

TIME-TABLE

	I	II	III	IV	V	VI	VII	VIII
Mon				Economics				
Tue				"				
Wed				"				
Thu				"				
Fri				"				
Sat				"				
Sun								

Signature

ATTENDANCE CHART

School Govt. Boys Sr. Sec. School

Class : XII

Subject : Economics

Name & Roll	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
29 Neeraj Gupta	P	A	P	P	X	P	P	P	P	A	P	X	P	P	P	P	A	P	
30 Pradeep saini	P	A	P	P	A	P	P	A	P	A	P	0	A	P	P	P	P	P	
31 Shahid	P	A	A	P	D	P	P	P	P	P	P	2	A	P	P	P	P	P	
32 Nashim	P	A	P	P	2	A	A	P	P	A	A	U	A	P	P	A	P	P	
33 Tarun saini	P	A	P	P	U	P	P	P	P	A	P	S	P	P	P	P	A	P	
34 Arjun	P	P	P	P	S	P	P	A	P	P	P		A	P	P	P	P	P	
35 Toshig	P	P	P	P		P	P	P	A	A	P		P	P	P	P	P	P	
36 Amit sharma	P	P	A	P		P	P	P	A	P	P		A	P	P	P	A	P	
37 Rajeev singh	P	P	P	A		P	P	A	P	P	P		P	P	A	P	P	P	
38 Raghu singh	P	P	P	P		P	P	P	P	P	P		P	P	P	P	P	P	
39 Rajbeer singh	A	A	P	P		A	P	P	A	P	P		A	P	P	P	P	P	
40 Gaurav	P	P	A	P		P	A	P	P	P	P		A	P	P	P	P	P	
41 Tejbeer singh	P	A	P	P		P	P	A	P	P	P		P	P	P	A	A	P	
42 Amit yadav	P	A	P	P		P	P	A	P	P	P		P	P	A	P	P	P	
43 Navneet	P	A	P	P		P	P	P	P	P	A		P	P	P	P	P	P	
44 Amit Rajput	P	P	A	P		A	P	P	A	P	P		A	P	P	P	A	P	
45 Vikram singh	P	A	A	A		A	P	P	A	P	P		A	P	P	P	A	P	
46 Khem chand	P	P	P	P		P	P	P	A	P	P		P	P	A	P	P	P	
47 Vinay Aggarwal	P	P	P	P		P	A	P	P	P	P		P	A	P	A	P	P	
48 Sanjay Kumar	A	A	P	P		A	P	P	P	P	A		P	P	P	A	P	P	
49 Sajid Khan	P	P	A	P		P	P	A	A	P	P		A	P	P	P	A	P	
50 Yasin Malik	P	P	A	P		P	A	A	P	P	P		P	A	P	P	P	P	
51 Amit Sharma	A	P	P	P	X								X						X
					S								S						S
					U								U						U
					N								N						N
					O								O						O
					A								A						A
					Y								Y						Y

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**MICRO TEACHING
LESSONS**

Lesson No : 1

Date 15.4.18

Duration of the period 85 min

Pupil Teacher's Name Gurpreet Kaur

Pupil Teacher's Roll No. 91

Class XII

Average Age of the pupils 16+

Subject ECONOMICS

Topic Banking

2. SKILL OF QUESTIONING

Pupil Teacher Activity	Pupil Activity	Component
Q1. What is bank?	Bank is a place where we deposit our money.	Relevency
Q2. What are the other functions of bank?	Deposit of money, loan etc.	Precisness
Q3. What kind of loans provided by banks?	Study loan, marriage loan, Business loan and Medical loan.	Questioning voice clarity
Q4. What is Interest?	When we submit our deposit money we get some rate of interest, on the money which we've deposited.	Developmentary Questioning
Q5. How many types of Accounts in bank?	Saving account, current account.	voice clarity

Pupil - Teacher Activity	Pupil Activity	Component
<p>Que 6. What is economics define it?</p>	<p>Any deed or action which relates with human income and satisfy human is called economics. or the study of these activities.</p>	<p>Simplicity in behave</p>
<p>Que 7. What is Demand? Is there any difference between demand and desire?</p>	<p>A person have some need he has the will to buy it, he has that much money or the thing is also available in the Market. there is big difference between Demand and desire.</p>	<p>Clarity</p>
<p>Que 8. Who fulfill our demands?</p>	<p>No response</p>	

Pupil-Teacher Activity	Pupil Activity	Component
<p>Q1. What is Law? How the law is necessary for our life?</p>	<p>Law means some rules and regulations, which everyone has to follow.</p>	<p>Level of questioning introductory</p>
<p>Q2. What is Micro and Macro economics?</p>	<p>Micro is the study of single units and Macro is the study of groups.</p>	<p>Relevency</p>
<p>Q3. What is Economy?</p>	<p>It's a system in which man earns his livelihood and satisfy his needs.</p>	<p>clarity</p>
<p>Q4. What is Law of Demand?</p>	<p>No response</p>	
<p>Q5. What is Individual demand?</p>	<p>No response</p>	

RATING SCALE

S. No.	Component of Skill	Rating scale
(A)	Structure of Question	0 1 2 3 4 5 6
1.	Relevancy	0 1 2 3 (4) 5 6
2.	Clarity	0 1 2 3 (4) 5 6
3.	Consciousness / Preciseness	0 1 2 3 4 (5) 6
4.	Specificity	0 1 2 3 (4) 5 6
5.	Grammatical Correctness	0 1 2 3 4 (5) 6
6.	Level of Question	0 1 2 3 (4) 5 6
(B)	Asking Questions	
7.	Speed of asking Question	0 1 2 3 (4) 5 6
8.	voice clarity	0 1 2 3 4 (5) 6
9.	Distribution of Question	0 1 2 3 4 (5) 6
10.	Simplicity of behaviour	0 1 2 3 (4) 5 6
11.	Unnessary repetition of Question	0 1 2 3 4 (5) 6

P. Vats

Teacher's Sign

J. Khan

observer's sign

Lesson No : 2

Date 16.4.18

Duration of the period 05 min.

Pupil Teacher's Name Gurpreet Kaur

Pupil Teacher's Roll No 91

Class XII

Average Age of the pupils 16+

Subject Economics

Topic Market

2. SKILL OF INTRODUCING THE LESSON

Pupil Teacher activity	Pupil Activity	Component
Today we will discuss about bank and its function but before that I will put some general questions.	We are ready for that.	
1. Have you ever visited to the bank (ok, good)	Yes, with our parents.	use of Previous knowledge
2. Have you opened your account in bank	No, we don't have.	
3. What kind of documents are required for opening a new account?	ID proof, Ration card etc.	
4. What are the ID proof?	Bank cheque book, Passport, voter ID	

	Pupil Teacher Activity	Pupil Activity	Component
	<p>Now we will discuss about the general functions of Bank.</p> <p>do you have any about it ? (satisfactory)</p>	<p>I think deposits money and loans.</p>	<p>creating interest</p>
Q.	<p>What is market? how can you define market?</p>	<p>Its a place where we can buy or sale.</p>	<p>creating motivation</p>
Q.	<p>What is oligopoly, monopoly and Duopoly?</p>	<p>Monopoly - a single seller of a commodity.</p>	
Q.	<p>Who is consumer and customer?</p>	<p>The person who buys the thing and consume it not forward to anyone else. but the customer can forward or re-sale the thing again.</p>	<p>Proper sequence of question</p>

Pupil teacher activity	Pupil Activity	Component
<p>What is demand? Define it on your own words.</p>	<p>If we need anything this is called demand.</p>	<p>Use of appropriate technique.</p>
<p>If you wish to drive and buy a Mercedes. Is it a demand?</p>	<p>Maybe, but I can't buy it because it is out of my pocket.</p>	<p>Duration of Introduction.</p>
<p>Exactly when we doesn't have the power to buy the thing that can't be a demand.</p>		
<p>Here are four components which makes a need or a desire a proper demand what are they?</p>	<ol style="list-style-type: none"> 1. A need 2. Will to buy 3. Enough money so that we can buy. 4. The thing should be available in the market. 	<p>Use of previous knowledge.</p>

Rating Scale

S.No.	Component of Skill	Rating Scale
(A)	Structure of Questions	0 1 2 3 4 5 6
1.	Relevancy	0 1 2 3 4 5 6
2.	Clarity	0 1 2 3 4 5 6
3.	Consciousness / Preciseness	0 1 2 3 4 5 6
4.	Specificity	0 1 2 3 4 5 6
5.	Grammatical correctness	0 1 2 3 4 5 6
6.	Level of questions	0 1 2 3 4 5 6
7.		0 1 2 3 4 5 6
(B)	Asking questions	
7.	speed of asking questions	0 1 2 3 4 5 6
8.	voice clarity	0 1 2 3 4 5 6
9.	Distribution of questions	0 1 2 3 4 5 6
10.	simplicity of behaviour	0 1 2 3 4 5 6
11.	unnecessary repetition of questions	0 1 2 3 4 5 6

Bvats

Teacher's sign

~~Signature~~

Observer sign

Date 18.4.10

Duration of the period 05 min.

Pupil Teacher's Name Gurbreet Kaur

Pupil Teacher's Roll No. 91

Class XII

Average Age of the pupils 16+

Subject Economics

Topic Demand

3. SKILL OF REINFORCEMENT

Pupil Teacher Activity	Pupil Activity	Components
We will discuss about the Law of demand.	ready to listen and answers the questions.	use of positive reinforcement
Q. What is the Law of demand. (Good, very good) (Teacher repeated praise)	the law of demand tells the inverse relationship between the price and demand. $P \uparrow \quad D \downarrow$ $P \downarrow \quad D \uparrow$	
Q. Here are some exception of the Law of demand who will tell? (It is satisfactory answer)	1. necessary goods 2. fear of shortage 3.	Repetition of pupil answer

Pupil Teacher Activity	Pupil Activity	Components
<p>Q. What is the exception of the law of demand? define the exception.</p> <p>(very good, appreciable)</p>	<p>Generally it happens when price raise demand decreases and when price reduced demand increase exception is the situation when it doesn't happen.</p>	<p>Positive verbal reinforcement</p>
<p>Q. What are the Giffen Goods?</p> <p>(Good, satisfactory)</p>	<p>Giffen goods are the goods whose demands reduces when the salary scale increases.</p>	<p>Repetition of student answer</p>
<p>Q. What is substitute? define it with example.</p> <p>(v. good)</p>	<p>When we can use something at the place of other thing. If we don't have pepsodent we can use colgate</p>	

Pupil Teacher
Activity

Pupil Activity

Components

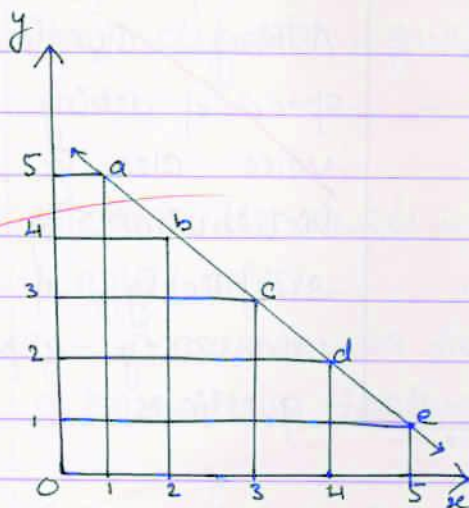
What are the inferior goods?

when the salary increased and the demand of a particular things reduces.

Draw the Individual demand curve?

(Good, but the demand curve is not touching at "b" point.)

(You have not mentioned where is demand and price)



Rating Scale

S.No.	Component of Skill	Rating scale
(A)	Structure of questions	0 1 2 3 4 5 6
1.	Relevancy	0 1 2 3 4 5 6
2.	Clarity	0 1 2 3 4 5 6
3.	Consciousness / Preciseness	0 1 2 3 4 5 6
4.	Specificity	0 1 2 3 4 5 6
5.	Grammatical Correctness	0 1 2 3 4 5 6
6.	Level of questions	0 1 2 3 4 5 6
(B)	Asking Questions	0 1 2 3 4 5 6
7.	Speed of asking questions	0 1 2 3 4 5 6
8.	Voice clarity	0 1 2 3 4 5 6
9.	Distribution of questions	0 1 2 3 4 5 6
10.	Simplicity of behaviour	0 1 2 3 4 5 6
11.	Unnecessary repetition of questions	0 1 2 3 4 5 6

P. Vats

Teacher's Sign

Anupam Kumar

Observer's Sign

Lesson No : 4.....

Date 19.4.10.....

Duration of the period 05 min.....

Pupil Teacher's Name Gurpreet Kaur

Pupil Teacher's Roll No. 91.....

Class XII.....

Average Age of the pupils 16⁺.....

Subject Economics.....

Topic Micro and Macro Economics

4. SKILL OF ILLUSTRATION WITH EXAMPLE

Pupil teacher activity	Pupil activity	Components
<u>Q1</u> Name of the few banks and with their functions?	ICICI, IDBI, Punjab National Bank (PNB) etc. They deposit, give loan.	Proper presentation of example
<u>Q2</u> Give example to define Micro and Macro economics?	Micro - it deals with single unit. eg - consumer, a firm, a producer, factory Macro - It deals with groups. eg - customer, group of company.	proper presentation of example
<u>Q3</u> What is consumer behaviour? give some example.	What is the reaction of a consumer after consuming of a product → Does he requires again → Does he complains.	

	Pupil teachers activity	Pupil activity	Components
Que	What is marginal utility? give some example.	Problamatic	
Que	What is demand? give example.	Deman means requirement of any-thing. which you can buy, and also available for in the market.	Use of proper medium for exam.
	Eg.	We want to buy a car, so, we have a wish to buy, we have money, it is available in the market this is called demand	
Que	what is excess supply?	Market price is higher than equilibrium price	simplicity of Example

Pupil teacher activity	Pupil activity	Components
<p>When does a change in demand not effect the equilibrium price</p>	<p>when supply is perfectly elastic</p>	<p>formulation of example</p>
<p>How does an increase in excise duty rate affect the market price and quantity</p>	<p>It will cause a rise in market price and a fall in quantity exchanged</p>	<p>simplicity of example</p>

Rating scale

S.No.	Component of Skill	Rating scale
(A)	structure of questions	0 1 2 3 ④ 5 6
1.	Relevancy	0 1 2 ③ 4 5 6
2.	Clarity	0 1 2 3 4 ⑤ 6
3.	Consciousness / Preciseness	0 1 2 3 ④ 5 6
4.	Specificity	0 1 2 3 4 ⑤ 6
5.	Grammatical correctness	0 1 2 3 4 ⑤ 6
6.	Level of questions	0 1 2 3 ④ 5 6
(B)	Asking questions	0 1 2 3 ④ 5 6
7.	speed of asking questions	0 1 2 3 4 ⑤ 6
8.	voice clarity	0 1 2 3 ④ 5 6
9.	Distribution of questions	0 1 2 3 ④ 5 6
10.	simplicity of behaviour	0 1 2 3 4 ⑤ 6
11.	unnecessary repetition of que.	0 1 2 3 ④ 5 6

P. Vats

Teacher's sign

Kumar

Observer's sign

Lesson No : 5

Date 20.4.10

Duration of the period 6 min

Pupil Teacher's Name Gurpreet Kaur

Pupil Teacher's Roll No 91

Class XII

Average Age of the pupils 16+

Subject Economics

Topic Types of elasticity of demand

5. Skill of Stimulus variation

Pupil - Teacher Activity	Pupil Activity	Component's
1. Which factor Majorly influence the demand of a product ?	price of that product	Movement
2. Does the demand for all good respond same to change in price ?	No, they respond differently	change in voice
3. What is the Measurement of responsiveness of demand to change in price called ?	Price elasticity of demand	Gesture

Announcement of the topic

After getting the students doesn't have much knowledge. P.T. will say, well students today we will discuss about employment and unemployment.

Presentation

Teaching Point	Pupil-Teacher Activity	Pupil Activity	B.B Activity
Step 1 Worker :	A worker is an individual who is in some employment to earn a living.		
Step 2 Types of workers	<p>Self employed</p> <p>These are the people working in their own business or profession. They earn profit as a reward for their services.</p>		

kinds of workers -
 1. Self Employed
 2. Hired Worker
 3. Casual workers
 4. Regular workers
 A worker is an individual who is in employment to earn a living.

Pupil - Teacher Activity	Pupil Activity	Components
<p data-bbox="159 394 467 449">$E_d = 1$ unit-</p> <p data-bbox="149 508 539 634">$E_d = \infty$ perfect elastic</p> <p data-bbox="142 697 539 1129">(P.T. will call one of the student to draw its diagram with chalk on board)</p>	<p data-bbox="698 403 1143 634">Student listening and writing in their note book</p>	<p data-bbox="1279 394 1484 466">Gesture</p>

Rating Scale

S.No.	Component of skill	Rating scale
(A)	Structure of questions	0 1 2 3 4 ⑤ 6
1.	Relevancy	0 1 2 3 4 ⑤ 6
2.	Clarity	0 1 2 3 ④ 5 6
3.	Consciousness / Preciseness	0 1 2 3 4 ⑤ 6
4.	Specificity	0 1 2 3 ④ 5 6
5.	Grammatical correctness	0 1 2 3 4 ⑤ 6
6.	Level of questions	0 1 2 3 ④ 5 6
(B)	Asking questions	0 1 2 3 4 ⑤ 6
7.	Speed of asking questions	0 1 2 3 ④ 5 6
8.	voice clarity	0 1 2 3 4 ⑤ 6
9.	Distribution of questions	0 1 2 3 ④ 5 6
10.	Simplicity of behaviour	0 1 2 ③ 4 5 6
11.	unnecessary repetition of behaviour questions	0 1 2 ③ 4 5 6

Pivats

Teacher's sign

Neelam Rani
Observer's sign

**MEGA TEACHING
LESSONS**

Lesson No : ...1.....

Date... 21.4.10.....

Duration of the period... 35.....

Pupil Teacher's Name... Gurspreet Kaur

Pupil Teacher's Roll No... 91.....

Class... XII.....

Average Age of the pupils... 16+.....

Subject... Economics.....

Topic... Law of Demand.....

1. Content analysis :-

- (i) Law of Demand
- (ii) Limitations + Explanations Exceptions
- (iii) Normal and inferior goods

2. General Objectives :-

- (i) Pupil can understand what demand is.
- (ii) what is extension and contraction of demand.

3. Specific Objectives :-

(a) Knowledge

- (i) Pupil get aware about demand and its functions
- (ii) Pupil get aware about its extension and contraction.

(b) Understanding

- (i) Pupil can define demand and its various aspects.
- (ii) Pupil understand the relation between price & supply.

(c) Application

- (i) Pupil can apply the law of Demand.
- (ii) Pupil can demand intelligently after knowing law of Demand.

(d) Skill

- (i) Pupil get aware about his/her own demands and changes in demand.

Instructional Material To Be Used :-

General Material : chalk, duster, pointer

Specific Material : Text book, charts

Previous Knowledge :-

	<u>Pupil Teacher Activity</u>	<u>Pupil Activity</u>
Q.	What is demand?	Some requirement.
Q.	What is the law of demand?	No reply
Q.	What are the limitations or exceptions?	No response
Q.	What are normal and inferior goods?	Problematic

Announcement of the Topic :-

After finding the students unable to answer the questions, The P.T. will say, well student today we will read what is "demand"

Presentation

Teaching Point	Pupil - Teacher Activity	Pupil Activity	B.B. Activity
Law of Demand	It is a very important law of economy, law of demand tells the inverse relationship between price and demand.	listening carefully	Law of demand tells the inverse relationship between price and demand.
Limitation or exception	<p>1. <u>Necessary Goods</u> The commodity which are necessary for the life, their demand not decrease after the increase in their price</p> <p>2. <u>Fear of shortage of Goods</u> When we have fear of shortage, we buy the commodity, at a high price</p>		

Teaching point	Pupil - Teacher Activity	Pupil Activity	B.M. Activity
3.	<p><u>Giffin goods:-</u> The demand does not decrease after the increase in price.</p>	all the pupil listening carefully and note down in their note books	<p><u>Giffin goods-</u> The demand does not decrease after the increase in price</p>
4.	<p><u>Ignorance of consumer</u> Some ignorant consumers believe that the commodity which has high price must be good, and cheap commodity is not good.</p>		
5.	<p><u>Article of Distribution</u> The commodity which has snob appeal, that law doesn't apply on that eg. diamonds, Schendillors etc. because only such people can buy it.</p>	listening carefully.	

Teaching Point ^o	Pupil - Teacher Activity	Pupil Activity	B.B. Activity
<p>Normal and Inferior Goods</p>	<p>Normal goods:- The demand which has increased demand, when the salary increases, it calls normal goods.</p> <p>Inferior goods:- The commodity, which has less demand when the salary increases, and when the salary decreases its demand increases.</p> <p>Substitutes:- When a commodity can be used at the place of another commodity</p>	<p>pupil Listening carefully and note down in note books.</p> <p>Listening and putting questions.</p>	<p>Normal goods- The demand which increase with the increase of the salary</p>

Evaluation :-

- Q. What is the law of Demand.
- Q. What are the causes of operation of the law of demand?
- Q. Why does demand curve slope downwards?

Homework :-

- Q. What are the limitations or exception?
- Q. What are the extension of demand?
- Q. What is the contraction of demand?

Reference :-

This topic "Law of Demand" is taken from introductory Micro

P-rats

☆ P.T. is confidential.

☆ T. Aids are used

Lesson No : 2

Date..... 22.4.10

Duration of the period..... 35 min

Pupil Teacher's Name..... Gurpreet Kaur

Pupil Teacher's Roll No..... 91

Class..... XII

Average Age of the pupils..... 16+

Subject..... Economics

Topic..... Economics + Economy

Content Analysis :-

- (i) What is Economics
- (ii) Micro Economics and Macro Economics
- (iii) What is Economic Problems

General Objectives :-

- (i) Pupil will get aware about- economics.
- (ii) Pupil can differentiate about- economics and Economy.
- (iii) Pupil can understand many general things.

Specific Objective :-

Knowledge

- (i) Pupil will get aware about- economy.
- (ii) Pupil will get aware about- nation.

Understanding

- (i) Student learn how to describe economics and economy.
- (ii) Pupil get aware about- Economy.

Application

- (i) Pupil can apply solution of economy.
- (ii) Pupil can use economical words.

Skill

- (i) Pupil can give solution for economical problems.

Instructional Material

General Material - Chalk, duster, markers

Specific Material - Text book, charts

Previous knowledge

Pupil Teacher Activity	Pupil Activity
Q. What is Economics?	No response
Q. Is there any difference between economics and economy?	No response
Q. What is micro economics and macro economics?	Problamatic
Q. Difference between micro and macro	Problamatic

Announcement of the topic

After finding the pupil unable to answer the question the P.T. will say, well students today we shall see what is 'Economy'.

PRESENTATION

Teaching Point	Pupil-Teacher Activity	Pupil Activity	B.B Work
SEP 1	<p>Study of wants → efforts → wealth → satisfaction</p> <p>A man does number of things in a day so that he can earn and satisfy his needs.</p>	<p>Listening carefully and note down.</p>	<p>Study of wants → Efforts → wealth → satisfaction Micro and Macro economics</p>
	<p>Study of human behaviour in relation to ends the scarce means</p> <p>Human has less resources and a number of desires or requirements.</p>		
	<p>What is Micro and macro economics ?</p>	<p>Listening carefully and asked questions.</p>	
	<p>Micro is the study of single units - single person or consumer, producer, supplier etc.</p> <p>Macro is study of groups eg. group of companies, Consumers, producers.</p>		

Teaching point	Pupil Teacher Activity	Pupil Activity	B.B. Activity
What is economics	<p>Economics can be defined as follows:-</p> <p>Economics is the Study of Economy</p> <p>A human being does number of things in a day like:- spiritual, social, political etc. but economy does not study about these things. any deed which relates with income and satisfy human that is called economics activities.</p>	<p>listening carefully and note down. putting some small 2 questions.</p>	<p>Economics is the study of economy Any deed related to income + satisfaction of humans is called the economic activities</p>
What are the economic Problem?	<p>Man is statue of needs, man has an unlimited needs, to fullfill them man has a limited resources, that is called economic problem.</p>		

Teaching point	Pupil Teacher Activity	Pupil Activity	B. B. Activity
Causes of Economic problems	<ul style="list-style-type: none"> 1. Human wants are unlimited recurring and differ in urgency 2. Limited means with alternative uses 3. Adjustments between wants and needs 	Listening carefully and asking questions.	Human needs are unlimited recurring and differ in urgency. Limited means with alternative uses - Adjustment b/w wants and needs
What is an economy?	Economy is the system in which man earns his livelihood and satisfy his needs.		

Evaluation,

- Q.1 What is Economics ?
- Q.2 Give the definition of Economics ?
- Q.3 What is micro economics ?
- Q.4 What is macro economics ?

Home work,

- Q.1 Difference between Micro and Macro economics ?
- Q.2 What is economics problems ?
- Q.3 What are the causes of economics problem ?

Reference,

This topic is taken from the first chapter of Introductory Micro and macro economics for class XII.

P.Vats

- ★ P.T. is confident
- ★ B.B. work is good
- ★ Evaluation is good

Lesson No : 3

Date: ~~28.4.10~~ 23.4.10

Duration of the period: 35

Pupil Teacher's Name: Gurpreet Kaur

Pupil Teacher's Roll No: 91

Class: XII

Average Age of the pupils: 16+

Subject: Economics

Topic: Banking

Content Analysis

Role and functions of bank in daily life and commercial life.

General objectives

- (i) To develop economic attitude among students.
- (ii) To develop their interest in economic.
- (iii) To develop their creative power.
- (iv) To make them understand and appreciate the utility of economic.
- (v) To develop their confidence and to enable them to solve problems related to mathematics.

Specific objectives

(1) Knowledge

- (i) Pupil will be able to explain the role of bank in daily life.

(2) Understanding

- (i) Pupil will be able to classify the function of bank they can know the role of bank in individual life and commercial life.

Previous Knowledge Testing

<p>Q.1 Where your family member deposit money?</p>	<p>Pupil-Teacher Activity</p>
<p>Q.2 What is the bank name in your area?</p>	<p>SBI</p>
<p>Q.3 Is it a government bank or private bank?</p>	<p>govt. bank</p>

Instructional Material

- General** - Chalk, duster, Marker
- Specific** - Text book, charts

- (3) **Application** Pupil can explain the cause of need and importance of bank.
- (4) **Skill** The pupil will be able to study about the function of bank and take benefit in their life.

Pupil - Teachers Activity
Q. Why does people go to deposit their money in bank?
Q. What are the other function of bank?

Pupil Activity
For the safety and interest.
Problamatic

Announcement of the Topic

Well. Students, today we will study about the function of bank.

Presentation

Teaching point	Pupil - Teachers Activity	Pupil Activity	A. A. Activity
Step 1	Bank function can be divided in three parts:-		
Function of bank	<ul style="list-style-type: none"> 1. Primary function (Deposit) 2. Accept deposit 3. Loan <p>1. Deposit - In this fixed account, current A/c Saving Account</p>		<div style="background-color: black; color: white; padding: 10px;"> <p>Banks Functions -</p> <ol style="list-style-type: none"> 1) Primary 2) Accept deposit 3) Loan </div>

Teaching point

Pupil - Teacher Activity

Pupil Activity

B.B. Activity

2. Loan
bank also provide loan after taking some security

listening carefully

Loan is provided to the person after he provides security to the bank.

Get receipt and do work related to receiver

1. Collection of cheque and bill of exchange
2. According to customer order.
3. Transforming money from A/c
4. Sale and purchase of security

General function of bank

- ▶ Provide Locker
- ▶ Travel cheque
- ▶ underwrite
- ▶ Foreign bills of exchange
- ▶ Earning Goodwill
- ▶ Collect Economical Information

Pupil
Listening carefully and note down in copy.

These all are the general functions of the bank.

Teaching Point	Pupil - Teacher Activity	Pupil Activity	B.B. Activity
1.	<p>Provide Locker →</p> <p>Banks provides the locker facilities to their customer in which they can deposit and safe, they give us give of that locker.</p>	<p>Note down all the steps in their notebook</p>	<p>Bank provides -</p> <ul style="list-style-type: none"> - Locker - Travel cheque - Foreign bills of exchange - Earning Goodwill - Economical Information
2.	<p>Travel cheque →</p> <p>If we are (customer) is going at some place due to some business trips, so we can use this travel cheque.</p>		
3.	<p>Foreign bills of exchange →</p> <p>Bank plays a vital role is foreign bills of exchange.</p>	<p>listening carefully.</p>	
4.	<p>Earning Goodwill →</p> <p>Goodwill is very necessary. it shows the real value of the person, firm, company Groups in the Market.</p>		
5.	<p>Economical Information →</p> <p>Economical informati is very important data for the bank.</p>		

Evaluation,

- Q.1 What is the definition of the Bank?
- Q.2 What are the primary functions of the Bank?
- Q.3 What are the general functions of the bank?
- Q.4 Types of banks with their functions?

Home work,

- Q.1 What are the benefits of the bank in providing loans?
- Q.2 Role of the bank in the life?
- Q.3 Types of the A/c's in the bank?

References,

This topic "Banking" taken from the Harayana board for class XII.

Private

★ Announcement of the topic is imperative.

★ T-Aids are used

Lesson No : 4.....

Date 25.4.10.....

Duration of the period 35 min......

Pupil Teacher's Name Gurpreet Kaur.....

Pupil Teacher's Roll No. 91.....

Class XII.....

Average Age of the pupils 16+.....

Subject Economics.....

Topic Poverty.....

Content Analysis

- Some procedural details
- Trends of poverty in India
- Causes of poverty

General Objectives

- To develop students to know poverty.
- How poverty line is fixed in India
- To know number of poor and their percentage.
- To know what is poverty.

Specific objectives

Knowledge

- Students will get awareness about poverty.
- Students will have the knowledge of causes of poverty

Understanding

- Student can understand the reason of remaining poor.
- Student can understand why a person is poor.

skills

- To develop their intelligence.
- To develop their interest in helping to remove poverty.

application

- student can apply their focus on reasons of poverty.

Instructional material to be used

General - chalk, duster, marker
Specific - text book, charts

Previous knowledge testing

P.T. will ask some previous knowledge based questions.

Pupil-Teacher Activity	Pupil Activity
Ques 1. What is poverty?	When someone can't fulfil their daily needs.
Ques 2. What is poverty line?	Problematic
Ques 3. How many categories of the poverty?	Problematic
Ques 4. What are the causes of poverty?	Problematic, may be unemployment

Announcement of the topic

After finding the students are not able to answer the basic questions of a very general topic. P.T. will say well students today we will discuss Poverty in India.

Presentation

Teaching Point	Pupil-Teacher Activity	Pupil Activity	P. P Activity
Step 1 Definition	Poverty :- It is the inability to fulfill the minimum requirements of life.		Poverty It is the inability to fulfill the minimum requirements of life.
Step 2 (a)	Two variants of poverty :- Relative and absolute poverty are the two variants of poverty. Relative Poverty :- It refers to the poverty in relation to different classes, regions or countries.		
	Absolute Poverty :- This refers to that line which expresses per capita average monthly		

Teaching Point	Pupil-Teacher Activity	Pupil Activity	B.B Activity
	expenditure incurred by the people to satisfy their minimum needs.		
Step 3	Categorising Poverty		
Chronic Poor	Those who are always poor and those who are usually poor.		
Example	Landless worker and casual workers		
Transient Poor	(i) Those who are churning poor moving in and out of poverty (like seasonal workers) and (ii) occasionally poor.		
Never Poor	These are categorised as non-poor people		
Step 4	Trends of Poverty in India		

Poverty is classed in 3 classes

- 1 Chronic poor
- 2 Transient poor
- 3 Never poor

Teaching Point	Pupil-Teacher Activity	Pupil Activity	B.B Activity
	Number and percentage of poor		
Step 5	<u>Causes of poverty</u>		
1	<u>Low Level of National Product:-</u> Net national product of India is miserably low compared to its size of population		<div data-bbox="1291 472 1542 1113" style="background-color: black; color: white; padding: 5px;"> Causes of Poverty - Low level of national product Low rate of growth Heavy pressure of population </div>
	<u>Low rate of Growth:-</u> Rate of growth of economy has been quite low during five year plan in India.		
	<u>Heavy pressure of Population</u> Population has been rising in India at a rapid pace.		

Evaluation:

- Que 1. What is the definition of Poverty?
- Que 2. How many variants of poverty? Define it.
- Que 3. Define the categories of poverty?
- Que 4. What are the causes of poverty?

Homework:

- Que 1. Define Chronic poor, Transient poor and Never poor?
- Que 2. Define the Trends of poverty in India?
- Que 3. What does it mean low rate of growth?

Reference:

This topic "Poverty" is taken from "Indian Economy Development".

P. Vats

- ★ P. T. Vats in Improving
- ★ H.W. on giving

Lesson No : 5.....Date 26.4.10.....Duration of the period 35.....Pupil Teacher's Name Gurpreet Kaur.....Pupil Teacher's Roll No. 91.....Class XII.....Average Age of the pupils 16+.....Subject Economics.....Topic Environment.....

Content Analysis

- ▶ Concept of Environment
- ▶ Significance of Environment
- ▶ Causes of Environment Degradation.

General Objectives

- ▶ To develop students awareness about environment
- ▶ To develop their mentality to save environment
- ▶ To maintain environmental rules.

Specific Objectives

Knowledge

- ▶ Students get awareness about environment.
- ▶ Students get ideas to save it.
- ▶ Students will have the ideas.

Understanding

- ▶ To know the functions of environment.
- ▶ To know what are the causes of pollution.

Application

- ▶ Students will try to apply the ideas to save environment.

- skills
- Students will be able to study the concept of Environment.

Instructional material to be used

General - chalk, duster, marker

Specific - text book, charts

Previous knowledge testing

P.T. will ask some previous knowledge based questions

Pupil - Teacher Activity	Pupil Activity
Ques 1. What is Environment?	The nature, river, moon etc.
Ques 2. What do you say, is our environment clean or not?	No, it is not clean.
Ques 3. How can you save it?	Problematic
Ques 4. How many kinds of pollution?	Problematic

Announcement of the topic

After getting the student have little knowledge about Environment. P.T. will say, well students today we will discuss about "Environment".

Presentation

Teaching Point	Pupil-Teacher Activity	Pupil Activity	B.B Activity
Concept of Environment	Environment includes living elements or biotic elements which makes up our surrounding and impact on our existence and the quality of our life.		Environment includes living element which makes up our surrounding and impacts on our existence and the quality of our life.
Functions of Environment	Environment offers resources for production Environment includes physical resources (minerals, wood, water, soil and others)		

Teaching Point	Pupil Teacher Activity	Pupil Activity	B.P. Activity
<p>▶ Environment sustain life:- Production and consumption activities generate wastes. This occur mostly in the form of garbage. Where does it go? Environment absorb it.</p>			
<p>▶ Environment Enhances Quality of life:- Surroundings include rivers, oceans, mountains, deserts. Man enjoys these surroundings adding to the quality of life.</p>			
<p>▶ Two basic problem related to Environment</p>			

B. B. Activity	Teaching Point ^s	Pupil-Teacher Activity	Pupil Activity	B. B. Activity
	1. (i) (ii) (iii)	Problem of Pollution Air Pollution Water Pollution Noise Pollution		
	2.	Excessive Exploitation Natural Resources Deforestation Degradation of Land Causes of Environmental Degradation		

Population Explosion

One of the main causes of environmental degradation is population explosion.

Poverty of Masses

A large section of the Indian population is absolutely poor.

Increasing Urbanisation

It has caused pressure on housing and other civic amenities.

Evaluation

- Que 1. What is environment?
Que 2. What is pollution?
Que 3. What is pollution and how many kinds of pollution are there?
Que 4. How we can save our environment from pollution?

Homework

- Que. What are the causes of environment degradation?
Que. What are the two basic problems related to Environment?
Que. What is population exploitation?
Que. What is increasing ~~urban~~ urbanisation?
Que. What is poverty of masses?

Reference

This topic "Environment" taken from Indian Economic Development.

~~Notes~~

△ Evaluation is group
△ Class is discipline

**DISCUSSION
LESSON - I**

Lesson No : 1

Date..... 20.5.2011

Duration of the period..... 40 min

Pupil Teacher's Name..... Gupreet Kaur

Pupil Teacher's Roll No..... 91

Class..... XI

Average Age of the pupils..... 16⁺

Subject..... Economics

Topic..... Employment and Unemployment

Content Analysis :

- ▶ Definition of employment
- ▶ Basic concept of employment and unemployment
- ▶ Classification of unemployment in India
- ▶ Types of workers
- ▶ Size of workers

General Objectives :

- ▶ To develop economic attitude among the students
- ▶ To develop their interest in economic
- ▶ To develop students knowledge about employment and unemployment and the causes of it.

Specific Objectives :

Knowledge

- ▶ Students explain employment and unemployment.
- ▶ Students can have the idea about the cause of it.
- ▶ Students can have the idea of its effect on the country.

understanding

- ▶ Students can understand who is worker and what is employment
- ▶ Students can differentiate self employed and hired workers.

application

- ▶ Students can explain the causes of unemployment
- ▶ Students can think about unemployment
- ▶ Students can use the economical words in daily life.

Skills

- ▶ Students can draw the graph about the given data of unemployed or employed.
- ▶ Students can apply the ideas to remove unemployment

Instructional material to be used

General - Black board, Chalk, duster, marker

Specific - Text book, chart, flash card

Previous knowledge Testing

Pupil - Teacher Activity

Pupil Activity

Before introducing the lesson or topic of Employment and unemployment, P.T. will ask some general questions to the students, so that she can have the idea, how much they know about the topic and how much is left to teach them.

Pupil - Teacher Activity

Pupil Activity

Que Who is worker ?	A man who does work in factory, office etc.
Que What is employment ?	By doing some work and get money.
Que Who are self employed and hired employed	Problamatic
Que who are casual and regular worker ?	Problamatic
Que Who is unemployed ?	who is not earning his/her livelihood.

Announcement of the topic

After getting the students doesn't have much knowledge. P.T. will say, well students today we will discuss about employment and unemployment

Presentation

Teaching Point	Pupil-Teacher Activity	Pupil Activity	B.B Activity
Step 1 Workers :	A worker is an individual who is in some employment to earn a living.		
Step 2 Types of workers	<ul style="list-style-type: none"> • Self employed These are the people working in their own business or profession. They earn profit as a reward for their services.		Kinds of workers - <ol style="list-style-type: none"> 1 Self Employed 2 Hired Workers 3 Casual workers 4 Regular workers A worker is an individual who is in some employment to earn a living

Teaching Point	Pupil-Teacher Activity	Pupil Activity	B.B Activity
	<ul style="list-style-type: none"> ▶ Hired workers These are the people hired by others, and they are paid wages/ salaries as a reward for their services. ▶ Casual workers These are like daily wagers, not on permanent rolls of the employer, and not entitled to social security benefits. ▶ Regular workers These are on permanent rolls of their employer and are entitled to social security benefits. 		<p>Hired Worker These people are hired by others and are paid wages as a reward for their services.</p> <p>Casual Worker These are daily wages not on permanent rolls of the employer and not entitled to social security benefits.</p>
<p>work force</p>	<p>It refers to the number of persons actually working</p>		

Teaching Point

Pupil-Teacher Activity

Pupil Activity

B.B Activity

No. of persons unemployed = Labour force - workforce

$$\text{Rate of unemployment} = \frac{\text{No. of persons unemployed}}{\text{Size of Labour force}} \times 100$$

✓ Fig. 1

Percentage distribution of workers (as self-employed and hired) according to region.



No. of persons employed = Labour force - Work force

$$\text{Rate of unemployment} = \frac{\text{No. of persons unemployed}}{\text{Size of Labour force}} \times 100$$

Teaching Point

Pupil - Teacher Activity

Pupil Activity

B.B. Activity

Unemployed

An individual is considered to be unemployed when he is ready and willing to work at the prevailing rate of wages but does not get work.

An individual is considered to be unemployed when he is ready and willing to work at the prevailing rate of wages but does not get work.

Classification of unemployment in India:

- 1. Rural unemployment -
 - (i) Disguised unemployment: it is a situation where in the number of workers engaged in a job is much more than actually required to accomplish it.
 - (ii) Seasonal unemployment - It occurs because of changes in seasons
- 2. Urban unemployment -
 - (i) Industrial unemployment - it includes illiterate person who willing to work in factory, mining, transport etc.
 - (ii) Educated unemployment. -

Evaluation

We studied what is employment and unemployment. What are the causes of unemployment?
Q. What can be done to remove unemployment?

Homework

- Q. What is unemployment?
- Q. How many kinds of workers are there?
- Q. What is work force?
- Q. Classify unemployment in India.

Reference

This topic "Employment and unemployment" is taken from "Indian Economic development."

Q. Vats

→ T. is confident

→ Evaluation is good

**SCHOOL TEACHING
PRACTICE LESSONS**

Lesson No : 1

Date..... 27.4.2011

Duration of the period..... 35

Pupil Teacher's Name..... GURPREET KAUR

Pupil Teacher's Roll No..... 91

Class..... XIIth

Average Age of the pupils..... 16th

Subject..... ECONOMICS

Topic..... BANKING

CONTENT ANALYSIS

Role and function of bank in daily life and commercial life.

GENERAL OBJECTIVES

- i To develop economic attitude among the student
- ii To develop their interest in economic.
- iii To develop their creative power.
- iv To make them understand and appreciate the utility of economic
- v To develop their confidence and to enable them to solve problems related to mathematics.

SPECIFIC OBJECTIVES

1. KNOWLEDGE →

Children will be explain all main role and function of bank.

2. UNDERSTANDING →

Children are able to classify the function of bank. They can know the role of bank in individual life and commercial life.

3. APPLICATION -

Pupil can explain the cause of need and importance of bank.

4. SKILL -

The pupil will be able to study about the function of bank and take benefit in their life.

INSTRUCTIONAL MATERIAL

GENERAL MATERIAL : Chalk, duster, roller board, pointer.

SPECIFIC MATERIAL : Text book, charts + flash

PREVIOUS KNOWLEDGE TESTING

	<u>PUPIL</u> <u>TEACHER</u> <u>ACTIVITY</u>	<u>PUPIL</u> <u>ACTIVITY</u>
1.	Where your family member deposit money?	In the bank.
2.	What is the bank name in your area?	SBI

PUPIL TEACHER ACTIVITY

PUPIL ACTIVITY

- | | |
|--|--------------------------------------|
| Is it a government bank or private bank? | It is a Govt. bank. |
| Why does people go to deposit their money in the bank? | For the safety and getting interest. |
| What are the other function of bank? | Problematic question. |

ANNOUNCEMENT OF TOPIC:

Well students, today we will study about the function of bank.

PRESENTATION

Teaching Point	Pupil Teacher Activity	Pupil Activity	Black Board
Function of bank	We can define bank function it is divided in three part 1. Primary function (Deposit) 2. Accept deposit 3. Loan 1. Deposit - In this fixed account, current A/c saving Account.	Students are listening carefully + writing on their notebook	BANK FUNCTIONS Primary func. 1. Deposit 2. Accept deposit 3. Loan

Teaching point

Pupil - Teacher Activity

Pupil Activity

B.B. Activity

(ii) Loan

bank also provide loan after taking some security

Students are listening carefully and write down on their notebook

work note
1. Collecting cheque
2. According to customer from A/c to A/c
3. Transfer money from account to
4. sale & purchase of security

Get receipt and do work related to receiver

1. Collection of cheque and bill of exchange.
2. According to customer order
3. Transforming money from account to A/c
4. sale and purchase of security

Purch security

General function of bank

General Function

- Provide locker
- Travell cheque
- Underwrite
- Foreign bills of exchange
- Earning goodwill
- collect of economical information

student are listening and write down on their note book

Pupil - Teacher Activity

Pupil Activity

B.A. Activity

1. Provide Locker

Bank is providing locker in which we can deposit and safe, ~~it~~ we get a key of this.

Students

are listening carefully and

2. Travell cheque →

if we are going any place and due to business or other reason money than we can use it

writing on their note book.

3. Inforein bill of exchange bank play a vital role

4. Earning good will is very necessary at this time. Goodwill is very necessary at this time. Goodwill show the real value of person in the market

5. For collecting economical information about bank and country through the bank we can collect all important data which will show all the point-
is Company.

EVALUATION

1. What is the meaning of bank
2. What are the primary functions of bank
3. What are the general functions of bank.

HOME WORK

1. What are the benefits of bank in terms of providing loan.
2. Define all primary functions of bank.
3. Define all general functions of bank
4. Role of bank in daily life

REFERENCE

Sharma
A. Lesson taught
P. R. Testing was
fulfilled

Date 5.5.2011

Duration of the period 35 min

Pupil Teacher's Name Gurpreet Kaur

Pupil Teacher's Roll No 91

Class XII

Average Age of the pupils 16⁺

Subject Economics

Topic Supply Analysis

CONTENT ANALYSIS

- (i) Meaning of Supply
- (ii) Difference between supply and stock
- (iii) supply and quantity supplied are different

GENERAL OBJECTIVES

- (i) Pupil can understand well what is supply.
- (ii) To understand what is supply and stock.
- (iii) To understand difference between supply and quantity.

SPECIFIC OBJECTIVES

(i) KNOWLEDGE

- (a) Pupil get aware about the supply.
- (b) Pupil can differentiate between supply and stock
- (c) Pupil understand how supply is important.

(ii) UNDERSTANDING

- (a) Students learn how to describe the supply.
- (b) Students learn how to tackle the stock.

3.

Application

Pupil can explain the cause of need and importance of Economics.

4.

Skill

The pupil will be able to study about the functions of economy and take benefit in their life.

INSTRUCTIONAL MATERIAL

General Material, - chalk, duster, roller pointer.

Specific Material, - Text book, charts & flash

PREVIOUS KNOWLEDGE TESTING

PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY
1. What do you mean by ECONOMICS ?	No response.
2. What is the general objectives of economics?	No response.

ANNOUNCEMENT OF TOPIC

When pupil are unable to answer of the questions, Teacher will say, Well students, today we will study about the function of ECONOMICS.

PRESENTATION

Teaching Point	Pupil Teacher Activity	Pupil Activity	Black Board
Branches of Economics	We can define the branches of economics 1. Micro Economics 2. Macro Economics 1. Micro economics - In this economics single units of economical units, for eg. consumer, producer, a firm etc. before it the problems can be solved. 2. Macro economics a group eg. works in it. eg. factories, business Agencies.	Student are listening carefully and writing on their notebooks.	Branches of Economics 1. Micro 2. Macro

Teaching point	Pupil Teacher Activity	Pupil Activity	BS
Central problems of an Economy	Economics have some central economics fore eg example :- ① What to produce and how much to produce? ② How to produce? ③ For whom to produce?	All the pupil listened carefully about some central economic problem.	wrote some exam in class what comes under in it
Types of Economy	Economics have few types as follows - ① Market Economy ② centrally planned economy ③ Mixed economy	Pupil listened properly to the teacher.	wrote some types of mixed economy centrally planned mixed economy

Marginal Rate of Transformation

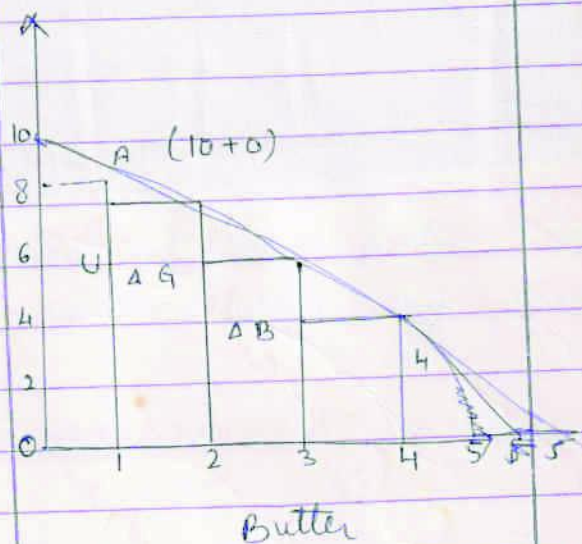
To produce a single unit, what we should use that transformation is called marginal rate

all the pupil listened carefully and note down on their notebook

Formula of marginal rate
 $MRT = \frac{\text{Guns sacrificed}}{\text{Butter obtained}}$

$$MRT = \frac{\text{Guns sacrificed}}{\text{Butter obtained}}$$

Production possibility curve



Graph on Production possibility curve

EVALUATION

- Q. What is Economics and why it is important?
- Q. Parts of Economics with example
- Q. Explain Micro and Macro Economics?

HOME WORK

- Q. Definition of ECONOMICS?
- Q. Make the graph on production possibility?
- Q. Formula of Marginal rate?
- Q. Types of Economy?

REFERENCE

① *Def*
② *B. B. work*
③ *Effective*
④ *Evaluation*
⑤ *James*
⑥ *the way*

Lesson No :3.....

Date..... 29. 4. 2011.....

Duration of the period..... 35 min.....

Pupil Teacher's Name..... GURPREET KAUR.....

Pupil Teacher's Roll No..... 91.....

Class..... XIIth.....

Average Age of the pupils..... 16⁺.....

Subject..... ECONOMICS.....

Topic..... THEORY OF CONSUMER'S BEHAVIOR.....

CONTENT ANALYSIS

Theory of consumer's behaviour in case of one and two goods.

Consumer's behaviour with utility analysis

Law of Diminishing Marginal utility.

Consumer's equilibrium - utility analysis.

consumer's equilibrium through indifference curve.

GENERAL OBJECTIVES

Consumer's behaviour is very important aspect of economical structure.

To know the consumer's satisfaction.

To improve the product or services after knowing consumer's dissatisfaction.

To take care of the prices according the uses of product or services by consumers.

SPECIFIC OBJECTIVES

KNOWLEDGE

RECOGNISE -

Try to recognise the behaviour of the consumer's regarding the goods and services.

MEASURE -

Measure the quality to satisfy the customer.

(ii) UNDERSTANDING

(a) Distinguish -

Distinguish the services and goods, and fulfill the requirements.

(b) EXPLAIN -

Explain the consumer's need and modify where necessary.

(iii) APPLICATION

(a) Demonstrate -

Give the proper demo to the consumer before to sale the product or service.

(b) MODIFY -

Modify the goods according to the consumer's comfort.

(iv) SKILL

(a) Analyse -

Listen carefully the complaints from consumer and analyse what to do and how.

(b) Evaluate -

Evaluate the views of consumer regarding the product or services.

INSTRUCTIONAL MATERIAL

GENERAL MATERIAL - Chalk, duster, blackboard and roller.

SPECIFIC MATERIAL - Text book, charts and flash cards.

PREVIOUS TESTING KNOWLEDGE

PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY
What are the types of utility?	(i) Marginal utility (ii) Total utility
What is consumer's Behaviour	When a consumer uses a product, so there will be some behaviour about the product, if he likes or not.
Who is consumer?	The person who uses the product.

ANNOUNCEMENT OF THE TOPIC

Student reply very well about the topic. Well today we will study about the function of or detail about consumer's.

Teaching Point	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	B.B. ACTIVITY
Detail of Consumer and his behaviour	The P.T. will tell the pupil about the Consumer its definition, existence importance etc. The Consumer behaviour has two questions the first is - Why the Consumer demands for special product or services and the another one is how the consumer spend his limited salary on things or products and services, so that they can get more satisfaction.	Pupil listened properly and actively and note down all the matter on their notebook.	Cons. beha why Consc dem for pro OHS 2. H Con Spe his tes sal
Three main points of Consumers efficiency	<ol style="list-style-type: none"> ① Satisfaction of using products ② Prices of products ③ Income of consumer 	Pupil note down these three points in their note book	

TEACHING POINT	PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY	B. B. ACTIVITY
Types of utility	<p>① Marginal utility - Marginal utility is the addition made to total utility by consuming one more unit of a commodity.</p> <p>or</p> <p>Marginal utility is rate of change in total utility.</p> <p>Formula: -</p> $MU_{nth} = TU_n - TU_{n-1}$ <p>② Total utility - total utility is the sum of marginal utilities of the various units of a commodity.</p> <p>Formula = $TU = \sum MU$</p>	<p>Pupil learnt listened carefully and note down add both the formulas in their notebook</p>	<p>① Explanation of Marginal utility</p> <p>② Explanation of Total utility</p>
Description of utility	<p>Utility is called when a product or service has the capacity ^{to fulfill} of human need. that is</p>	<p>Listened carefully</p>	<p>Definition of utility a product has the ability to fulfil human need.</p>

EVALUATION

- Q. Who is consumer?
- Q. What is consumer's behaviour explain it?
- Q. What are the types of utility?
- Q. What is Marginal utility?

HOME WORK

- Q. Explain the types of utility?
- Q. Definition of consumer and consumer's behaviour?
- Q. What is utility?
Give the brief note on it!

REFERENCE

This topic is taken from Economics book for the class XIIth B.

Prats

- ◇ Presentation is good
- ◇ P.T. Voice is impressive

Date 30.4.2011

Duration of the period 850 MIN

Pupil Teacher's Name GURPREET KAUR

Pupil Teacher's Roll No. 91

Class XIIth BAverage Age of the pupils 16⁺

Subject ECONOMICS

Topic DEMAND

CONTENT ANALYSIS

What is demand?

Individual demand and Market demand.

Demand schedule.

Demand curve

Law of Demand

GENERAL OBJECTIVES

To know about demand and its importance.

To create interest among the student.

To develop knowledge in students about demand.

To know that we have demands but who fulfill it.

SPECIAL OBJECTIVESKNOWLEDGEDEFINITION → Demand of any good refers to the quantity of that good which will be purchased at a particular price during a particular period of time.RECALL → Recall all the main points related to the demand like Individual and Market demand, demand schedule, demand curve.

(b) UNDERSTANDING

(i) IDENTIFY → Identify the demand and its other parts like individual demand and market demand.

(ii) ILLUSTRATE → Illustrate demand with its components and features.

(c) APPLICATION

(i) DEMONSTRATE → Demonstrate the demand with the help of live examples, charts, flash cards and graph etc.

(ii) CONSTRUCT → Construction of graph is important and an easy way to learn or evaluation of our day to day increase demand personal or groupwise.

(d) SKILL

(i) ANALYS → Analyse the demand from its origin or its requirement.

(ii) SYNTHESIS → After knowing the demand, now the work synthesis is important.

PREVIOUS KNOWLEDGE TESTING

The pupil teacher will ask some questions from students about her subject.

<u>P.T. ACTIVITY</u>	<u>PUPIL ACTIVITY</u>
What is Demand?	The need for the basic things. (most probably right but not proper answer) No response.
What is an Individual demand?	The needy demands and to the person or group who can fulfill the demand.
Who demands and to whom?	No, (which is wrong there is difference.)
Is there any difference between demand or desire?	

ANNOUNCEMENT OF THE TOPIC

Finding the students unable to answer properly of the last question. The P.T. will says, will student today we shall read the "DEMAND".

PRESENTATION

	Teaching Point	Pupil teacher Activity	Pupil Activity	B.B. Activity														
1.	Definition	P.T. will define the "DEMAND". "The Demand for anything at a given price is the amount of it which will be bought per unit of time at that price"	Pupil listened carefully and noted down the definition in their note books.	Defin + Dem														
2.	Demand Schedule	The demand schedule shows the goods of different prices at different quantity. Eg. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>(A)</th> <th>(B)</th> </tr> <tr> <th>Milk Rate P/Kg.</th> <th>Marshall's (Ltr) demand for Milk</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>1</td> </tr> <tr> <td>4</td> <td>2</td> </tr> <tr> <td>3</td> <td>3</td> </tr> <tr> <td>2</td> <td>4</td> </tr> <tr> <td>1</td> <td>5</td> </tr> </tbody> </table>	(A)	(B)	Milk Rate P/Kg.	Marshall's (Ltr) demand for Milk	5	1	4	2	3	3	2	4	1	5	Pupil listened attentively and note it.	A 5 4 3 2 1
(A)	(B)																	
Milk Rate P/Kg.	Marshall's (Ltr) demand for Milk																	
5	1																	
4	2																	
3	3																	
2	4																	
1	5																	
		as the rates dec. reases demand increases.																

Teaching Point	Pupil teacher Activity	Pupil Activity	Black Board Activity
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3. Demand curve
The graphic presentation of demand schedule is called the demand curve.

Listened carefully

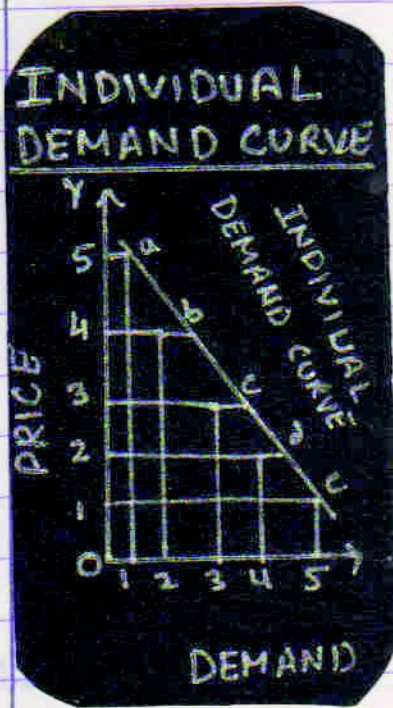
4. Types of Demand curve
Demand curve has two types -
1. Individual demand curve.
2. Market demand curve.

Listened and attentively and jot down in their notebooks.

5. Law of Demand
This is a very important law of the Economics.

Listened and note down in note books.

The law of demand shows Inverse Relationship between price and demand. When the price increases demand decreases and if the price decreases demand increases.



The law of demand shows Inverse relationship between price and demand

$P \uparrow \rightarrow D \downarrow$

$P \downarrow \rightarrow D \uparrow$

EVALUATION

- Q. Definition of Demand?
- Q. What is Demand schedule?
- Q. What is Demand curve?
- Q. Types of Demand curve?
- Q. Law of Demand?

HOME WORK

- Q. Draw the graph of individual demand curve.
- Q. What is Market demand curve with graph?
- Q. What is the law of demand?

REFERENCE

This topic "DEMAND" taken from the "Introductory and Macro Economics" for class XII-B

P. Vats

☆ P-T is good

☆ B. B. work is good

Lesson No : 45

9.5.2011

Duration of the period 50 min.

Teacher's Name Gusepreet Kaur

Pupil Teacher's Roll No. 91

XII

Average Age of the pupils 16+

Economics

Topic Market

CONTENT ANALYSIS

- Meaning and definition of Market.
- Importance of market in human life.
- Market & Marketing.
- Functions of Market.
- Geographical area of Market.

GENERAL OBJECTIVES

- To create interest among student to know more about the Market what is this, how does it work & importance in our life.
- Define Market & Marketing.
- Differentiate between types of Marketing orientations.
- Understand the function of Market.

SPECIFIC OBJECTIVES

KNOWLEDGE

Pupil will know about the market very well, it is very important to know about our market how does it work.

Market is a public place in town or village, where household provisions and other objects were available for sale and purchase.

(B) UNDERSTANDING

- (i) It explains all the functions of market.
- (ii) It tells, what is required to make a market.

(C) APPLICATION

- (i) Market is a sign of Development, as the market develops the area also develops.
- (ii) Market provides facility to our day to day life.

(d) SKILL

- (i) Market means a place where sale and purchase are done.
- (ii) Marketing is a very skillful job, because for this you need to know the requirement of people and skillfully to fulfill it.

4. INSTRUCTIONAL MATERIAL TO BE USED

- (i) GENERAL : Chalk, Black board, Marker, Pointer
- (ii) TRADITIONAL : Chart, Graph, Model, Text book

5. PREVIOUS KNOWLEDGE TESTING:

The pupil Teacher will ask some questions from pupil on based their previous knowledge.

PUPIL TEACHER ACTIVITY	PUPIL ACTIVITY
What is market ?	From where we buy things.
How many types of market?	No response.
Is there any difference between market OR marketing ?	Market - from where we buy product. Marketing - How to sale the product.
What is the concept of marketing ?	No response.

ANNOUNCEMENT OF THE TOPIC

After finding the students unable to answer the last questions, The P.T. will says well students today we will read # What is Market.

PRESENTATION

Teaching Point	Pupil Teacher Activity	Pupil Activity	B.B. Activity
Step 1 Meaning & Definition of Market	A place, where household provisions and other objects are available for sale.	Listened carefully and note down.	

Teaching Activity	Pupil Teacher activity	Pupil Activity	B. B. Activity
<p>step 2</p> <p>Essential of a Market</p>	<p>The essentials of Market are :-</p> <p>(i) A commodity / item which is dealt with.</p> <p>(ii) The existence of buyers and sellers</p> <p>(iii) a place, be it certain region, a country or the entire world</p> <p>(iv) interactions between buyers and sellers to facilitate transactions</p>	<p>Listened carefully and jot down in their notebooks</p>	<p><u>Essentials of Market</u></p> <p>(i) Commodity to be dealt with</p> <p>(ii) existence of buyers & sellers.</p> <p>(iii) a place</p> <p>(iv) interaction</p>
<p>step 3</p> <p>Geographical area of Market</p>	<p>Market has a geographical area :-</p> <p>(i) Local Market</p> <p>(ii) Regional Market</p> <p>(iii) National Market</p> <p>(iv) Global or world Market.</p>	<p>Listened carefully and asked for the explanation</p>	<p><u>Geographical Area</u></p> <ol style="list-style-type: none"> 1. Local Market 2. Regional 3. National. 4. Global or world market

Teaching Point	Pupil Teacher Activity	Pupil Activity	B.B. Activity
<p>Step 4</p> <p>Chief characteristic</p>	<p>The chief characteristics are as follows:-</p> <p>(1) The number and size distribution of sellers</p> <p>(2) The number and size distribution of buyers.</p> <p>(3) Product differentiation</p> <p>(4) Condition of entry and exit.</p>	<p>Pupil listened carefully and note down in notebooks</p>	<p>Characteristics</p> <ol style="list-style-type: none"> 1. Number and size of buyers & seller 2. Product differentiation 3. Condition of entry & exit
<p>Step 5</p> <p>The term Market hence implies.</p>	<p>(i) Existence of a Commodity to be Traded.</p> <p>(ii) Existence of sellers and buyers.</p> <p>(iii) Establishment of contact between the sellers and buyers.</p> <p>(iv) Existence of a price at which the given Commodity is to be bought and sold.</p>	<p>Listened carefully and note down.</p>	<ol style="list-style-type: none"> 1. existence of commodity to be traded 2. seller & buyer 3. contact between them 4. existence of price at which thing buy and sold.

EVALUATION

- Q.1 Difference between market and marketing?
- Q.2 Chief characteristics of Market?
- Q.3 .What ~~a~~ makes a market?
- Q.4 How does it develops area?

HOME WORK

- Q.1 What is Market?
- Q.2 What is Marketing.
- Q.3 How many types of Market?
- Q.4 Essentials of Market?
- Q.5 Geographical area of Market?

REFERENCE

This Topic "MARKET" Taken from the Introductory Micro and Macro Economics for Class XI).

Prabs ☆ P.T. is Confidant

☆ B.B. is used

☆ T. Bids are used

Lesson No : 6

Date 3.5.2011

Duration of the period 50 min.

Pupil Teacher's Name Lurpreet Kaur

Pupil Teacher's Roll No 91

Class XII

Average Age of the pupils 16+

Subject Economics

Topic Non-Competitive market

Content analysis

- (i) Monopoly Market and its features.
- (ii) Reasons for the Emergence of Monopoly Market.
- (iii) Monopolistic Competition and its features.
- (iv) Oligopoly and its features.
- (v) Duopoly and its characteristics.

General Objectives

- (i) To know more about monopoly, oligopoly and duopoly.
- (ii) To create interest among student about Market.
- (iii) To know what is market, its types and how it works.

Specific Objectives

- (i) Knowledge
- (a) The reasons for the Emergence of Monopoly Market.
- (b) What is Monopoly market and its features.

Understanding

- (a) understanding of Market's various features.
- (b) understanding of the laws and restrictions of the Market.

- (iii) Application
 (a) student can understand the market and the application of its laws.
- (iv) Skill
 (a) The pupil will have the skill how to enter and exit, how to deal with and how to know more about the market.

Instructional material

General Material: Chalk, duster, roller board, pointer.

Specific Material: Text book, charts & flash cards.

Previous knowledge

	<u>Pupil.T. Activity</u>	<u>Pupil Activity</u>
Q.	What is Monopoly?	No response
Q.	What is Monopoly market?	No response
Q.	Features of Monopoly market?	No response.

Pupil Teacher Activity	Pupil Activity
Q. Explain Monopolistic Competition?	No response
Q. What is oligopoly?	No response.
Q. Problems of oligopoly price determination?	Problematic
Q. What is duopoly?	Problematic

Announcement of the topic

After finding the students unable to answer the last questions, the P.T. will say well students today we will read what is ~~Market~~ Monopoly, oligopoly and duopoly.

Presentation

Teaching points	Pupil Teacher Activity	Pupil Activity	B.B. Activity
Step 1 Monopoly Market	Here is a single seller in the monopoly market and it has complete control on commodity's supply	listened carefully and note down.	

Teaching point	Pupil Teacher Activity	Pupil Activity	B. B. Activity
<p>Step 2</p> <p>features of Monopoly Market</p>	<p>(i) Single seller</p> <p>(ii) NO close substitutes</p> <p>(iii) Barriers to the entry</p> <p>(iv) Effective control on supply</p> <p>(v) Independence price policy.</p> <p>(vi) price Discrimination</p> <p>(vii) Different average and marginal revenue curve</p>	<p>Listened actively and Questioned</p>	<p>1. Single Seller</p> <p>2. Barrier to entry</p> <p>3. control on supply</p> <p>4. price discrimination</p>
<p>Step 3</p> <p>Reasons for the Emergence of Monopoly Market</p>	<p>Demand curve for a Monopoly curve firm</p> <p>(i) Government restriction</p> <p>(ii) Licence</p> <p>(iii) Patent Right</p> <p>(iv) Merger</p> <p>(v) Cartel</p>	<p>made the graph.</p> <p>note down in their note books</p>	<p>5 different average & marginal revenue curve</p>
<p>Step 4</p> <p>Monopolistic Competition</p>	<p>(i) Large number of firms</p> <p>(ii) Product differentiation</p> <p>(iii) Freedom of entry and exit of firms</p> <p>(iv) selling costs</p> <p>(v) Each firm is a Monopolist for its product.</p>	<p>Listened carefully and note down in note books.</p>	