Double Digit To Single Digit A Major Concern?

Recently there was a large debate / discussion over the decline in GDP from i.e. 11% to 5-6% which led to reactions from common people and everyone wanted to know its reasons and impact. As an Economics teacher, you should discuss in class explaining students that till 1980s when USA (developed nation) was having a growth rate of 5%, ours was 3-4% which made easier to draw a comparison that the rate of growth was comparatively lower than developed countries. After 1990s the growth rate of India increased up to 11% till recent past i.e. 11%. But again it has declined to a single digit

e.5-6% so it has to be emphasised here that GDP growth rate increased mainly due to LPG (Liberalisation, ***Privatisation and Globalisation***) and Economic Reforms and there was an overall increase of Growth Rate World over.

After Recession/ Meltdown, when the Economies picked up, presently all nations of the world are having the growth rate of 5-6%. Hence it is not a matter of grave concern why India and developing nations' growth rate has declined from double digit to single digit.

***Value-laden Education has always proved effective in bringing Quality in Education. Unrest, violence, malpractices have become threatening evils in today's society when young educated youth is struggling for survival in this competitive Global scenario. As teachers we all are aware of the initiative of CBSE in including the Value Bases Assessment (VBA) in different subjects at school level. The present section will also expose you to the CORE SKILLS which will enable you to provide an insight as to how objectively we can integrate these in our Teaching –Learning Processes and Assessment to bring consciousness about these key issues among students.***

To help young people become globally aware and globally competitive in the 21st century school leaders and policy

makers worldwide to support teachers in integrating a range of core skills into the curriculum, including:-

- **Critical Thinking and Problem Solving**
- **Creativity and Imagination**
- **Digital Literacy**
- **Citizenship**
- **Student Leadership and Personal Development**
- **Collaboration and Communication**

## **What are core skills?**

### **WAYS OF WORKING**

Communication and Collaboration WAYS OF THINKING

Critical Thinking and Problem Solving Creativity and Imagination WAYS OF  
LIVING

Student Leadership and Personal Development Citizenship TOOLS NEEDED

Digital Literacy

These skills as listed above have often also been referred to as Life Skills, 21st Century Skills etc. depending upon country and context. British Council believes Core Skills have to be strongly embedded local cultural context and curriculum along with literacy and numeracy skills.

### *DIGITAL LITERACY*

### *STUDENT LEADERSHIP AND PERSONAL DEVELOPMENT CITIZENSHIP*

### *CREATIVITY AND IMAGINATION*

### *CRITICAL THINKING AND PROBLEM SOLVING*

Interactive pedagogy plays an important role in the teaching of core skills and a number of the most effective approaches will be modeled in the Introduction to Core Skills workshop session.

### **QUALITY LEARNING**

‘**Learning**’ can be defined as the process by which people acquire knowledge, skills and attitudes.

‘**Quality learning**’ encompasses processes through which people acquire the breadth and depth of knowledge, skills and attitudes necessary to fully engage in their communities, express their ideas and talents and contribute positively to their societies.

Good quality learning in schools is essential for reaching global goals for peace and prosperity. There is a clear association between provision for quality learning and a nation's democratic stability; between learning and an individual's orientation towards legal behaviour and good citizenship; and between a good classroom climate and civic behaviour. There is also a clear link between good quality learning in schools and levels of employment, as inadequate learning leaves young people unprepared for the world of work.

### **To achieve improved learning and teaching in all learning environments, we need to:**

1. Transform classrooms and diversify learning sites: invest in changing stagnant environments where students receive information passively into active environments where students direct their own learning in collaboration with teachers, peers, the curriculum, learning resources and the local community.
2. Improve teachers' working conditions and provide them with ongoing support and training both locally and centrally, so that they can effectively lead student-centred learning. A systematic programme of school-based professional support and development must be implemented comprehensively
3. Revise school curricula to reflect the skills, knowledge, attitudes, and values, relevant for the well-being and valuable employment of all groups in the 21st century.
4. Provide engaging learning materials in the classroom that reflect relevant skills, knowledge, attitudes, and values and that facilitate students' self-directed, active learning. Technological resources need to be encouraged to keep pace with their increasing use in other areas of life.
5. Expand learning outcomes to include competencies and skills that go beyond basic reading and reflect local values, needs and expectations for education.
6. Increase global investment in education by governments, aid donors and private corporations.

## **Teaching approaches will include-**

**Questioning and Dialogue:**

- Language Interventions
- Interactive Questioning Style
- Dialogue
- Thinking Together
- Use Of Local Languages and / or Code Switching

**Group work** Collaborative Learning Peer-Support Peer Tutoring Pair Work Mastery Learning Assessment for learning:

Recognizing students' backgrounds and experiences in teaching with a positive attitude towards students Increasing meta-cognition, self-regulation, self-directed learning.

***Responsive feedback to students including teacher feedback which is sustained and inclusive.***

**Use of learning materials**

- Digital And Non-Digital
- Local Resources

**Lesson planning that incorporates variety:** Drawing on a range of teaching approaches **PREPARATORY ACTIVITY**

Think about one element of your practice—***Questioning.***

In thinking about your questioning practice you should complete the following checklist and bring it with you to the Introduction to Core Skills workshop where you will explore it further. You may add any other skills that you use to the end of the list. Think about the questioning culture in your school. Who asks questions to whom?

***Make a note of some of the questions that have been asked by your students this week or at another time:***

Oer.educ.cam.ac.uk, (2015). OER4Schools/Questioning checklist - OER in Education. (online) Available at: [http://oer.educ.cam.ac.uk/wiki/OER4Schools/Questioning\\_checklist](http://oer.educ.cam.ac.uk/wiki/OER4Schools/Questioning_checklist). (Accessed 10 Jun. 2015).

## Questioning Skills Checklist Yes/ No

1. I prepare questions as part of my lesson preparation.
2. I make sure I use a variety of questions.
3. I always pause for a few seconds after posing a question to give students time to think.
4. I make sure all students get an opportunity to answer a question.
5. I actively engage all students in thinking.
6. I use a variety of prompts to encourage further reasoning and answers.
7. I use students' answers as a start for further, probing questioning.
8. I try to follow the line of thought of a student who gave a wrong answer.
9. I involve other students in the discussion after one student has given an answer.

## Closed versus Open questions:

Closed questions are factual and focus on a correct response. *Some examples are: Name the different parts of a plant? What are the five nutrients that must be present in a balanced diet?*

*How many sides does a triangle have? What is the formula for calculating the perimeter of a square? How many planets are there in the solar system? Name two sources of renewable energy.*

Open questions have many answers. *Some examples are:*

*What could be the consequences of water contamination? How does a balanced diet help us? How could we use flowers of plants?*

*Suggest ways to prevent the spread of malaria in your community?*

## Surface versus Deep Questions:

Surface questions elicit one idea or some ideas. *For example, What is the difference between organic and inorganic fertilizers? What is the use of carbohydrates in a balanced diet?*

*Which part of the sugar cane plant is used for eating? Which features of a cactus plant are useful for its survival in desert regions?*

Deep questions elicit relations between ideas and extended ideas. *For example, What would happen if only inorganic fertilizers are used for growing plants? What connections do you see between the climate of a region and its vegetation? Why is the water in the nearby pond not safe for drinking?*

'What if' and 'Why'... questions can help you delve deeper into pupils' thinking.

## Questions you can ask in the Classroom

Can you guess what will happen?

Can you give me an example? Can you find an (another) example? How does (cause) relate to (event)? or How does this explain ...?

Is this the same as ...? Is this different from ...? Tell me something that is true about ...

What connections can you see between ...? What always seems to happen?

What other ways are there to ...? What do you think is happening?

What would happen if ...?

What could be changed if we want...? What would you change so that ...? What is wrong with ...?

What happens when ...? What did you observe? What do you think about ...?

What do you think about what X said? Why? Why do you think that ...?

Can you explain that to your partner? Can you group these?

Here are some questions classified using Bloom's taxonomy, in order of increasing demand: Remembering

What do you remember about ...? How would you define ...?

How would you recognise ...? What would you choose ...?

Describe what happens when ...?

How is ...?

Which one ...?

Why did ...?

## **Understanding**

How would you clarify the meaning ...? How would you differentiate between ...? What did you observe ...?  
How would you identify ...? What would happen if ...?  
Can you give an example of ...?

## **Applying**

How would you develop... to present ...? What would be the result if ...?  
How would you present ...? How would you change ...? Why does ... work?  
Can you develop a set of instructions about ...? What factors would you change if ...?

## **Analysing**

How can you classify ... according to ...? How can you compare the different parts ...? What explanation do you have for ...?  
Discuss the pros and cons of ...? What is the analysis of ...?  
How is ... similar to ...?

## **Evaluating**

What criteria could you use to assess ...? What data was used to evaluate ...?  
What choice would you have made ...? What is the most important...?  
How could you verify ...?  
Is there a better solution to ...?

What do you think about ...?  
Do you think this is a bad or a good thing?

## **Creating**

What alternative would you suggest for ...? What changes would you make to revise ...? Predict the outcome if ...?  
What could you invent ...?  
How would you compile the facts for ...?  
If you had access to all resources how would you deal with ...? Compose a song about ...  
Design a ... to ...

## **Reflective I Questions-**

For each reflection, first note down the day of the week and the date today, so that you can keep track of your reflections and how your teaching practice evolves over time. Questions to help you:

1. What subject was the lesson (e.g. maths *science* other) and what was the lesson about (i.e. the topic, e.g. long division)?
2. What interactive technique did you choose to use (ICT-based or not ICT-based)?
3. What resources were used (both ICT and non-ICT)?
4. What did you expect to achieve with the strategy adopted?
5. What were the outcomes? (e.g. What do you think pupils learned about the topic? How can you tell? Any unexpected occurrences?)
6. If ICT was used, do you think the use of ICT in this particular lesson contributed to pupil understanding of subject concepts? How?
7. What difficulties did you encounter?
8. What were the positive aspects of this experience?
9. What did the children get out of the activity? How can you tell?
10. How did you (as the teacher) find out what the children learnt / thought about the activities / got out of them?
11. What did you (as the teacher) get out of it?
12. Did you find it difficult?
13. Did the activity allow students to meet the learning objective that it was designed to address?
  
14. What would you do differently next time? Space for your own questions:

1. \_ \_ \_ \_ \_

2. \_ \_ \_ \_ \_

## CRITICAL THINKING AND PROBLEM SOLVING

Even in a world where most children are still learning basic skills, critical thinking and problem solving can and should be taught.

### Thinking Critically to Design and Manage Projects. CREATIVITY AND IMAGINATION

Creativity and imagination are essential human capacities. They enable us to express thoughts feelings and aspirations, and help us to fashion our ever changing culture.

## STUDENT LEADERSHIP AND PERSONAL DEVELOPMENT

The future of a global society is dependent on those that lead it. It sounds dramatic, but the students of today are the leaders of an unknown future.

## CITIZENSHIP

Education must fully assume its central role in helping people to forge more just, peaceful tolerant and inclusive societies. It must give people the understanding, skills and values they need to co-operate in resolving the interconnected challenges of the 21st century.

## DIGITAL LITERACY

Digital technologies are rapidly becoming embedded in more and more aspects of our daily lives. Our personal and social lives are increasingly influenced by them, and our culture is constantly being shaped by new developments. 'One size fits all' approaches would not be appropriate, given the wide variations in technology, knowledge and approaches between schools and across different national and local contexts..

## COMMUNICATION AND COLLABORATION

All humans communicate. All humans collaborate. Communication and collaboration are basic human survival skills.

## UNESCO, 2013

## GLOBAL LEARNING CRISIS

Global learning crisis not only refers to the fact that many children are still out of school, but also to the fact that many children who are in school, are not learning the basics.

**What situations can you think of where you perhaps thought that your class had learned something, but you later discovered that they had not? Or perhaps those individual students had not quite learned what you thought they had?**

**In cases like this, are you able to re-visit certain topics, or support individual students? How?**

## Outcomes

Teachers will be able to create great learning experiences that support the **Development of Core Skills** as well as academic curriculum content. Teachers will be able to draw upon a wider range of resources to nurture core skills in their learners. Teachers will be able to network with and find peer support from like-minded innovative colleagues locally and globally. **Heads of schools** will be able to **foster innovation and use of a range of teaching strategies in their schools, thus enhancing the quality of teaching and learning**. Heads of schools will be able to improve their own **Instructional Leadership** through mentoring their own staff and wider teaching community.

## Reference:

WHAT ARE CORE SKILLS?

2Fullan, M and Langworthy, M (2013) *Towards a new end: New Pedagogies for Deep Learning*. Seattle:

*Collaborative Impact*

3UNESCO, (2013) *Integrating Transversal Competencies in Education Policy and Practice*.

**A Report by Dr. D. N. Tiwari, Sr. PGT (Economics) Jawahar Navodaya School-Resource Faculty**

Introduction

The word games attracts the learners, motivates them to play & learn without any burden as **it is actually the sense of burden which burdens a person and not the work which slows down teaching learning process**. During my long tenure of teaching economics in different parts of the country to different types of learning groups, I tried many activities & games to make my classes actually fruitful & to ensure the contribution of the learners without putting any extra burden on them.

When I was invited by Dr. Seema Srivastava to share my experiences with PGT (Economics) of Govt. Schools of Delhi during their scheduled Training Programmes, I decided to take up this opportunity and prepared many Power point presentations on some of the activities which I had already shared with NCERT in different Programmes.. **Hence I decided to make different slides on Auctioning out, Mini Seminar, Quizzes and Role Play.**

To begin with I introduced some of the important Games viz. "Auctioning out the Questions & Mini seminar", Quiz competition and Role play method of teaching..These games are very useful & can be used to transact the content in a very easy and interesting manner. I have already implemented them in almost each and every chapter o f all the classes. **During my session all the teachers / learners were keenly interested in knowing all the games .**

Here it is to be fruitful to mention that Economics has to be made easy to make it more practical at the same time its soul (**Mathematical Diagrammatical Approach**) cannot be allowed to remain isolated. Therefore my humble request from the teaching community is that they must develop such joyful and participatory methods to inject life in their teaching-learning process.



## 1. Auctioning out the Questions

### Introduction

This is simply an auction which will motivate the students to learn as much as possible.

### Description

1. The entire class is divided in to two groups viz. group A & group B

#### Division of Class in to two groups

2. If there are 30 students in the class then make 30 slips containing names of all the students divided in to two group's .Keep these slips group wise in to two separate small boxes.



#### Three different coloured boxes

3. Take a paper containing 50 questions covering the entire topic given in random order.

#### Question bank in the hands of the teacher

4. Ask the group captains to come up and toss a coin.
5. Ask the winner to pick up a slip from the box of the toss winning group.
6. Now call the name of the student in the slip.
7. Ask this student to choose any question number without showing the question number picking up a slip from the third box containing question number slips.

#### Selected student is picking out the question number from the box

8. Now start the auction how much points they (each group) offer to show that he/she can answer the unknown question.

#### Teacher is motivating the learners to go for the Highest Bid

9. After taking the highest bid ask the question from the standing students.
10. If he/she answers correctly then the highest bidding team will be awarded the full point.

**(Note: - Highest bidding team may be any group regardless the group of answering student as the highest bidder is ready to take the risk on the team member of the other group if he/she does so.)**

11. However if answer is wrong then negative point equivalent to the bidding amount will be entered in marks of highest bidder group.

**Provision of Bonus Marks:** - 1.If the student being auctioned out is unable to give correct answer then the same question may be thrown out in the open house subject to the acceptability of the highest bidding points .First chance for correct answer be given to the opposite team so as to involve the degree of risk.

2. On getting the correct answer the marks will be credited to the answering team. However no negative marks will be given for a wrong answer to such questions made available on bonus.

12. Now call the other captain to come in front and pickup a name slip from his/her groups box 12. In this way the game will go on till the bell goes on.

**Recording of the Marks:-** It should be done by the teacher to avoid any dispute to maintain the degree of interest.

**Prize to Motivate the Learners-**

⇒ Invite your **seniors/principal/ officers** to remain present during the period ⇒ . Ask them to spread their blessing for 1 or 2 minutes.

⇒ Use this method on every Saturday if possible for a new topic/sub topic

**Things to remember:-**

1. Bidding may be done by any one of the member regardless of the group of the student. Only highest bidder has to be accepted.
2. Marks will be credited or debited from the group of the highest bidder regardless of the student answering the question. This will increase the degree of risk and enhance their involvement in the group activity.
3. Question number may be changed only once prior to disclosure of the question to the students for this another slip has to be taken out from the question box.

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## 2. Organization of Mini Seminars

After completion of a chapter this type of **Mini Seminars** may be organized on regular basis. It will increase the knowledge, application, presentation, analysis & overall personality of each and every participant.

**Full description**

**In the beginning of the session**

1. The entire class of 40 students is divided in to 8 groups consisting of 5 members with 2 boys + 2 girls & one leader in each group.
2. They will be allocated the chapters, day & date of presentation in the class by the teachers in advance.
3. Since date, group & topics are already given .Each group will take more interest in teaching learning process.
4. Now the teacher will teach the topic as per the norms on regular basis throughout the week.
5. Day of presentation may be every Monday.

**Working on Symposium**

1. The already taught topic will be sub divided in to four parts distributed among the four students of the group of the day.

**Group of Four members along with their leaders**

2. Group leader will start with the introduction giving brief details about the name & sub topics allotted to the four participants.

**Group leader introducing her members & their topics**

3. Leader will invite the first member to deliver a lecture before the class on the sub topic given to him/her in 5 minutes.
4. The first member will do the same & invite the second member to continue with the sub topic given to him/her
5. In this way all the four members of the group will give their presentation by using appropriate teaching aid
6. After completion of the lecture by the fourth participant all the five members will come and stand in front of



the class.

### Question-Answer Session

7. Leader of the group will invite the class to ask their doubts.
8. The concerned member will try to clear the doubts raised by the students.
9. Students are expected to ask difficult questions to tease their counterpart and to show their importance in the class. Hence team member will have to prepare the topic intensively to face them.
10. Group leader will also help his/her members to clear their doubts.

### Subject Teacher's Role

11. At last he/she will invite the teacher to conclude the symposium
12. Teacher will conclude the entire work and will also clear the doubts still remained (if any)

### Time Management

Time taken by:-

⇒ Team leader 2 min.

⇒ Four participants  $5 \times 4 = 20$  min ⇒ Question answers session  $1 \times 10 = 10$  min.

⇒ Subject teacher 8 min ⇒ Total time taken  $2 + 20 + 10 + 8 = 40$  min Give away Prize to Motivate ⇒ *Invite your seniors principal officers to remain present during the period ⇒ Ask them to spread their blessing for 1 or 2 minutes.*

⇒ *Give them toffees, chocolates, pens pencils or any small thing which are easily available and affordable.*

**Participant (II) Delivering His Lecture Participant (III) delivering his Lecture** Teacher clears the doubt if not satisfied by the participant's response.

## 3. Measurement Chart

Measurement Chart has been developed to calculate the values belonging to national income aggregates without learning any formula. This chart can be used to **define, derive or compare** the values related with gross or net, market price or factor cost & national income or domestic product without looking into the complicated methods of learning or retaining them in memories.

Actually all the concepts related with national income aggregates are equipped with four letters e.g.

**Gross National Product (Market Price) = GNP MP, Net Domestic Product Factor Cost = NDP FC**

On the basis of these four letters we can establish a particular relationship and accordingly measurement chart can be developed to derive any concept from any other given concept of national income aggregates.

**Following concepts can be explained by using the Measurement Chart**

S.No	Concept	Abbreviations
1	Gross National Product (Market Price)	GNP MP
2	Gross National Product (Factor Cost)	GNP FC
3	Net National Product (Market Price)	NNP MP
4	Net National Product (Factor Cost)	NNP FC
5	Gross Domestic Product (Market Price)	GDP MP
6	Gross Domestic Product Factor Cost	GDP FC
7	Net Domestic Product Market Price	NDPMP
8	Net Domestic Product Factor Cost	NDP FC

### MEASUREMENT CHART

FIRST LETTER	SECOND LETTER	Third	FOURTH LETTER