

## Economics (Class XI)

Learning Outcomes	Source	Suggested Activities (to be guided by teachers)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>✓ understandsthe nature of Economics and Statistics.</li> <li>✓ classifies the basic economic activities like production, consumption and distribution.</li> <li>✓ explains the relationship between Statistics in analyzing economic problems.</li> <li>✓ interprets basic economic data related to agriculture, GDP, population etc. from news reports.</li> </ul>	<p><b>Textbook</b> <b>Statistics for Economics</b>  (Class XI)</p> <p><b>Theme1</b> <b>Introduction</b></p> <p><b>Web-links</b> <b>Dictionary of Economics for Schools (Trilingual)</b></p> <ul style="list-style-type: none"> <li>✓ <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_Eco.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_Eco.pdf</a></li> <li>✓ <a href="http://ncert.nic.in/textbook/textbook.htm?kest1=2-9">http://ncert.nic.in/textbook/textbook.htm?kest1=2-9</a></li> <li>✓ <a href="http://ncert.nic.in/textbook/textbook.htm?kest1=1-9">http://ncert.nic.in/textbook/textbook.htm?kest1=1-9</a></li> </ul>	<p><b>WEEK -1</b></p> <ul style="list-style-type: none"> <li>✓ Teachers may start the discussion with the definition and importance of Statistics.</li> <li>✓ Examples may be taken to explain the importance of statistics in economics.</li> <li>✓ Explain consumer, producer, seller, employer and employee, through their activities.</li> <li>✓ Learners may be asked to list their daily and <b>monthly wants and</b> their resources (pocket money, gifts etc.). They may be asked to find out <b>how many of their wants</b> they are able to fulfill within given resources.</li> <li>✓ After this, teachers may explain to them that scarcity of resources gives rise to economic problems.</li> <li>✓ It must be explained to them how production decisions are taken in view of limited resources.</li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>✓ With this background, the role and importance of statistics in making a choice among scarce resources may be discussed.</li> <li>✓ Collect a newspaper report on crop production in the country and organise it into a table.</li> </ul> <p><b>Exemplar Activity</b></p> <p>Learners may be given the paragraph below: <i>During the planning period, the death rate has considerably declined, and it was 6.4 per thousand in 2016 as against 27.4 per thousand in 1951. The infant mortality rate has also come down from 146 per thousand in 1951 to 34 per thousand in 2016. Moreover, life expectancy at birth has risen from 37.2 years for males and 36.2 years for females in 1951 to 66.9 years for males and 70 years for females during 2011-15. (Puri and Misra, Indian Economy, 2018)</i></p> <p>Learners may be asked to present the data placed above in tabular form.</p> <ul style="list-style-type: none"> <li>• Thus, teachers can use similar statistics from newspapers, etc., and explain the use of data in making policies for the welfare of people.</li> </ul>

<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• understands the meaning and purpose of Data Collection.</li> <li>• distinguishes between Primary and Secondary Data.</li> <li>• Identifies important sources of Secondary Data.</li> <li>• differentiates between Census or Complete Enumeration and Sample Methods of data collection</li> <li>• understands the difference between Random and Non-Random Sampling.</li> </ul>	<p><b>Theme 2 Collection of Data</b></p> <p><b>Web-links</b></p> <p><b>Dictionary of Economics for Schools (Trilingual)</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_Eco.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_Eco.pdf</a></li> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm?kest1=ps9">http://ncert.nic.in/textbook/textbook.htm?kest1=ps9</a></li> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm?kest1=2-9">http://ncert.nic.in/textbook/textbook.htm?kest1=2-9</a></li> </ul>	<p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>• Teachers should explain the sources from which data can be obtained.</li> <li>• They should explain the difference between primary and secondary sources.</li> <li>• Some of the important secondary sources may be discussed.</li> <li>• Teachers can discuss the two major types of methods/techniques of primary data collection, i.e., Census method and Survey method.</li> </ul> <p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>• Teachers can describe the characteristics of a good questionnaire. They may show examples of good questions and poor questions from the textbook.</li> <li>• The difference between population and sample can be explained with the help of the number of learners in the classroom.</li> </ul> <p><b>Exemplar Activity</b></p> <p>Suppose a study of gradual progression of learners into adulthood with respect to their height and weight is to be made. There are approximately 50 learners each in two sections of a class. You pick any five learners from each section, by drawing chits from roll number 1 to 50. After the exercise, you have data for weight and height of 10 learners from both sections.</p> <p>Teachers can discuss the following points:</p> <ul style="list-style-type: none"> <li>• What kind of data do you have now?</li> <li>• Can it be called Census survey or Sample Survey?</li> <li>• Is it Random sampling or Non-random sampling?</li> <li>• Is the source of data primary or secondary?</li> </ul>
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