



ECONOMICS

SYLLABUS FOR HIGHER SECONDARY COURSE

Rationale :

Economics is one of the social sciences which has a lot of influence on each individual yet but received little attention in the school curriculum in India. 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 with opportunities to acquire analytical skills to observe and understand the economic realities. Bringing in economics as an abstract knowledge in the early stages of school education would promote rote learning of the subject.

At the higher secondary stage, 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 that learners are exposed to the rigour of the discipline of economics in a systematic way.

Economics courses are being 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 to be 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 issues which are broader and invisible in nature. The academic skills that they acquire 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 developing 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 sensitise them to the economic issues that the nation is facing today.
- ❖ To equip learners with basic tools of economics and statistics to analyse economic issues. This is pertinent for even those who may not pursue this course beyond the higher secondary stage.
- ❖ To develop an understanding that there can be more than one view on any economic issue and to develop the skills to argue logically.

The details of the syllabus of economics for the two years HS course are as follows :

H.S. First year : (i) Statistics for Economics, (ii) Indian Economic Development.

H.S. Second year : (i) Introductory microeconomics (ii) Introductory Macroeconomics



ECONOMICS

SYLLABUS FOR HIGHER SECONDARY FIRST YEAR COURSE

One Paper **Three Hours** **Marks 100**

Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks	Periods
Part-A : STATISTICS FOR ECONOMICS			
Unit-I	Introduction.	05	08
Unit-II	Collection, Organisation and Presentation of Data	15	22
Unit-III	Statistical Tools and Interpretation	30	60
Part-B : INDIAN ECONOMIC DEVELOPMENT			
Unit-V	Development Policies and Experience (1947-90)	10	15
Unit-VI	Economic Reforms since 1991	8	12
Unit-VII	Current Challenges facing Indian Economy	25	53
Unit-VIII	Development experience of India-A comparison with neighbours	07	10
Total		100	180

Unitwise Distribution of Course contents :

Part-A : STATISTICS FOR ECONOMICS

In this course, the learners are expected to acquire skills in collection, organisation of quantitative and qualitative information pertaining to various, but simple, economic aspects systematically. It also intends to provide some basic statistical tools to analyse and interpret any economic information and draw appropriate inferences. In this process, the learners are also expected to understand the behaviour of various economic data.

Unit-I Introduction (Periods-8)

- ❖ Definition, nature and scope of economics
- ❖ Meaning and scope of statistics, importance of statistics in Economics.

Unit-II Collection and Organisation of Data (Periods-22)

- ❖ Collection of data : Sources of data— primary and secondary; 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 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-III : Statistical Tools and Interpretation

(Periods-60)

- ❖ Measures of Central Tendency– mean (simple and weighted), median and mode.
- ❖ Measures of Dispersion– absolute dispersion (range, quartile deviation, mean deviation and standard deviation); relative dispersion (co-efficient of quartile deviation, co-efficient of mean deviation and co-efficient of variation); Lorenz Curve : Meaning and its application.
- ❖ Correlation– meaning, scatter diagram; Measures of correlation– Karl Pearson’s method (two variables ungrouped data) and Spearman’s rank correlation.
- ❖ Introduction to Index Numbers– meaning, types– wholesale price index, consumer price index and index of industrial production, uses of index numbers; Inflation and index numbers. (For all the numerical problems and solutions, the appropriate economic interpretation may be attempted. This means that students need to solve the problems and provide interpretations for the results derived.)

Part-B : INDIAN ECONOMIC DEVELOPMENT

One of the objectives of this course is to provide the learners with a background discussion on some of the key issues relating to the Indian economy. In this process, they are, as citizens, expected to be sensitised about those issues, appreciate and critically assess the role of the government in various economic spheres. This course also gives opportunities for knowing the economic resources available and how these resources are being utilised in different sectors. By exposing them to quantitative data on various economic aspects and policies, the learners would also be able to use their analytical skills, interpret the economic events and visualise the economic future of India. Nevertheless, this would not tantamount to burdening the child with concepts and data. By comparing India’s economic performance with our neighbouring nations, this course also provides opportunities for knowing where we stand today – as a nation. With regard to various economic issue and trends, this course also provides the scope for alternative views and creates opportunities for the learners to debate. When they complete the course, the learners should be able to understand the economic realities that appear in various media.

Unit-V : Development Policies and Experience (1947-90)

(Periods-15)

- ❖ A brief introduction of the state of the Indian economy on the eve of independence.
- ❖ Common goals of five year plans.
- ❖ Main features, problems and policies of agriculture (institutional aspects and new agricultural strategy, etc.), industry (industrial licensing, etc.) and foreign trade.

Unit-VI : Economic Reforms since 1991

(Periods-12)

- ❖ Need and main features– liberalisation, globalization and privatisation.
- ❖ An appraisal of LPG policies.

Unit-VII : Current Challenges facing Indian Economy

(Periods-53)

Poverty : Absolute and relative; main programmes for poverty alleviation : a critical assessment.

Rural development : Key issues– credit and marketing– role of cooperatives; agricultural diversification, alternative farming– organic farming.

Human capital formation : How people becomes a resource; role of human capital in economic development; growth of education sector in India.

Employment : Growth, informalisation and other issues : problems and policies.

Infrastructure : Meaning and types; case studies : energy and health– problems and policies– a critical assessment.

Environment : Sustainable economic development; limited availability of resources; environmental degradation.

Unit-VIII : Development experience of India : A comparison with neighbours (Periods-10)

❖ India and Pakistan

❖ India and China

Issue : Growth, population, sectoral development and other developmental indicators.

Note to textbook writers : Since this course is expected to create opportunities for learners to know about various aspects of the Indian economy, there is a need to provide information in an interesting manner. To the extent possible, data in long tabular form should be avoided. Instead, different forms of diagrams and charts, pictures and maps could be used. Since the learners study this course for the first time, those economic concepts which are used in this course, could be explained in a simple manner. Sensitising the learner towards various issues such as poverty, environmental degradation and gender concerns also forms a part of this course; many real examples in simple ways could be used.

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