



<b>CLASSES REQUIRED</b>	7
	<b>The story of Village Palampur</b>
<b>CONCEPT &amp; SKILLS</b>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Organisation of production</li> <li>3. Farming In Palampur             <ol style="list-style-type: none"> <li>a. Land is fixed</li> <li>b. Is there a way one can grow more from the same land.</li> </ol> </li> <li>4. How is land distributed between the farmers of Palampur?</li> <li>5. Who will provide the labour?</li> <li>6. The capital needed in farming.</li> <li>7. Sale of surplus farm products.</li> <li>8. Non-Farm activities in Palampur             <ol style="list-style-type: none"> <li>a. Dairy-the other Common Activity.</li> <li>b. An example of small-scale manufacturing in palampur</li> <li>c. The shopkeepers of Palampur</li> <li>d. Transport: a fast developing sector.</li> </ol> </li> </ol>
<b>LEARNING OUTCOMES</b>	<ol style="list-style-type: none"> <li>1. Familiarize themselves with the basic concepts like factors of production, yield, surplus.</li> <li>2. Classify the main occupations in a village into farm and nonfarm activities.</li> <li>3. Understand the importance of factors of production.</li> <li>4. Understand the disparity in the existing distribution of agriculture land.</li> <li>5. Correlate dairy farming, transport services to nonfarm activities</li> </ol>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<p>Class room instructional tools, Maps, Power point presentation.</p> <p>Textual book, internet</p>
<b>PEDAGOGY</b>	<p>Random Questioning</p> <p>Brain storming</p> <p>In text questions will be discussed with the students</p> <p>At the end discussion session will held</p>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<p>Map Work</p> <p>Assignment</p>
<b>ASSESSMENT</b>	<p>Students will be assessed on the following:</p> <p>Confidence, Clarity of concept, Accuracy, Time management.</p>



<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	The story of Village Palampur.-FA1
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<b>CLASSES REQUIRED</b>	10
<b>TOPIC</b>	People as Resource
<b>CONCEPT &amp; SKILLS</b>	<ol style="list-style-type: none"><li>1. Overview</li><li>2. Story of Sakal</li><li>3. Economic Activities by Men and Women</li><li>4. Quality of Population<ol style="list-style-type: none"><li>a. Education</li><li>b. Health</li></ol></li><li>5. Unemployment</li></ol>
<b>LEARNING OUTCOMES</b>	<ol style="list-style-type: none"><li>1. Familiarize themselves with the basic concepts like human resource, human capital formation and economic activities.</li><li>2. Classify the economic activities into market and non-market activities.</li><li>3. Understand the importance of health and education in human capital formation.</li><li>4. Understand the types of unemployment.</li><li>5. Correlate quality of population to literacy rate and life expectancy of population.</li><li>6. Identify that disparities exist in our economy. Women are not given equal opportunities.</li></ol>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Class room instructional tools, Power point presentation.  Textual book, internet
<b>PEDAGOGY</b>	Random Questioning Brain storming In text questions will be discussed with the students



	At the end discussion session will held
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Map Work Group discussion Oral test
<b>ASSESSMENT</b>	Students will be assessed on the following: Confidence, Clarity of concept, Accuracy, Time management, Team work.
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	FA2 – people as resource upto Education.