

LESSON PLAN

Class : **X**

Name of the Teacher : **SUNKARI RAMBABU**

Subject : **SOCIAL STUDIES**

School : **ZPHS, Garudabilli**

Name of the Lesson/ Unit	Topic	No. of Periods Required	Time line for teaching		Any specific Information
			From	To	
Rampur : A Village Economy	<ul style="list-style-type: none"> The story of Rampur village 	2			<ul style="list-style-type: none"> Farming in Rampur- Rainy season (kharif) farmers grow jowar and bajra. In the winter season (rabi) field are shown with wheat. They cultivate potato as third crop. Land and other natural resources. Land distribution in Rampur.
	<ul style="list-style-type: none"> Organisation of production 	2			<ul style="list-style-type: none"> Land, labour, capital and organisation are the important factors of production. Capital can be divided into physical capital and working capital.
	<ul style="list-style-type: none"> Non-Farming activities in Rampur 	2			<ul style="list-style-type: none"> Dairy, small-scale manufacturing, shopkeeping, transport are the important non-farming activities in Rampur.

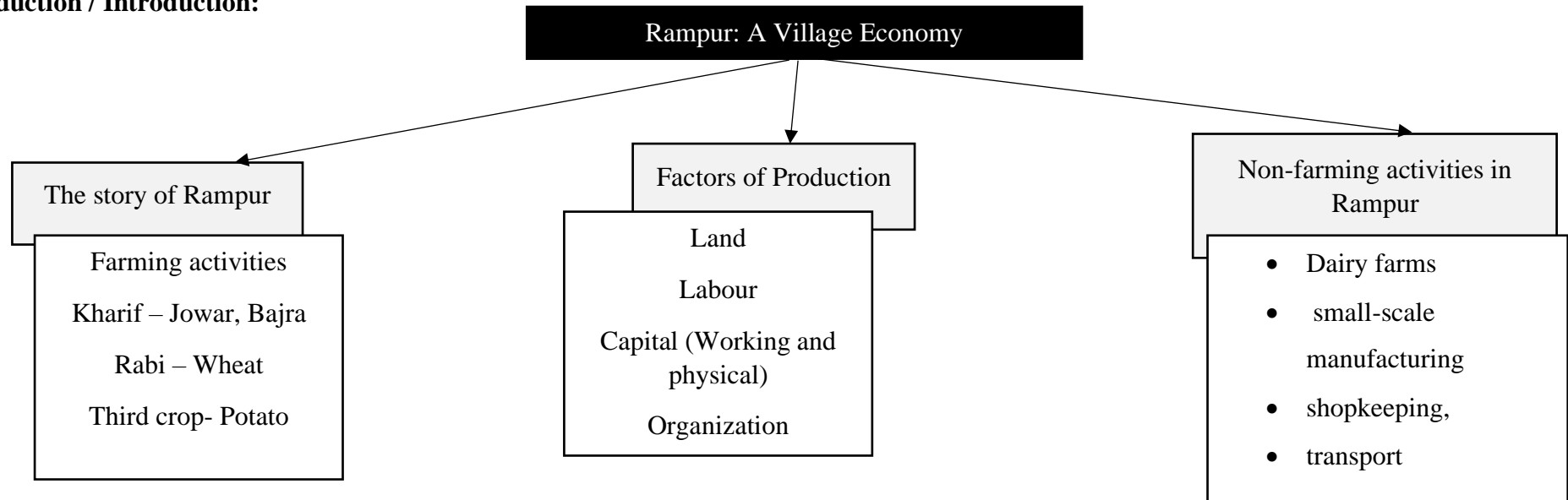
Prior Concepts / Skills:

- Farming activities
- Kharif
- Rabi
- Factor of production – Land, labour, capital, organisation
- Rural economic activities
- Dairy farms

Learning Outcomes	No. of Periods
▪ Understand the economic activities in a village economy.	6
▪ Classify village economic activities as farming and non-farming activities.	
▪ Give examples for non-farming activities.	
▪ Explain various factor of production and their uses.	
▪ Analyse pie charts in this lesson.	
▪ Point out important places and states in India map.	

TEACHING LEARNING PROCESS

Induction / Introduction:



- We will learn about the above key concepts through this lesson.

Experience and Reflection:

- What are the activities doing to earn money in your village?
- Name some crops which are growing in your village?
- Name some activities other than agriculture?
- What are the factors of production?

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> ➤ Organise group activity on “The story of Rampur village, farming in Rampur, Land and other natural resources, Land distribution in Rampur. ➤ Ask to present group activity. ➤ Ask to fill up the bar graph in textbook page no.117. ➤ Ask to fill up the table in textbook page no.117. ➤ Explain land distribution in Rampur. ➤ Ask to analyse the pie charts in textbook page no.119 and write in note book. ➤ Ask to point out Uttar Pradesh and Rampur in India map. 	<p>Students participated in group activity on “The story of Rampur village, farming in Rampur, Land and other natural resources, Land distribution in Rampur.</p> <ul style="list-style-type: none"> • Students present their group activity. 	<ul style="list-style-type: none"> • Fill up the bar graph in textbook page no.117. • fill up the table in textbook page no.117. • Analyse the pie charts in textbook page no.119 and write in note book. • point out Uttar Pradesh and Rampur in India map. 	<ul style="list-style-type: none"> • What are the various cropping seasons? • Which crops cultivated in kharif season? • Which crops cultivated in rabi season? • What is the main economic activity in villages. • What are the units of measure-to-measure land? • Which is the third crop in Rampur? • Who is small farmer? • What is meant by multi cropping system? 	<p>Textbook - APSCERT PPT India map</p>

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> • Explain about “organisation of production and factors of production”. • Organise a group activity on factors of production. • Organise group discussion on the picture in textbook page no.120. • Ask to note down the key points related to factors of production. 	<ul style="list-style-type: none"> • Students participated in group activity on factors of production. 	<ul style="list-style-type: none"> • Students note down key points related to factors of production. 	<ul style="list-style-type: none"> • What are the factors of production? • What is difference between working capital and physical capital? • Give some examples for working capital? • Give some examples for physical capital? 	Textbook - APSCERT PPT India Map
<ul style="list-style-type: none"> • Explain and organise group activity on non-farming activities in Rampur. • Ask to write non-farming activities in your locality. • Organise a group activity on non-farming activities and the factors of production in these activities. • Ask to present their group activity. 	<ul style="list-style-type: none"> • Students participated in group activity on non-farming activities. 	<ul style="list-style-type: none"> • Students write non-farming activities in their locality. 	<ul style="list-style-type: none"> • What are the non-farming activities in Rampur? • Write physical and working capital for dairy farm? • Name some non-farming activities in your locality? 	Textbook - APSCERT PPT India Map

Assessment:

1. Why are the wages for farm labourers in Rampur less than minimum wages?
2. What are the different ways of increasing production on some piece of land? Use example to explain.
3. Imagine a situation where labour is the scarce factors of production instead of land. Would the story of Rampur be different? How?
4. What are the main non-farm production activities taking place in your region?
5. What are the factors of production?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks