



Class: IX

Sub: Economics

Name of the chapter: 2. People As Resources

(35 mins per day)

Cycle 5: 02-08-2021 to 20-08-2021

	Topic 1 ( week 1)
Step 1	Study the following topic from the textbook: <ul style="list-style-type: none"><li>• <b>Economic Activities by Men and Women</b></li></ul>
Step 2	Students are guided to have a detailed idea about the topics given from you tube video on the chapter by Siksha House, CBSE. The you tube link for the Video is <a href="https://youtu.be/6spA_XWCxiU">https://youtu.be/6spA_XWCxiU</a>
Step 3	<b>Revise using the following bullet points:</b> <ul style="list-style-type: none"><li>❖ <b>Economic Activities by Men and Women</b><ul style="list-style-type: none"><li>➤ <b>Economic Activities:</b> Activities that add value to the national income through production of goods and services are called economic activities.</li><li>➤ The various activities have been classified into <b>3 main sectors</b> i.e., <b>primary, secondary and tertiary</b>.<ul style="list-style-type: none"><li>▪ <b>Primary Sector:</b> It includes agriculture, forestry, animal husbandry, fishing, poultry farming, mining and quarrying, where work done by exploiting natural resources</li><li>▪ <b>Secondary Sector:</b> It includes manufacturing.</li><li>▪ <b>Tertiary Sector:</b> It includes trade, transport, banking, education, health, tourism etc.</li></ul></li></ul></li><li>❖ Economics activities have two parts-<ul style="list-style-type: none"><li>➤ <b>Market Activities:</b><ul style="list-style-type: none"><li>▪ These involve remuneration for those who performs i.e., activity performed for pay or profit.</li><li>▪ . These include production of goods or services, including government service.</li></ul></li><li>➤ <b>Non Market Activities:</b><ul style="list-style-type: none"><li>▪ These involve production for self consumption.</li><li>▪ These include consumption and processing of primary product and own account production of fixed assets.</li></ul></li><li>➤ <b>Division of Labour:</b><ul style="list-style-type: none"><li>▪ Due to <i>historical and cultural reasons</i> there is a division of labour between men and women in the family.</li><li>▪ Women generally look after domestic chores and men work in the fields.</li><li>▪ Women <b>are not paid</b> for their service delivered in the family, thus these services are not recognised in the National Income.</li><li>▪ Women <b>are paid</b> for their work when they enter the labour market.</li></ul></li></ul></li><li>➤ <b>Determinants of earning of an individual in the market-</b><ul style="list-style-type: none"><li>▪ Education and skill.</li><li>▪ Majority of Women have less education and skill, so they are paid less as compared to men.</li><li>▪ Women with high education and skill are paid at par with men.</li></ul></li></ul>

Step 4	<p><b>After finishing this topic, following questions will be given :</b></p> <ol style="list-style-type: none"> <li>1. “The various activities performed in the society are classified into three main categories.” What are they? Explain with example.</li> <li>2. Distinguish between market and non market activities.</li> <li>3. Say whether the following activities are economic and non economic activities: <ol style="list-style-type: none"> <li>a) Vilas selling fish in the village market.</li> <li>b) Vilas cooks food for his family</li> <li>c) Sakal works in the private firm</li> <li>d) Sakal looks after his younger brother and sister</li> </ol> </li> <li>4. What are the reasons for division of labour between men and women?</li> <li>5. What are the two determinants of earning of any individual in the market?</li> <li>6. Why are women employed in low paid work?</li> </ol>
	<p><b>Topic 2 ( week 2)</b></p>
Step 1	<p><b>Study the following topic from the text book:</b></p> <ul style="list-style-type: none"> <li>• <b>Quality of Population:</b> <ul style="list-style-type: none"> <li>➤ <b>Education</b></li> </ul> </li> </ul>
Step 2	<p><b>Revise using the following bullet points:</b></p> <ul style="list-style-type: none"> <li>• <b>Quality of Population:</b> The quality of population depends upon – <ul style="list-style-type: none"> <li>➤ the literacy rate,</li> <li>➤ health of a person indicated by life expectancy and</li> <li>➤ skill formation acquired by the people of the country.</li> </ul> </li> <li>• <b>Education: Importance of Education:</b> <ul style="list-style-type: none"> <li>➤ Education is an important input for the growth of an individual as it Increases the efficiency and productivity of individuals in terms of a good job and salary.</li> <li>➤ It opens new horizon, provides new aspiration and develops values of life.</li> <li>➤ Education contributes towards the growth of society also.</li> <li>➤ It enhances the national income.</li> <li>➤ It also enhances cultural richness and increases the efficiency of governance.</li> </ul> </li> <li>• <b>Government initiative for Education in India :</b> <ul style="list-style-type: none"> <li>➤ Provision made for providing universal access, retention and quality in elementary education with a special emphasis on girls.</li> <li>➤ Establishment of pace setting of schools like <b>Navodaya Vidyalaya</b> in each district.</li> <li>➤ <b>Vocational streams</b> have been developed to equip large number of high school students with occupations related to knowledge and skills.</li> <li>➤ The plan outlay on education has increased .</li> <li>➤ “<b>Sarva Siksha Abhiyan</b> is a significant step towards providing elementary education to all children in the age group of 6–14 years by 2010.</li> <li>➤ Along with it, <b>Bridge courses and back to- school camps</b> have been initiated to increase the enrolment in elementary education.</li> <li>➤ <b>Mid-day meal scheme</b> has been implemented to encourage attendance and retention of children and improve their nutritional status.</li> </ul> </li> <li>• <b>Differences in the literacy rates</b> among various regions of the country, between men and women, between urban areas as compared to rural areas.</li> <li>• <b>12<sup>th</sup> plan endeavour</b> to increase the enrolment in higher education:</li> </ul>

	<ul style="list-style-type: none"> <li>➤ To raise the country's Gross Enrolment Ratio (GER) in higher education in the age group of 18 to 23 years.</li> <li>➤ Focus on increasing access, quality, and adoption of state-specific curriculum modification, vocationalisation and networking on the use of information technology.</li> <li>➤ Focus on distance education, convergence of formal, non-formal, distance and IT education institutions.</li> </ul>
Step 3	<p><b>Solve the following questions:</b></p> <ol style="list-style-type: none"> <li>1 Write short notes on –       <ol style="list-style-type: none"> <li>a) Sarva Siksha Abhiyan.</li> <li>b) Vocational education</li> </ol> </li> <li>2. Mention the steps taken by the Government to promote education.</li> <li>3. Write the differences found in the literacy rates in India</li> <li>4. Discuss the initiatives taken by government to promote elementary education.</li> <li>5. What is Sarva Siksha Abhiyan?</li> <li>6. What do you understand by Mid-Day meal scheme?</li> <li>7. What are the strategies taken for 12th plan in terms of Higher Education?</li> <li>8. 'Education is an important input of human capital formation'- Do you agree? Give reasons.</li> </ol>
	<b>Topic 3 ( week 3)</b>
Step 1	<p><b>Study the following topic from the text book:</b></p> <ul style="list-style-type: none"> <li>• <b>Health</b></li> </ul>
Step 2	<p><b>Revise using the following bullet points:</b></p> <p>❖ Health:</p> <p><b>Importance of health:</b></p> <ul style="list-style-type: none"> <li>• It helps a person to realise his potential and the ability to fight illness.</li> <li>• It helps to maximise one's efficiency to produce output.</li> <li>• It is an indispensable basis for realizing one's well-being.</li> </ul> <p><b>National Policy on Health:</b></p> <ul style="list-style-type: none"> <li>• Special focus on underprivileged sections of society.</li> <li>• Improvement in accessibility of health care, family welfare and nutritional status</li> <li>• Increase in life expectancy</li> <li>• Decrease in Infant mortality rate (IMR), Crude birth rates and death rates.</li> <li>• Improvement in childcare.</li> </ul> <p><b>Discussion of Table 2.2 ( page 24)</b></p>
Step 3	<p><b>Solve the following questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the role of health in Human Capital Formation?</li> <li>2. What was the aim of India's National Policy on Health? What were its impacts?</li> <li>3. What is Infant Mortality Rate?</li> <li>4. What are Crude Birth Rate and Crude Death Rate?</li> <li>5. What are the consequences of measures taken by Government towards health?</li> </ol>

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