

# Class XI

## **ECONOMICS – (Code No. 030)**

### **Reduced Syllabus (2021-22)**

#### **Rationale**

Economics is one of the social sciences, which has great influence on every human being. As economic life and the economy go through changes, the need to ground education in children's own experience becomes essential. While doing so, it is imperative to provide them opportunities to acquire analytical skills to observe and understand the economic realities.

At senior secondary stage, the learners are in a position to understand abstract ideas, exercise the power of thinking and to develop their own perception. It is at this stage, the learners are exposed to the rigour of the discipline of economics in a systematic way.

The economics courses are introduced in such a way that in the initial stage, the learners are introduced to the economic realities that the nation is facing today along with some basic statistical tools to understand these broader economic realities. In the later stage, the learners are introduced to economics as a theory of abstraction.

The economics courses also contain many projects and activities. These will provide opportunities for the learners to explore various economic issues both from their day-to-day life and also from issues, which are broader and invisible in nature. The academic skills that they learn in these courses would help to develop the projects and activities. The syllabus is also expected to provide opportunities to use information and communication technologies to facilitate their learning process.

#### **Objectives:**

- Understanding of some basic economic concepts and development of economic reasoning which the learners can apply in their day-to-day life as citizens, workers and consumers.
- Realisation of learners' role in nation building and sensitivity to the economic issues that the nation is facing today.
- Equipment with basic tools of economics and statistics to analyse economic issues. This is pertinent for even those who may not pursue this course beyond senior secondary stage.
- Development of understanding that there can be more than one view on any economic issue and necessary skills to argue logically with reasoning.

**ECONOMICS (Code No. 030)**  
(2021-22)  
**CLASS XI - TERM-WISE CURRICULUM**

Units	TERM 1 - MCQ BASED QUESTION PAPER		Marks
	Theory: 40 Marks	Time: 90 minutes	
<b>Part A</b>	<b>Statistics for Economics</b>		
	Introduction		4
	Collection, Organisation and Presentation of Data		9
	Statistical Tools and Interpretation – Arithmetic Mean, Median and Mode		10
	<b>Sub Total</b>		<b>23</b>
<b>Part B</b>	<b>Introductory Microeconomics</b>		
	Introduction		4
	Consumer's Equilibrium and Demand		13
	<b>Sub Total</b>		<b>17</b>
	<b>Total</b>		<b>40 marks</b>
<b>Part C</b>	<b>Project Work (Part 1): 10 Marks</b>		

Students would prepare only ONE project in the entire academic session, which is divided into 2 terms i.e. Term I and Term II.

## TERM 1

### Part A: Statistics for Economics

#### Unit 1: Introduction

What is Economics?

Meaning, scope, functions and importance of statistics in Economics

#### Unit 2: Collection, Organisation and Presentation of data

**Collection of data** - sources of data - primary and secondary; how basic data is collected with concepts of Sampling; methods of collecting data; some important sources of secondary data: Census of India and National Sample Survey Organisation.

**Organisation of Data:** Meaning and types of variables; Frequency Distribution.

**Presentation of Data:** Tabular Presentation and Diagrammatic Presentation of Data:

(i) Geometric forms (bar diagrams and pie diagrams), (ii) Frequency diagrams (histogram, polygon and Ogive) and (iii) Arithmetic line graphs (time series graph).

#### Unit 3: Statistical Tools and Interpretation

**Measures of Central Tendency-** Arithmetic mean, median and mode

## Part B: Introductory Microeconomics

### Unit 4: Introduction

Meaning of microeconomics and macroeconomics; positive and normative economics

What is an economy? Central problems of an economy: what, how and for whom to produce; opportunity cost.

### Unit 5: Consumer's Equilibrium and Demand

Consumer's equilibrium - meaning of utility, marginal utility, law of diminishing marginal utility, conditions of consumer's equilibrium using marginal utility analysis.

Indifference curve analysis of consumer's equilibrium-the consumer's budget (budget set and budget line), preferences of the consumer (indifference curve, indifference map) and conditions of consumer's equilibrium.

Demand, market demand, determinants of demand, demand schedule, demand curve and its slope, movement along and shifts in the demand curve; price elasticity of demand - factors affecting price elasticity of demand; measurement of price elasticity of demand – percentage-change method.

## Part C: Project in Economics - Guidelines as given at the end of this document.

Units	TERM 2 - SUBJECTIVE QUESTION PAPER Theory: 40 Marks Time: 2 Hours	Marks
<b>Part A</b>	<b>Statistics for Economics</b>	
	Statistical Tools and Interpretation – Measures of Dispersion, Correlation, Index Number	17
	<b>Sub Total</b>	<b>17</b>
<b>Part B</b>	<b>Introductory Microeconomics</b>	
	Producer Behaviour and Supply	13
	Forms of Market and Price Determination under perfect competition with simple applications	10
	<b>Sub Total</b>	<b>23</b>
	<b>Total</b>	<b>40 marks</b>
<b>Part C</b>	<b>Project Work (Part 2): 10 Marks</b>	

## Part A: Statistics for Economics

### Unit 3: Statistical Tools and Interpretation

**Measures of Dispersion** - absolute dispersion (standard deviation); relative dispersion (co-efficient of variation)

**Correlation** – meaning and properties, scatter diagram; Measures of correlation - Karl Pearson's method (two variables ungrouped data)

**Introduction to Index Numbers** - meaning, types - wholesale price index, consumer price index, uses of index numbers; Inflation and index numbers.

## **Part B: Introductory Microeconomics**

### **Unit 6: Producer Behaviour and Supply**

Meaning of Production Function – Short-Run and Long-Run Total Product, Average Product and Marginal Product.

Returns to a Factor

Cost: Short run costs - total cost, total fixed cost, total variable cost; Average cost; Average fixed cost, average variable cost and marginal cost-meaning and their relationships.

Revenue - total, average and marginal revenue - meaning and their relationship.

Supply, market supply, determinants of supply, supply schedule, supply curve and its slope, movements along and shifts in supply curve, price elasticity of supply; measurement of price elasticity of supply - percentage-change method.

### **Unit 7: Forms of Market and Price Determination under Perfect Competition with simple applications.**

Perfect competition - Features; Determination of market equilibrium and effects of shifts in demand and supply.

Simple Applications of Demand and Supply: Price ceiling, price floor.

## **Part C: Project in Economics** - Guidelines as given at the end of this document.

Prescribed Books:

1. Statistics for Economics, NCERT
2. Introductory Microeconomics, NCERT
3. Supplementary Reading Material in Economics, CBSE

## **Guidelines for Project Work: 20 Marks (ECONOMICS)**

Only ONE Project is to be done throughout the session.

### **1. The objectives of the project work:**

Objectives of project work are to enable learners to:

- Probe deeper into personal enquiry, initiate action and reflect on knowledge and skills, views etc. acquired during the course of class XI-XII.
- analyse and evaluate real world scenarios using theoretical constructs and arguments
- demonstrate the application of critical and creative thinking skills and abilities to produce an independent and extended piece of work
- follow up aspects in which learners have interest
- develop the communication skills to argue logically

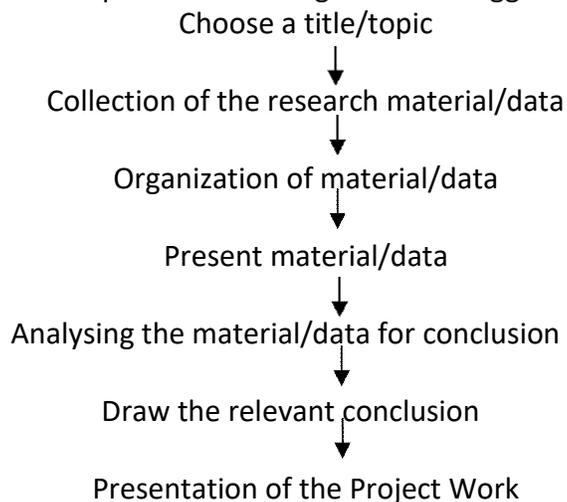
### **2. Role of the teacher:**

The teacher plays a critical role in developing thinking skills of the learners. A teacher should:

- help each learner select the topic after detailed discussions and deliberations of the topic;
- play the role of a facilitator to support and monitor the project work of the learner through periodic discussions;
- guide the research work in terms of sources for the relevant data;
- ensure that students must understand the relevance and usage of primary evidence and other sources in their projects and duly acknowledge the same;
- ensure that the students are able to derive a conclusion from the content; cite the limitations faced during the research and give appropriate references used in doing the research work.
- educate learner about plagiarism and the importance of quoting the source of the information to ensure authenticity of research work.
- prepare the learner for the presentation of the project work.
- arrange a presentation of the project file.

### **3. Steps involved in the conduct of the project:**

Students may work upon the following lines as a suggested flow chart:



The project work can be in the form of telling/debate/panel discussion, Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show/story telling/debate/panel discussion, paper presentation and so on. Any of these activities can be performed as per the choice of the student.

#### 4. Expected Checklist for the Project Work:

- Introduction of topic/title
- Identifying the causes, events, consequences and/or remedies
- Various stakeholders and effect on each of them
- Advantages and disadvantages of situations or issues identified
- Short-term and long-term implications of strategies suggested in the course of research
- Validity, reliability, appropriateness and relevance of data used for research work and for presentation in the project file
- Presentation and writing that is succinct and coherent in project file
- Citation of the materials referred to, in the file in footnotes, resources section, bibliography etc.

#### 5. Term-Wise Assessment of Project Work:

- Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.
- The aspects of the project work to be covered by students can be assessed during the two terms.
- **20 marks assigned for Project Work can be divided in to two terms in the following manner:**

#### **TERM-I PROJECT WORK (Part 1): 10 Marks**

The teacher will assess the progress of the project work in the term I in the following manner:

<b>Month</b>	<b>Periodic Work</b>	<b>Assessment Rubrics</b>	<b>Marks</b>
1-3 July- September	Instructions about Project Guidelines, Background reading Discussions on Theme and Selection of the Final Topic, Initiation/ Synopsis	Introduction, Statement of Purpose/Need and Objective of the Study, Hypothesis/Research Question, Review of Literature, Presentation of Evidence, Key Words, Methodology, Questionnaire, Data Collection.	5
4-5 October- November	Planning and organisation: forming an action plan, feasibility or baseline study, Updating/modifying the action plan, Data Collection	Significance and relevance of the topic; challenges encountered while conducting the research.	5
October- November	<b>Mid-term Assessment by internal examiner</b>		<b>10</b>

## **TERM- II - PROJECT WORK (Part 2): 10 Marks**

The teacher will assess the progress of the project work in the term II in the following manner:

<b>Month</b>	<b>Periodic Work</b>	<b>Assessment Rubrics</b>	<b>Marks</b>
6-7 December- January	Content/data analysis and interpretation.  Conclusion, Limitations, Suggestions, Bibliography, Annexures and Overall Presentation of the project.	Content analysis and its relevance in the current scenario.  Conclusion, Limitations, Bibliography, Annexures and Overall Presentation.	5
8 January/ February	<b>Final Assessment and VIVA by both Internal and External Examiners</b>	External/ Internal Viva based on the project	5
		TOTAL	10

### **6. Viva-Voce**

- At the end of the stipulated term, each learner will present the research work in the Project File to the External and Internal examiner.
- The questions should be asked from the Research Work/ Project File of the learner.
- The Internal Examiner should ensure that the study submitted by the learner is his/her own original work.
- In case of any doubt, authenticity should be checked and verified.

### **Expected Checklist:**

- Introduction of topic/title
- Identifying the causes, consequences and/or remedies
- Various stakeholders and effect on each of them
- Advantages and disadvantages of situations or issues identified
- Short-term and long-term implications of economic strategies suggested in the course of research
- Validity, reliability, appropriateness and relevance of data used for research work and for presentation in the project file
- Presentation and writing that is succinct and coherent in project file
- *Citation of the materials referred to, in the file in footnotes, resources section, bibliography etc.*

### **Mode of presentation/submission of the Project:**

At the end of the stipulated term, each learner will present the research work in the Project File to the External and Internal examiner. The questions should be asked from the Research Work/ Project File of the learner. The Internal Examiner should ensure that the study submitted by the learner is his/her own original work. In case of any doubt, authenticity should be checked and verified.

### Suggestive List of Projects:

Class XI	
· Effect on PPC due to various government policies	· Invisible Hand (Adam Smith)
· Opportunity Cost as an Economic Tool (taking real life situations)	· Effect of Price Change on a Substitute Good (taking prices from real life visiting local market)
· Solar Energy, a Cost Effective Comparison with Conventional Energy Sources	· Bumper Production- Boon or Bane for the Farmer
· Any other newspaper article and its evaluation on basis of economic principles	· Any other topic