

TEACHERS' HANDBOOK-II

Supplementary Manual for

Lecturers

In

Economics

(2018-19)



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Foreword

In the changing scenario of economic equations across the world and dynamism in technology, subject like Economics poses a challenge for teachers requiring them to update their knowledge by keeping pace with these changes and preparing students for the globally competitive environment.

From time to time, CBSE has been making some provisions for these changes in the curriculum. In order to integrate these changes, SCERT organises capacity building programmes and In-Service Teacher Training Programme to update the knowledge of teachers so that they can deliver the content effectively in the classroom. However SCERT has redesigned its training programme and has made it module based.

I hereby extend a sincere word of appreciation for the entire team of contributors whose untiring efforts have brought this Teachers Handbook-II in its present shape. Infact, it was an uphill task which would not have been possible without the vision and passion of the whole team.

I hold a deep sense of reverence and gratitude for all the concerned authorities for extending every kind of academic support for incorporating required content in the handbook for capacity building of lecturers in economics. We look forward for their continued support and academic association for quality education and capacity building of teachers.

I sincerely wish and hope that the teachers will also take it enthusiastically with the same zeal and passion to their classrooms. Your valuable suggestions are always welcome. We assure that your suggestions will certainly be taken care of in the editions to come in future.

Director
Dr. Sunita S Kaushik

EDITORIAL

This Teachers' Handbook - II has been developed to keep pace with the changes that are recurringly taking place in the syllabi of Economics. Also, this handbook addresses other significant aspects that will certainly extend a helping hand to the teachers in classroom teaching. In the past i.e. in 2016 - 17, SCERT has already Developed Six Modules and one Teachers Hand Book which has received an overwhelming response from the teachers. On the basis of the invaluable suggestions from them and in the light of recent alterations in the curriculum, need for a supplementary handbook was felt by us and hence, this handbook has been developed. This handbook will certainly help the teachers for making their classroom teaching more effective and will provide an insight on all aspects of the subject.

We extend appreciation to the team of contributors who have worked tirelessly and brought this teachers' Handbook-II in its present shape. We also take the opportunity to express a deep sense of reverence and gratitude to Dr. Sunita Kaushik, Director, SCERT, Dr. Nahar Singh, Joint Director, SCERT for their continuous support and encouragement. We owe special thanks to Dr. Devinder Yadav , Principal DIET , Keshav Puram, Dr. Kamal Swroop Srivastva, Lecturer, SCERT, New Delhi Sh. Jay pratap Singh, Lecturer, DIET, Keshav Puram, and entire Academic and administrative staff for facilitating and extending unconditional support at all stages of completing this Handbook. We also wish to convey a special thanks to the team of contributors and subject Experts and hope that we will keep getting the same in our future endeavors too.

-DR. ASHOK KUMAR

-DR. AMIT KUMAR AGARWAL

About the Teachers' Handbook - II

Economics is a way of thinking that affects our daily lives in both obvious and subtle ways. It provides logical and rational approach towards a variety of issues like resource allocation decisions, opportunity costs and trade-offs and government policies. It is one of the social sciences which has great influence on every human being. Since economic life and the economy go through changes, the need to ground the education in children's own experience becomes essential. While doing so, it becomes imperative to provide them with the opportunities to acquire analytical skills to observe and understand economic realities.

In continuation of the previous 6 modules and one supplementary Handbook- II, SCERT is presenting this Handbook - II to the teaching fraternity of the subject. In the last few years, certain changes have been introduced by the CBSE in the curriculum of Economics to make it more dynamic as a discipline. The basic objective behind this Handbook-II is to acquaint the teaching community of economics with those changes and to equip them with the updated curriculum.

It has also been observed that there are certain common mistakes that are committed by the students leading to lower scores in the subject. This Handbook - II is a sincere effort in this direction as it is a compilation of all such mistakes so that we, as teachers, can prepare our students accordingly.

Another area of concern is the application oriented questions which are in the form of reasoning (true / false) based questions. This Handbook II caters to that area as well as it contains a set of such questions with their model answers.

In this Handbook - II, a section containing Examination oriented questions have also been included which will certainly help teachers to guide their students better and improve their result.

The Handbook -II also contains a set of previous years' question papers with marking scheme. This will certainly help the teachers to coach their students so that come to know about the answers to the questions and their presentation as expected by the CBSE.

It is our endeavour to maintain and sustain the glory of the noble task of teaching and meaningfully contribute towards the society by making the students globally competitive. We sincerely hope that the teachers will take this forward with the same zeal and compassion to make this effort a successful one and make teaching learning process not only effective but meaningful too.

Your valuable suggestions and inputs on this Handbook-II are welcome as always. We assure you that your inputs will be duly incorporated in the future editions.

-DR. ASHOK KUMAR

-DR. AMIT KUMAR AGARWAL

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Poverty-Rural development, Human capital, Employment, Inflation, Infrastructure, Sustainable development

Unit –II Producers Behaviour and Supply, Production, Cost, Revenue, Producers equilibrium

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1 b) OTBA- How to relate it with content?

1 c) Simulation Games in Economics

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SYLLABUS OF ECONOMICS
FOR
CLASS 11 & 12
(CODE NO.030)

ECONOMICS (Code No.030)

(2018-2019)

Rationale

Economics is one of the social sciences, which has 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 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 they are 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 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 economics 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 with reasoning.

ECONOMICS (030)

Session 2018-19

Class XI	Part A : Introductory Microeconomics	Part B : Statistics for Economics
Class XII	Part A : Introductory Microeconomics	Part B : Introductory Macroeconomics

Session 2019-20

Class XI	Part A : Introductory Microeconomics	Part B : Statistics for Economics
Class XII	Part A : Introductory Microeconomics	Part B : Indian Economics Development

ECONOMICS CLASS -XI (2018-19)

Theory : 80 Marks Project : 20 Marks

Part A	Introductory Microeconomics	Marks	Periods
	Introduction	4	8
	Consumer's Equilibrium and Demand	13	32
	Producer Behaviour and Supply	13	32
	Forms of Market and Price Determination under perfect competition	10	28
	with simple applications		
		40	100
Part B	Statistics for Economics		
	Introduction	13	07
	Collection, Organisation and Presentation of Data		27
	Statistical Tools and Interpretation	27	66
		40	100
Part C	Project Work	20	20

Part A: Introduction Microeconomics

8 Periods

Unit 1: 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; concepts of production possibility frontier and opportunity cost.

Unit 2: Consumer's Equilibrium and Demand

32 Periods

Consumer's equilibrium- meaning of utility, marginal utility, law of diminishing marginal utility, conditions 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 ,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 -percentage- change -change method.

Unit 3: Producer Behaviour and Supply

32 Periods

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 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.

Producer's equilibrium -meaning and its conditions in terms of marginal revenue -marginal cost. 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 4: Forms of Market and price Determination under Perfect Competition with simple applications.

28 Periods

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

Other Market Forms -monopoly monopolistic, oligopoly-their meaning and features.

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

Part B : Statistics for Economics

In this course.,the learners are expected to acquire skills in collection,organisation and presentation of quantitative and qualitative information pertaining to various 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 economics data.

Unit 1: Introduction 07 Periods

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 ;Sampling and Non -sampling errors ;methods of collecting data ;some important

sources of secondary data; Census of India 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

66 Periods

(For all the numerical problems and solutions, the appropriate economic interpretation may be attempted, This means, the students need to solve the problems and provide interpretation for the results derived.)

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 range, co-efficient of quartile deviation,

co-efficient of mean deviation, co-efficient of variation); Lorenz Curve; Meaning, construction and its application.

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

Part C: Developing Project in Economics

20 Periods

The students may be encouraged to develop projects, as per the suggested project guidelines. Case studies of a few organisations/outlets may also be encouraged. Under this the students will do **only ONE comprehensive project** using concepts from both part A and part B.

Some of the examples of the projects are as follows (they are not mandatory but suggestive) :

- (i) A report on demographic structure of your neighborhood.
- (ii) Changing consumer awareness amongst households.
- (iii) Dissemination of price information for growers and its impact on consumers.
- (iv) Study of a cooperative institution; milk cooperatives, marketing cooperatives, etc.
- (v) Case studies on public private partnership, outsourcing and outward Foreign Direct Investment.
- (vi) Global warming,
- (vii) Designing eco-friendly projects applicable in school such as paper and water recycle.

The idea behind introducing this unit is to enable the students to develop the ways and means by which a project can be developed using the skills learned in the course. This includes all the steps involved in designing a project starting from choosing a title, exploring the information relating to the title, collection of primary and secondary data, analysing the data, presentation of the project and using various statistical tools and their interpretation and conclusion.

Suggested Question Paper Design

Economics (Code No.030)

Class XI (2018-19)

March 2019 Examination

Theory : 80 marks + Project : 20 Marks

Duration : 3 hrs.

S. No.	Typology of Question	Very Short Answer/ MCQ 1 Mark	Short Answer I 3 Marks	Short Answer II 4 Marks	Long Answer 6 Marks	Marks	%
1	Remembering -(Knowledge based Simple recall questions, to know meaning of specific facts, terms, concepts, principal, or theories Identify information)	2	-	2	2	22	27%
2	Understanding (Comprehension- to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	1	2	1	19	24%
3	Application (Use abstract information in concrete situation, to apply knowledge to new situation; Use given content to interpret a situation, provide an example, or solve a problem)	2	2	1	1	15	19%
4	High Order Thinking Skills (Analysis & Synthesis-Classify, compare, contrast, or differentiate between different pieces of information, Organize and / or integrate unique pieces of information from a variety of sources)	1	1	1	1	14	17%
5	Evaluation and Multi - Disciplinary - (Appraise, judge, and /or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	1	1	-	1	10	13%
	Total	8x1=8	4x3=12	6x4=24	6x6=36	Theory 80+20 project=100 marks	100

There will be Internal Choice in questions of 3 marks, 4 marks and 6 marks in both sections (A and B).

(Total 3 internal choices A and total internal choices in section B).

ECONOMICS

CLASS -XI (2018-19)

Theory : 80 Marks Project : 20 Marks

3 Hours

Part A	Introductory Microeconomics	Marks	Periods
	Introduction	4	8
	Consumer's Equilibrium and Demand	13	32
	Producer Behaviour and Supply	13	32
	Forms of Market and Price Determination under perfect competition with simple applications	10	28
		40	100
Part B	Introductory Macroeconomics		
	National Income and Related Aggregates	10	28
	Money and Banking	9	15
	Determination of Income and Employment	12	27
	Government Budget and the Economy	6	15
	Balance of Payments	6	15
		40	100
Part C	Project Work	20	20

Part A: Introduction Microeconomics

8 Periods

Unit 1: 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; concepts of production possibility frontier and opportunity cost.

Unit 2: Consumer's Equilibrium and Demand

Consumer's equilibrium -meaning of utility, marginal utility ,law of diminishing marginal utility ,condition 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 affect-ing price elasticity of demand ;measurement of price elasticity of demand -percentage-change method.

Unit 3 : 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, 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.

Producer's equilibrium - meaning and its conditions in terms of marginal revenue - marginal cost

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 4 : 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.

Other Market Forms -monopoly ,monopolistic competition, oligopoly - their meaning and features.

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

Part B: Introductory Macroeconomics

Unit 5: National Income and Related Aggregates

28 Periods

Some basic concepts :consumption goods, capital goods, final goods ,intermediate goods , stocks and flows; gross investment and depreciation.

Circular flow of income (two sector model);Methods of calculating National Income- Value Added or Product method, Expenditure method, Income method.

Aggregates related to National Income :

Gross National product (GNP), Net National Product (NNP), Gross and Net Domestic Product (GDP and NDP)-at market price, at factor cost; Real and Normal GDP.

GDP and Welfare

Unit 6: Money and Banking

15 Periods

Money -meaning and supply of money -Currency held by the public and net demand deposits held by commercial banks.

Money creation by the commercial banking system.

Central bank and its functions (example of the Reserve Bank of India);Bank of issue; Govt.

Bank ,Banker's Bank ,Control of Credit through Bank Rate, CRR, SLR, Repo Rate and Reverse Repo Rate, Open Market Operations, Margin requirement .

Unit 7: Determination of Income and Employment

27 Periods

Aggregate demand and its components.

Propensity to consume and propensity to save (average and marginal).

Short -run equilibrium output ;investment multiplier and its mechanism.

Meaning of full employment and involuntary unemployment.

Problems of excess demand and deficient demand ;demand measures to correct them -change in government spending ,taxes and money supply.

Unit 8: Government Budget and the Economy

15 Periods

Government budget -meaning , objectives and components.

Classification of receipts-revenue receipts and capital receipts; classification of expenditure- revenue expenditure and capital expenditure .

Measures of government deficit- revenue deficit ,fiscal deficit, primary their meaning.

Unit 9: Balance of Payments

15 Periods

Balance of payments account - meaning and components; balance of payments deficit-meaning.

Foreign exchange rate - meaning of fixed and flexible rates and managed floating.

Determination of exchange rate in a free market.

Part C: Developing Project in Economics

20 Periods

Prescribed Books:

1. Statistics for Economics, Class XI,NCERT
2. Indian Economic Development ,Class XI,NCERT
3. Introductory Microeconomics, Class XII,NCERT
4. Macroeconomics, Class XII,NCERT
5. Supplementary Reading Material in Economics, Class XII,CBSE Note: The above publications are also available in Hindi Medium.

Suggested Question Paper Design

Economics (Code No.030)

Class XII (2018-19)

March 2019 Examination

Theory : 80

Duration : 3 hrs.

S. No.	Typology of Question	Very Short Answer/ MCQ 1 Mark	Short Answer II 3 Marks	Long Answer II 4 Marks	Answer 6 Marks	Marks	%
1	Remembering -(Knowledge based Simple recall questions, to know specific facts, terms, concepts, principal, or theories; identify, define, or recite, information)	2	-	2	2	22	27%
2	Understanding (Comprehension- to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	1	2	1	19	24%
3	Application (Use abstract information in concrete situation, to apply knowledge to new situations; Use given content to interpret a situation, provide an example, or solve a problem)	2	1	1	1	15	19%
4	High Order Thinking Skills (Analysis & Synthesis-Classify, compare, contrast, or differentiate between different pieces of information, Organize and /or integrate unique pieces of information from a variety of sources)	1	1	1	1	14	17%
5	Evaluation and Multi - Disciplinary - (Appraise, judge, and /or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	1	1	-	1	10	13%
	Total	8x1=8	4x3=12	6x4=24	6x6=36	Theory 80+20 pro-ject=100 marks	100

Note: There will be **Internal Choice** in questions of 3 marks, 4 marks and 6 marks in both sections (A and B). (Total 3 internal choices A and total 3 internal choices in section B).

Guidelines for Project Work in Economics(Class XII)

- Students are supposed to pick any ONE of the two suggested projects.
- The project should be of 30-40pages (approx), preferably hand written.
- Teachers should help the students to select the topic after detailed discussions and deliberations
- Teacher should play the role of a facilitator and should supervise and monitor the project work of the student. The teacher must periodically discuss and review the progress of the project.
- The teacher must play a vital role of a guide in the research work for the relevant data, material and information regarding the project work, Also ,the students must be guided to quote the source (in the Bibliography /References section) of the information to ensure authenticity,
- The teacher must ensure that the students actually learn the concepts related to the project as he/she would be required to face questions related to project in viva- voce stage of the final presentation of the project ,Empirical study based /investing project work may be appreciated,
- The teacher may arrange a presentation in classroom of each and every student so that students may learn from each other's project work,
- The teacher must ensure that the students learn various aspects of the concept related to the topic of the project work.

I. Project (Option One): What's Going Around

Us The purpose of this project is to -

- Enable the students to understand the scope and repercussions of various Economic events and happening taking place around the country and the world .(eg. The Dynamics of the Goods & Services Tax and likely impacts on the Indian Economy or the Economyi or the Economics behind the Demonetisation of 500 and 1000 Rupees Notes and the Short Run and Long Run impact on the Indian Economy or The impact of BREXIT from the European Union etc,)
- provide an opportunity to the learner to develop economics reasoning and acaquire analytical skills to observe and understand the economic events.
- Make students aware about the different economic development taking place in the country and across the world.
- Develop the understanding that there can be more than one view on any economic issue and to develop the skill to argue logically with reasoning .
- Compare the efficacy of economic policies and their respective implementations in real world situations and analyse the impact of Economic Policies on the lives of common people,
- Provide an opportunity to the learner to explore various economic issues both from his/ her day to day life and also issues which are of broader perspective .

Scope of the project: Student may work upon the following lines:

- Introduction
- Details of the topic
- Pros and Cons of the economic event /happening
- Major criticism related to the topic (if any)
- Student's own views/perception /opinion and learning from the work
- Any other valid idea as per the perceived intion of the student who is actually working ans present-ing the Project -Work

Mode of presentation and submission of the Project: At the end of the stipulated term. each student will pres-ent the work in the Project File (with viva voce) to the external examiner.

Marking Scheme: Marks are suggested to be given as-

S. No.	Heading	Marks Alloted
1	Relevance of the topic	3
2	Knowledge Content / Research Work	6
3	Presentation Technique	3
4	Viva	8
	Total	20 Marks

The external examiner should value the efforts of the students on the criteria suggested.

Suggested List:

- Price Determination
- Price Decimation
- Opportunity Cost
- Production Possibility Curve
- Demand and its determinants
- Supply and its determinants
- Production - Returns to a Factor
- Cost function and Cost Curves
- Monopoly
- Oligopoly
- Monopolistic Competition
- Credit Creation
- Money Multiplier

- Central Bank and its functions
- Government Budget & its Components
- Budget deficit
- Exchange Rate Systems
- Foreign Exchange Markets
- Balance of payments
- any other topic

**Common Errors
Committed By Students
in Examinations**

COMMON ERRORS COMMITTED BY STUDENTS IN EXAMINATIONS :

I DIAGRAM RELATED ERRORS :

- (A) Usually students try to draw the diagram even to answer those Questions in which diagram is not required.
- (B) Students do not write the name of items plotted on x and y axis.
- (C) Often, students label the curves incorrectly, for example, they write AP in place of AC.
- (D) Students should be guided by the teachers that they have to draw the diagram only in those questions where another question is given for the blind candidates in lieu of that Question.

II CONCEPT RELATED ERRORS :

- (i) Change in demand/supply and change in Quantity demanded /supplied.
- (ii) Revenue Expenditure & Receipts and capital Expenditure & receipts.
- (iii) Features of Monopoly and Monopolistic competition.
- (iv) Demand of foreign exchange/supply of foreign exchange.
- (v) Items included in national income or Domestic income.
- (vii) Explaining the conditions of consumers Equilibrium through utility and indifference curve approach.
- (viii) MRT and MRS concept.

III GENERAL MISTAKES WHILE ANSWERING THE QUESTIONS:

- (i) Answering the MCQs without reading all the options.

FOR INSTANCE,

In which market is AR and Price equal to each other?

- Perfect competition
- Monopoly
- Monopolistic competition
- All of the above

It has been observed that most of the students mark option (a) as the correct option without reading the remaining ones though the correct answer is option (d).

- (ii) Answering the treatment Questions like treatment in National/domestic income. It has been observed that the students do not give reason in support of their answer.
- (iii) Irrelevant answer/not to the point.
- (iv) Poor drafting of sentence while answering the Question Like Explanation of :
 - Chain effect of change in Demand/ supply.
 - Multiplier process/Money creation.

- Price ceiling / Floor price.
 - Impact on exports and imports of devaluation / depreciation in the value of domestic currency.
 - Role of Bank rate / open market operations / SLR / CRR to control inflationary/ deflationary gap.
 - Student do not answer the relation between AR/TR/MR,TP/AP/MP as per marking scheme.
- (v) Interchange of MRT and MRS while explaining PPC. Marginal Rate of Transformation is the concept related to the production in which Producer can transform one good in to other by shifting factors of production. However, MRS is related to the consumer where he can substitute one good for the other.
- (vi) Slope of curves like TP, TR and TC is decided by the relationship between two variables represented in the diagram. Generally, Students find themselves unable to relate the same to shape of the curve.
- (vii) Students are usually not clear about why PPC is concave to the origin and IC is convex to the origin. They write only about negative relationship between two goods.
- (viii) Central Economic problem “For whom to produce” is not explained with respect to the distribution of income among the factors i.e (1) Personal Distribution and (2) Functional Distribution
- (ix) Students generally get confused between shift in the PPC and movement of the point of operation of the economy.
- (x) Generally, students explain $MU_x/P_x > MU_y/P_y$ situation as that consumer is getting more marginal utility from x commodity than Y whereas it is marginal utility per rupee of x commodity.
- (xi) Students mixup conditions of consumer equilibrium of two methods (1)Utility analysis and (2) Indifference curve analysis.

To make them clear about differences,we should use comparative method of teaching with points of comparison.

S.No.	One Commodity	Two Commodities	Indifference Curve
1	$MU_x = P_x$	$\frac{MU_x}{P_x} = \frac{MU_y}{P_y} = MU_m$	$MRS_{xy} = \frac{P_x}{P_y}$
2	MU is diminishing	MU is diminishing	MRS is diminishing

Points of comparison :

1. Utility approach conditions include MU in condition where indifference curve do not include MU.
2. In one commodity only one various ‘x’ is used and in two commodity two variables ‘x’ and ‘y’ are used.
3. In utility approach, consumers change quantity to change Marginal utility of a commodity to reach equilibrium point.

Whereas in indifference curve a consumer substitutes one commodity with another to change MRS_{xy} and price ratio of the goods remain the same.

- (xii) While filling the blanks in a cost schedule, students do errors because they try to fill each column at

a time. Following tips can reduce their errors.

1. Always start with a quantity of production.
 2. Fill the schedule row wise.
 3. Calculate total cost first for each row and then all others of the same row. TFC always remains constant even at zero level of output.
- (xiii) Students are not particular in using terms change in demand and change in quantity demanded. It results in deducting of marks.
- (xiv) While explaining the effect of change in the price of related goods or change in the income of consumer students forgot to classify them further in two goods. i.e (1) complementary goods and substitute goods. and (2) Normal goods and inferior goods .
- (xv) Relationship between marginal Revenue and Average Revenue is to be explained in general conditions also whereas students explain them in special cases where $AR=MR$ or $MR>AR$.
- (xvi) While explaining producers equilibrium students use TR&TC terms to explain profit maximum and lose marks. Producers equilibrium is to be explained with MC&MR Method.
- (xvii) Students should write that producer is getting profit in production of one additional unit .
- (xviii) Features of market and implication of that feature are two different concepts. Students usually write features even when asked about implications.

IV. MISTAKES IN NUMERICAL QUESTIONS:

1. Avoidance of steps.
2. Not writing of formulae properly.
3. Not mentioning what is being calculated.
4. Not mentioning the units in answer.
5. While attempting the numerical in statistics, working notes are not shown properly.

Exam Oriented Questions-- Micro Economics

6 Marks Questions (Micro-Economics)

1. A consumer consumes only two goods x and y. Explain the conditions of consumer's equilibrium using utility analysis.
2. State and explain three properties of indifference curves.
3. using indifference curves approach explain the condition of consumer's equilibrium.
4. Explain the impact of the following on demand of a goods
 - (i) Rise in income of the consumer.
 - (ii) Fall in prices of related goods.
5. Explain the causes of a rightward shift in demand curve of a commodity of an individual consumer
6. Distinguish between 'change' in demand 'and change in quantity demanded'.
7. Explain the law of variable proportions with the help of TP and MP curves/TP-MP schedule
8. Explain producer's equilibrium with the help of a marginal cost and marginal revenue approach.
9. Explain the distinction between "change in supply" and "change in quantity supplied " Use diagram".
10. Draw Average variable cost (AVC)Average Total cost (ATC) and Marginal cost (MC)curves in a single diagram. State the relation between MC curve and AVC and ATC curves.
11. State whether the following statement are true and false. Give reasons for your answer :
 - (i) When total revenue is constant , average revenue will also be constant .
 - (ii) Average variable cost can fall even when marginal cost is rising.
 - (iii) When marginal product falls, average product will also fall.
12. Discuss four characteristics of perfect competition.
13. State whether the following statement are true or false giving reasons.
 - (i) Monopolist can sell any quantity he likes at a price of his choice.
 - (ii) When equilibrium price of a good is less than its market price, there will be competition among the sellers .
14. Market for a good is in equilibrium .The demand for the good increases /decreases. Explain the chain of effects of this change. Use diagram .
15. Market for a good is in equilibrium. Supply of the good increases/decreases .Explain the chain of effects of this change.Use diagram.
16. Market for a good is in equilibrium .There is simultaneous increase/decrease in both demand and supply of the good . Explain its effect on market price.
17. Distinguish between collusive oligopoly and non-collusion oligopoly.
18. Define price floor . Explain the implications of price floor.

19. Distinguish between 'price floor' and 'price -ceiling'.
20. Explain the implications of the following in an oligopoly market:
 - (a) Large number of buyers & sellers.
 - (b) Freedom of entry and exit of the firms.
22. Explain any three features affecting elasticity of demand.

Exam Oriented Questions

3-4 Marks Questions

- Why does an economic problem arise? Explain.
- Explain the central problem 'what to produce'.
- Explain the central problem 'how to produce'.
- Explain the central problem 'for whom to produce'.
- Why is a production possibilities curve concave? Explain .
- Explain properties of production possibilities curve.
- What is opportunity cost? Explain with the help of a numerical example.
- What is Marginal Rate of Transformation ? Explain with the help of an example.
- What will be impact of the following on the production possibilities curve of the economy & why?
- (i) Clean India mission.
- (ii) Large scale outflow of foreign capital
- (iii) Make in India
- (iv) Education for all campaign
- (v) Floods in Jammu and Kashmir
- (vi) Setting up large number of institutes of science & technology
- (vii) Unemployment
- Distinguish between micro-economics and macro-economics
- Distinguish between positive economics and normative economics. Give two examples of each.
- Explain the law of diminishing marginal utility with the help of a utility schedule / diagram .
- Explain the relationship between MU and TU.
- Distinguish between substitute good and complementary goods. Give example in each case.
- Distinguish between Normal goods and inferior goods .
- Explain conditions determining how many units of a good consumer will buy at a given price.
- Define MRS. what happens to MRS when consumer moves downwards along the indifference curve .Give reason for your answer.
- Distinguish between 'Budget Set' and Budget Line'.
- Distinguish between fixed and variable cost with examples.
- Distinguish between 'Explicit cost and Implicit cost' .
- Distinguish between 'Short Run production function' and ' Long Run productions function.'
- Explain the relationship between AC and MC.

- Explain the relationship between AVC and MC.
- Explain the relationship between TC and MC.
- Explain the relationship between among TC, TVC & TFC
- Explain the relationship between TR and MR.
- Explain the relationship between AR and MR.
- Define cost in economics. Explain its components.
- Explain the effect of 'change in input prices' on the supply of a good.
- Explain the effect of 'technical progress' on the supply of a good.
- Explain the effect of change in government policy on the supply of a good.
- Explain the implication of 'perfect knowledge' under perfect competition.
- Explain the implications of 'freedom of entry and of firm' under perfect competition.
- Explain the implication of 'large number of buyers and sellers' under perfect competition.
- Explain the implication of 'Homogeneous product' under perfect competition.
- Explain the implication of interdependence among firms under oligopoly.
- Explain the implication of 'differentiated products' features of monopolistic competition.
- Explain the 'selling cost' features of monopolistic competition.
- Why is a firm under monopoly a price maker. Explain.
- Why are there few firms under oligopoly? Explain.

Exam Oriented Questions- Macro Economics

6 Marks Questions

1. Explain the production method of estimating national income.
2. Explain the income method of estimating national income.
3. Explain the expenditure method of estimating national income.
4. Giving reasons explain how should the following be treated in estimating national income.
 - (i) Fees to a mechanic paid by a firm.
 - (ii) Interest paid by an individual consumer on a car loan taken from a bank.
 - (iii) Expenditure on purchasing a car for use of a firm.
 - (iv) Expenditure by a firm on payment of fees to a chartered accountant.
 - (v) Purchase of refrigerator by a firm for own use.
 - (vi) National debt interest.
5. Explain the process of money creation by the commercial banks with the help of a numerical example.
6. What is government budget? Explain its major components.
7. Explain the following objectives of government budget:
 - (i) Allocation of resources.
 - (ii) Economic stability.
 - (iii) Redistribution of income and wealth.
8. What is government budget? Explain its main objectives.
9. What is central bank? Explain its main functions.
10. Explain the concept of inflationary Gap. Explain the role of Repo Rate in reducing this gap.
11. Explain the concept of deflationary Gap. Explain the role of open market operation in reducing this gap.
12. Given the consumption curve, derive saving curve and steps taken in the process of derivation. Use diagram.

13. Explain national income equilibrium through aggregate demand and aggregate supply. Use diagram . Also explain the changes that take place in an economy if $AD > AS$ or $AD < AS$.
14. Explain determination of equilibrium level of income using 'saving -investment approach' . Use diagram.
15. Explain determination of equilibrium level of income using consumption plus investment approach. Use diagram.
16. Define investment multiplier. Explain its working with the help of a numerical example.
17. Explain the distinction between autonomous and accomodating transactions in balance of payments. Also explain the concept of balance of payments 'deficit in this context .
18. (a) In which sub-account and on which side of balance of payments account will foreign investments in India be recorded ? Give reasons.
(b) What will be the effect of foreign investment in India on exchange rate? Explain.
19. Define fixed exchange rate. How is the exchange rate determined in a flexible exchange rate system?
20. Write the meaning of following :
 - (i) Fixed exchange rate
 - (ii) Flexible exchange rate
 - (iii) Managed floating exchange rate

3-4 Marks Questions

1. Distinguish between Intermediate goods and final goods.
2. Distinguish between Factor income and transfer income .
3. Explain the circular flow of income in a two sector economy.
4. Distinguish between real and nominal gross domestic product.
5. Distinguish between consumer goods and capital goods .
6. Distinguish between 'stock and flow' variables.
7. Define externalities ? Give an example of negative externality ? What is its impact on welfare?
8. Explain 'bankers bank' function of central bank.
9. Explain the 'bank of issue functions of central bank.
10. Explain the 'Governments Bank' functions of central bank.
11. Explain the 'controller of credit ' Function of central bank.
12. Define money supply. State the components of money supply.
13. Write the meaning of following :
 - (i) Full employment
 - (ii) Involuntary unemployment
 - (iii) Under employment equilibrium

14. What is ex-ante consumption? Distinguish between autonomous consumption and induced consumption
15. Define full employment in an economy . Discuss the situation when aggregate demand is more than aggregate supply at full employment income level.
16. What are the two alternative ways of determine equilibrium level of income? How are these related?
17. Define investment multiplier. How is it related to marginal propensity to consume?
18. Define aggregate demand . State its main components.
19. The meaning of the following :
 - (i) Ex- ante saving
 - (ii) Ex-ante investment
 - (iii) Aggregate supply
20. State whether the following statements are true or false. Give reason for your answer.

When marginal propensity to consume is greater than marginal propensity to save, the value of multiplier will be greater than 5.

The value of marginal propensity to save can never be negative

Average propensity to save is always greater than zero

Value of investment multiplier varies between zero and infinity.
21. Distinguish between marginal propensity to consume and average propensity to consume. Give a numerical example.
22. Distinguish between Revenue expenditure and capital expenditure.
23. Distinguish between Revenue deficit and fiscal deficit.
24. Distinguish between Direct tax and Indirect tax.
25. What is fiscal deficit ? What are its implications.
26. What is Revenue deficit. Write its implications.
27. What is primary deficit ? Write its implications.
28. Distinguish between Revenue receipts and capital receipts.
29. Distinguish between devaluation and depreciation of domestic currency.
30. When price of a foreign currency rises, its demand falls. Explain why?
31. Why price of a foreign currency rises, its supply rises. Explain why?
32. State the components of capital account of balance of payment.
33. State the components of current of balance of payment .
34. State the three sources of demand of foreign exchange.
35. State the three sources of supply of foreign exchange.

Exam Oriented Questions (Statistics)

1. Explain any four uses of index numbers.
2. Describe any four problems in the construction of index number.
3. Write four uses of consumer price index.
4. Write four uses of wholesale price index.
5. Write four limitations of index numbers.
6. Define index numbers. State different types of index number.
7. Define correlation. State different types of correlation.
8. Distinguish between mean deviation and standard deviation.
9. Distinguish between Exclusive series and Inclusive series.
10. Distinguish between Discrete variable and continuous variable.
11. Distinguish between Census and sample survey.
12. Distinguish between primary data and secondary data.
13. Distinguish between histogram and bar diagram.
14. Distinguish between economic activities and non-economic activities.
15. Define arithmetic mean. Write its three merits / demerits.
16. Define median. Write its three merits / demerits.
17. Define mode. Write its three merits / demerits.
18. What is personal interview? Write its three merits / demerits.
19. What is mailed questionnaire? Write its three merits / demerits.
20. What are the essential parts of a statistical table? Explain any four.
21. What is mean deviation? Write its three merits / demerits.
22. What is standard deviation? Write its three merits / demerits.
23. Write any three characteristics of good measure of dispersion.
24. Distinguish between absolute and relative measures of dispersion.
25. Define Lorenz curve. Write steps of constructing a Lorenz curve.
26. What do you mean by tabulation? Write its main objectives.
27. Write six essentials of a good table.
28. What do you mean by a questionnaire? Discuss the principles followed while making a good questionnaire.
29. What is meant by sampling method? Write its merits and demerits.

30. Explain four functions of statistics in economic planning.
31. Numerical on Mean, Median, Mode.
32. Numerical on Pie diagram.
33. Numerical on Histogram.
34. Numerical on Index number.
35. Numerical on rank correlation with the help of Karl Pearson & Spearman.
36. Numerical on Mean Deviation and Standard deviation.

Reasoning Based Questions

REASONING BASED QUESTIONS

STATE TRUE OR FALSE BY GIVING REASONS FOR EACH OF THE FOLLOWING.

- Q1. Problem of resource allocation would not arise if resources do not have alternative uses.
- A1. True because problem of resource allocation arises because the resources have alternative uses.
- Q2. Choice of production for the poors and production for rich refers to the problem of what to produce.
- A2. False. Choice of production for the poors and production for rich refers to the problem of “for whom to produce.”
- Q3. Concavity Of PPC shows increasing slope.
- A3. True. The slope of PPC is marginal opportunity cost and it rises due to the fact the all resources are not equally efficient in production of all goods.
- Q4. Total utility begins to diminish when marginal utility begins to diminish.
- A4. False. When total utility falls then marginal utility becomes negative.
- Q5. A consumer strikes the equilibrium when $Mux/ Px = Mum$ in case of two commodities.
- A5. False. A consumer strikes the equilibrium when $Mux/ Px = MUy/ py = Mum$ in case of two commodities.
- Q6. The rate at which consumer has to substitute good x for good y tends to decline as we move downwards along the budget line.
- A6. False . The rate at which consumer can substitute good x for good y remains same as we move downwards along the price line since Px and Py remains constant.
- Q7. If disposable income of people rises, their demand curve for butter may not obey law of demand.
- A7. True. Law of demand shows inverse relationship between price and quantity demanded keeping others factors such as income constant.
- Q8. Increase in income of the consumer is the only cause that leads to a parallel shift of budget line to the right.
- A8. False. Buget line also shift parallel to right when prices of both the goods falls by equal proportion, keeping income constant.
- Q9. Law of demand shows inverse and proportional change between price and quantity demanded of a commodity.
- A9. False. Law of demand shows inverse relationship between price and quantity demanded of a commodity.
- Q10. In case of two interesting downward sloping demand curves, the flatter curve will be more elastic at the point of intersection.
- A10. True. The flatter curve is more elastic as it shows percentage change in quantity demanded is more than percentage change in price as compared to the steeper curve.
- Q11. A horizontal straight line demand curve shows the zero elasticity of demand.
- A11. False. A horizontal straight line demand curve shows the infinite elasticity of demand. It means any

amount of quantity can be demanded at the same price.

- Q12. Higher the income level, higher should be the elasticity of demand.
- A12. False. Higher income level implies that consumer will not change demand due change in price hence elasticity of demand would be low.
- Q13. Average product will increase only when marginal product increases.
- A13. False. Average product continues to rise even when marginal product starts to fall, as marginal product reaches its maximum before average product, in the second phase.
- Q14. Under diminishing returns to factor , total product continues to increase till marginal product reaches zero.
- A14. True. Under diminishing returns to factor , total product continues to increase at diminishing rate till marginal product reaches zero. It due to overutilisation of fixed factor, lack of perfect combination between fixed and variable factors etc.
- Q15. Fixed cost does not influence marginal cost.
- A15. True. It is variable cost that influences the marginal cost as fixed cost remains fixed at all levels of output.
- Q16. Average cost does not fall unless marginal cost also falls.
- A16. False. Average cost can fall even when marginal cost is rising. MC cuts AC at its minimum and starts to rise but AC is still falling.
- Q17. Average cost is greater than marginal cost , as long as average cost is falling.
- A17. True. AC is greater than MC. MC is less than AC when AC falls.
- Q18. The distance between AC and AVC curves tends to increase at higher levels of output.
- A18. False. The distance between AC and AVC curves tends to decrease at higher levels of output , due fall in AFC.
- Q19. Marginal revenue refers to the price of last unit of a commodity.
- A19. False. Marginal revenue refers to the addition made to total revenue when an additional unit of output is sold.
- Q20. Total revenue is constant when marginal revenue is constant.
- A20. False. When marginal revenue is constant, total revenue should be increasing at a constant rate.
- Q21. If $MR > MC$, it is always a better situation than $MR = MC$ for profits to be maximised.
- A21. False . Producers equilibrium is attained where $MR = MC$ and the profits are maximised here.
- Q22. Supply never changes unless price changes.
- A22. False. Supply can change due to factors other than the own price of the concerned commodity such as technology and input prices.
- Q23. Increase in supply means more is sold because market prices tend to increase.
- A23. False increase in supply means more is sold at a given price.

- Q24. A monopoly producer cannot control both price as well as output of his product.
- A24. True. As a single seller he can determine price of his products but he can sell more only at lower prices. He can either determine price or quantity of the commodity to be sold.
- Q25. Equilibrium price may fall even when market demand tends to rise.
- A25. True. Because supply may rise proportionately greater than the rise in demand.
- Q26. Firms demand curve under monopolistic competition is more elastic than under monopoly.
- A26. True, it is because of availability of close substitutes under perfect monopolistic competition.
- Q27. Excess supply of a commodity exists when its market price is greater than equilibrium price.
- A27. True. Because at a price at a higher than equilibrium price demand falls while supply rises, this creates excess supply.
- Q28. Under monopolistic competition, a firm faces a perfectly elastic demand curve.
- A28. False. The firm faces downward sloping demand curve because the firm can sell more only by lowering the price.
- Q29. Total product will increase only when marginal product increases.
- A29. False. Total product increases even when marginal product is falling , as in the second phase total product increases at diminishing rate when marginal product is falling.
- Q30. A monopolist can sell any quantity he likes at a price.
- A30. False. Because if a monopolist wants to sell more he can do so only by lowering the price.

NATIONAL INCOME (MACRO ECONOMICS)

- Q1. Nominal GDP is always greater than Real GDP.
- A1. False nominal GDP can be greater than, less than or equal to real GDP , when the prices in the current year is more than , less than or equal to real GDP respectively.
- Q2. Gross domestic capital formation can be less than gross domestic fixed capital formation.
- A2. True. Gross domestic capital formation can be less than gross domestic fixed capital formation when change in stock is negative.
- Q3. Bread is always a final good.
- A3. False. when it is purchased by household it becomes final good but when it is purchased by a firm it is an intermediate product.
- Q4. Consumption is a stock variable.
- A4. False. it is flow variable as it is measured over a period of time.
- Q5. National income is always greater than domestic income.
- A5. False. National income can be greater than , less than or equal to domestic income when net factor income from abroad is positive, negative or zero respectively.
- Q6. American embassy in India is a part of domestic territory of India.

- A6. False. American embassy in India is a part of domestic territory America.
- Q7. Profits earned by a company in India, which is owned by a non-resident is not a part of domestic territory of India.
- A7. True. because profits are earned within the domestic territory of India.
- Q8. Gifts received from abroad are included in national income.
- A8. False. Gifts received are transfer receipts (income) so not included in while calculating national income
- Q9. Interest received by an individual from bank is not included while calculating national income.
- A9. False. Interest received by an individual from bank is included in national income because it is a factor payment by a productive enterprise.
- Q10. NDP_{fc} is always greater than NDP_{mp}.
- A10. False. NDP_{fc} is greater than NDP_{mp} only when net indirect taxes are negative.

High order thinking skill questions

HIGHER ORDER THINKING SKILLS QUESTIONS

1. “An economy always produces on, but not inside, a PPF”, Defend or refute.
2. Production in an economy, is below its potential due to unemployment. Government starts employment generation schemes. Explain its effect using PPC.
3. What will be the impact of recently launched ‘Clean India Mission’ (Swachh Bharat Mission) on the PPC of the economy and why?
4. What will be the impact of “Education for all campaign” (Sarv Shiksha Abhiyan) on the PPC of the Indian Economy and why?
5. Do rich countries also face central problems? Give reasons for your answer.
6. The following, news item was printed in the Indian Express: “Centre increases number of work days under MGNREGA”. As per the news, the Central Government will increase the number of workdays under the rural job guarantee scheme from 100 to 150 in drought-affected areas. How would it affect The PPC of the economy?
7. The Government establishes a large number of Institutes of science and technology. How will it affect the PPF? Explain.
8. What policy initiatives can the government undertake to reduce the consumption of aerated drinks? Mention any two.
9. A consumer consumes two goods X and Y. Due to consumer awareness campaigns the consumer finds himself in a better bargaining position. Explain the effect of this on the consumer’s budget line. Use diagram.
10. The demand equation is given as $Q_d = a - bP$.

Answer the following based on demand equation.

- a. What happens to the demand curve if (a) increases?
 - b. What makes the demand curve slope downwards?
 - c. What is there in this equation that makes the demand curve a straight line?
 - d. Write the formula giving the relationship between elasticity and slope of the demand curve.
11. Give reasons for the following
 - a) Even when marginal product falls total product keeps rising.
 - b) Average variable cost reaches its minimum point before Average cost curve?
 - c) Why is total fixed cost curve parallel to X-axis?
 - d) Explain under what conditions marginal product of a variable factor changes from increasing returns to diminishing returns.
 - e) Variable factor proportions are obtained in the short run.
 - f) Total product is maximum when marginal product is zero.
 - g) The vertical distance between AVC and AC diminishes with increase in output.

- h) Diminishing returns to a factor are applicable only when average product starts falling.
 - i) The vertical distance between TV and TVC diminishes with increase in output.
12. Why does a supply curve have a positive slope?
 13. If two supply curves intersect which one has a higher price elasticity?
 14. Will a profit maximizing firm in a competitive market ever produce a positive level of output in the range where the MC is falling? Explain.
 15. Why is average revenue curve called the demand curve of a firm?
 16. When does the producer increase the supply of a good at a given price? Give any two cases.
 17. Which concept of revenue always equal to price and Why?
 18. What is the relation between market price and marginal revenue of a price taking firm?
 19. FDI not only brings in investment in the domestic economy, it also brings new technology. How would availability of new technology relating to auto industry impact the short period cost and production for a car manufacturer in India?
 20. China is a vast market for aluminium imports from India. Chinese govt. has recently marked 'Devaluation' in its currency. Giving suitable reasons explain the impact on the 'equilibrium price and 'equilibrium quantity' of aluminium by this decision in domestic market of India.
 21. Certain goods are rationed. Why?
 22. Why should the govt. regulate the industry of a commodity, for which the demand is inelastic.
 23. New discoveries of oil reduce the price of petrol and diesel. Explain their effects on the market for new cars.
 24. Suppose the market determined rent for apartments is too high for common people to afford. If the govt. imposes rent control what impact will it have on the market for apartments? Explain with the help of a diagram.
 26. What can be the likely effect of these terror attacks on the price of travel and tourism services in the city? Explain the chain of effects with the help of a diagram.
 27. A bumper crop of a commodity spells disaster for its producers. Why?
 28. When the government resorts to rationing of a commodity which is in short supply, it (the govt.) ends up being a silent spectator. Comment
 29. $MR = AR$ in perfect competition, but $MR < AR$ in monopoly and monopolistic competition; Why?
 30. A monopolist cannot fix both the quantity sold as well as the price at which he would like to sell. Explain.
 31. Competition preserves and promotes the interest of the consumers. Defend or refute.
 32. What are the implications of product differentiation?
 33. What is the relationship between average revenue curve and demand curve under monopolistic competition?
 34. Why do we say that market demand curve is a constraint facing a monopoly firm?

35. The governments work to check monopolies? Explain.
36. Can there be a fiscal deficit in the government budget without the government budget? Explain.
37. The foreign investors start investing in india. How will this affect the balance of payments account of india? Also explain its impact on the foreign exchange rate.
38. If the rate of interest in domestic economy falls, how will this affect the national income of that country? Expalin using the concept of multiplier.

RECENT CHANGES IN THE SYLLABUS (2017-18 ONWARDS)

ADDITIONS

1. Positive and normative statements

DELETIONS

1. Geometric method of measuring elasticity of demand.
2. Expenditure method of measuring elasticity of demand.
3. Geometric method of measuring elasticity of supply.
4. Related aggregates to national income
 - 1) Private income
 - 2) Personal income
 - 3) Personal disposable income
 - 4) National disposable income
5. Functions of money
6. Implications of revenue, primary and fiscal deficit.
7. Functions of commercial bank

Previous Years Question Papers

Series **SGN**

SET-1

कोड नं. **58/1**
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परीक्षार्थी कोड को उत्तर-पुस्तिका के मुख-पृष्ठ पर अवश्य लिखें।

Candidates must write the Code on the title page of the answer-book.

- कृपया जाँच कर लें कि इस प्रश्न-पत्र में मुद्रित पृष्ठ 8 हैं।
- प्रश्न-पत्र में दाहिने हाथ की ओर दिए गए कोड नम्बर को छात्र उत्तर-पुस्तिका के मुख-पृष्ठ पर लिखें।
- कृपया जाँच कर लें कि इस प्रश्न-पत्र में 24 प्रश्न हैं।
- कृपया प्रश्न का उत्तर लिखना शुरू करने से पहले, प्रश्न का क्रमांक अवश्य लिखें।
- इस प्रश्न-पत्र को पढ़ने के लिए 15 मिनट का समय दिया गया है। प्रश्न-पत्र का वितरण पूर्वार्द्ध में 10.15 बजे किया जाएगा। 10.15 बजे से 10.30 बजे तक छात्र केवल प्रश्न-पत्र को पढ़ेंगे और इस अवधि के दौरान वे उत्तर-पुस्तिका पर कोई उत्तर नहीं लिखेंगे।
- Please check that this question paper contains 8 printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains 24 questions.
- **Please write down the Serial Number of the question before attempting it.**
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

अर्थशास्त्र ECONOMICS

निर्धारित समय : 3 घण्टे

Time allowed : 3 hours

58/1 (CD)

अधिकतम अंक : 80

Maximum Marks : 80

P.T.O.

सामान्य निर्देश:

- (i) दोनों खण्डों के सभी प्रश्न अनिवार्य हैं।
- (ii) प्रत्येक प्रश्न के निर्धारित अंक उसके सामने दिए गए हैं।
- (iii) प्रश्न संख्या 1 - 4 तथा 13 - 16 अति लघूत्तरात्मक प्रश्न हैं, जिनमें प्रत्येक का 1 अंक है। इनका प्रत्येक का उत्तर एक वाक्य में ही अपेक्षित है।
- (iv) प्रश्न संख्या 5 - 6 और 17 - 18 लघूत्तरात्मक प्रश्न हैं, जिनमें प्रत्येक के 3 अंक हैं। प्रत्येक का उत्तर सामान्यतः 60 शब्दों से अधिक नहीं होना चाहिए।
- (v) प्रश्न संख्या 7 - 9 और 19 - 21 भी लघूत्तरात्मक प्रश्न हैं, जिनमें प्रत्येक के 4 अंक हैं। प्रत्येक का उत्तर सामान्यतः 70 शब्दों से अधिक नहीं होना चाहिए।
- (vi) प्रश्न संख्या 10 - 12 और 22 - 24 दीर्घ उत्तरात्मक प्रश्न हैं, जिनमें प्रत्येक के 6 अंक हैं। प्रत्येक का उत्तर सामान्यतः 100 शब्दों से अधिक नहीं होना चाहिए।
- (vii) उत्तर संक्षिप्त तथा तथ्यात्मक होने चाहिए तथा यथासंभव ऊपर दी गई शब्द सीमा के अंतर्गत ही दिए जाने चाहिए।

General Instructions :

- (i) **All** questions in both the sections are compulsory.
- (ii) Marks for questions are indicated against each question.
- (iii) Question Nos. 1 - 4 and 13 - 16 are very short-answer questions carrying 1 mark each. They are required to be answered in **one sentence** each.
- (iv) Question Nos. 5 - 6 and 17 - 18 are short-answer questions carrying 3 marks each. Answers to them should normally not exceed 60 words each.
- (v) Question Nos. 7 - 9 and 19 - 21 are also short-answer questions carrying 4 marks each. Answers to them should normally not exceed 70 words each.
- (vi) Question Nos. 10 - 12 and 22 - 24 are long-answer questions carrying 6 marks each. Answers to them should normally not exceed 100 words each.
- (vii) Answers should be brief and to the point and the above word limits should be adhered to as far as possible.

खण्ड अ

SECTION A

1. अवसर लागत की परिभाषा दीजिए। 1
Define opportunity cost.
2. उत्पादन के किस स्तर पर कुल लागत और कुल स्थिर लागत एक समान होते हैं ? 1
At what level of production is total cost equal to total fixed cost ?
3. निम्नलिखित में कौन-सा एक वस्तु के पूर्ति वक्र में खिसकाव का कारण *नहीं* है ? 1
(सही विकल्प चुनिए)
(अ) आगत की कीमत
(ब) वस्तु की कीमत
(स) वस्तु एवं सेवा कर
(द) आर्थिक सहायता
Which of the following does *not* cause shift of supply curve of a good ?
(Choose the correct alternative)
(a) Price of input
(b) Price of the good
(c) Goods and services tax
(d) Subsidy
4. निम्नलिखित में से कीमत लोच का कौन-सा माप लोचशील पूर्ति दर्शाता है ? 1
(सही विकल्प चुनिए)
(अ) 0
(ब) 0.5
(स) 1.0
(द) 1.5
Which of the following measures of price elasticity shows elastic supply ?
(Choose the correct alternative)
(a) 0
(b) 0.5
(c) 1.0
(d) 1.5

‘क्या उत्पादन किया जाए और कितनी मात्रा में’ के रूप में केन्द्रीय समस्या समझाइए ।

अथवा

किन परिस्थितियों में उत्पादन संभावना वक्र मूल-बिंदु से दूर खिसक सकता है ? समझाइए ।

Explain the central problem of “What is produced and in what quantities”.

OR

In what circumstances may the production possibility frontier shift away from the origin ? Explain.

6. एक उपभोक्ता ₹ 20 प्रति इकाई की कीमत पर एक वस्तु की 200 इकाइयाँ खरीदता है । माँग की कीमत लोच (-) 2 है । किस कीमत पर वह 300 इकाइयाँ खरीदने को तैयार होगा ? परिकलन कीजिए ।

A consumer buys 200 units of a good at a price of ₹ 20 per unit. Price elasticity of demand is (-) 2. At what price will he be willing to purchase 300 units ? Calculate.

7. यदि एक उपभोक्ता की आय ₹ 100 है, तथा वह दो वस्तुएँ X तथा Y क्रय करता है जिनकी कीमत क्रमशः ₹ 10 तथा ₹ 5 है, तो उस उपभोक्ता की बजट रेखा का समीकरण लिखिए ।

अथवा

प्रतिस्थापन की सीमांत दर की परिभाषा दीजिए । एक अनधिमान वक्र पर इसका व्यवहार समझाइए ।

Write a budget line equation of a consumer if the two goods purchased by the consumer, Good X and Good Y are priced at ₹ 10 and ₹ 5 respectively and the consumer's income is ₹ 100.

OR

Define marginal rate of substitution. Explain its behaviour along an indifference curve.

8. पूर्ण प्रतियोगिता में उत्पादक संतुलन की शर्तें समझाइए ।

Explain the conditions of producer's equilibrium under perfect competition.

9. पूर्ण प्रतियोगिता में “फर्मों के निर्बाध प्रवेश और छोड़ने की स्वतंत्रता” के प्रभाव समझाइए । 4
Explain the implications of “freedom of entry and exit of firms” under perfect competition.

10. एक उपभोक्ता केवल दो वस्तुओं X और Y का उपभोग करता है । उपयोगिता विश्लेषण द्वारा उपभोक्ता संतुलन की शर्तें समझाइए । 6
A consumer consumes only two goods X and Y. Explain the conditions of consumer's equilibrium using Utility Analysis.

11. औसत परिवर्ती लागत वक्र, औसत कुल लागत वक्र और सीमांत लागत वक्र एक ही रेखाचित्र में बनाइए । सीमांत लागत वक्र और औसत परिवर्ती लागत व औसत कुल लागत वक्रों के बीच संबंध बताइए । 6
Draw Average Variable Cost (AVC), Average Total Cost (ATC) and Marginal Cost (MC) curves in a single diagram. State the relation between MC curve and AVC & ATC curves.

नोट : निम्नलिखित प्रश्न केवल दृष्टिहीन परीक्षार्थियों के लिए प्रश्न संख्या 11 के स्थान पर है ।

Note : The following question is for the **Blind Candidates** only in lieu of Q. No. 11.

औसत परिवर्ती लागत, औसत कुल लागत और सीमांत लागत दिखाते हुए एक तालिका तैयार कीजिए । तालिका के आधार पर सीमांत लागत और औसत परिवर्ती लागत व औसत कुल लागत के बीच संबंध समझाइए । 6

Prepare a schedule showing AVC, ATC and MC. State the relation between MC and AVC & ATC on the basis of the schedule.

12. न्यूनतम कीमत सीमा निर्धारण का अर्थ समझाइए । न्यूनतम कीमत सीमा निर्धारण के प्रभाव समझाइए । 6

अथवा

एक वस्तु का बाज़ार संतुलन में है । यदि वस्तु की माँग में ‘कमी’ आती है । इस परिवर्तन के शृंखलाबद्ध प्रभाव समझाइए । 6

Define price floor. Explain the implications of price floor.

OR

Market of a good is in equilibrium. If the demand for the good ‘decreases’. Explain the chain of effects of this change.

खण्ड ब
SECTION B

13. ऋणात्मक बाह्य कारणों (बाह्यताओं) का एक उदाहरण दीजिए । 1
Give one example of negative externalities.
14. वाणिज्यिक बैंकों द्वारा साख सृजन इससे निर्धारित होता है : 1
(सही विकल्प चुनिए)
(अ) आरक्षित नकदी निधि अनुपात (CRR)
(ब) सांविधिक चलनिधि (तरलता) अनुपात (SLR)
(स) प्रारम्भिक जमाएँ
(द) उपर्युक्त सभी
Credit creation by commercial banks is determined by
(Choose the correct alternative)
(a) Cash Reserve Ratio (CRR)
(b) Statutory Liquidity Ratio (SLR)
(c) Initial Deposits
(d) All the above
15. मुद्रा की पूर्ति के M_1 माप के दो घटकों के नाम बताइए । 1
State the two components of M_1 measure of Money Supply.
16. समग्र आपूर्ति की परिभाषा दीजिए । 1
Define aggregate supply.
17. उचित उदाहरणों सहित, स्टॉक तथा प्रवाह परिवर्तों के बीच अंतर स्पष्ट कीजिए । 3
अथवा
पूँजीगत वस्तुओं से क्या अभिप्राय है ? उपभोग वस्तुओं से ये किस प्रकार भिन्न हैं ? 3
Distinguish between stock and flow variables with suitable examples.

OR

What are capital goods ? How are they different from consumption goods ?

18. निवेश गुणक की परिभाषा दीजिए । निवेश गुणक तथा सीमांत उपभोग प्रवृत्ति के बीच संबंध समझाइए । 3

Define investment multiplier. How is it related to marginal propensity to consume ?

19. मौद्रिक नीति से क्या अभिप्राय है ? मौद्रिक नीति के कोई तीन साधन बताइए । 4
What is monetary policy ? State any three instruments of monetary policy.

20. किसी अर्थव्यवस्था में पूर्ण रोज़गार की परिभाषा दीजिए । पूर्ण रोज़गार आय स्तर पर समग्र माँग के समग्र पूर्ति से अधिक होने की स्थिति की चर्चा कीजिए । 4

अथवा

आय के संतुलन स्तर का निर्धारण करने वाले दो वैकल्पिक तरीके क्या हैं ? इनका आपस में क्या संबंध है ? 4

Define full employment in an economy. Discuss the situation when aggregate demand is more than aggregate supply at full employment income level.

OR

What are two alternative ways of determining equilibrium level of income ? How are these related ?

21. प्रत्याशित उपभोग से क्या अभिप्राय है ? स्वायत्त उपभोग और प्रेरित उपभोग के बीच अंतर बताइए । 4

What is ex-Ante consumption ? Distinguish between autonomous consumption and induced consumption.

22. सरकारी बजट से क्या अभिप्राय है ? इसके प्रमुख घटक समझाइए । 6

अथवा

सरकारी बजट के (क) साधनों का आबंटन और (ख) आर्थिक स्थिरता उद्देश्य समझाइए । 6
What is government budget ? Explain its major components.

OR

Explain (a) allocation of resources and (b) economic stability as objectives of government budget.

23. निम्नलिखित का अर्थ का संक्षेप में विवेचन कीजिए :

6

- (i) नियत विनिमय दर
- (ii) लचीली (नम्य) विनिमय दर
- (iii) प्रबंधित तिरती विनिमय दर

Discuss briefly the meanings of :

- (i) Fixed Exchange Rate
- (ii) Flexible Exchange Rate
- (iii) Managed Floating Exchange Rate

24. (अ) प्रचालन अधिशेष, और (ब) घरेलू आय का परिकलन कीजिए :

6

(₹ करोड़ों में)

(i) कर्मचारियों का पारिश्रमिक	2,000
(ii) किराया और ब्याज	800
(iii) अप्रत्यक्ष कर	120
(iv) निगम कर	460
(v) अचल पूँजी का उपभोग	100
(vi) आर्थिक सहायता	20
(vii) लाभांश	940
(viii) अवितरित लाभ	300
(ix) विदेशों को निवल कारक आय	150
(x) मिश्रित आय	200

Calculate (a) Operating Surplus, and (b) Domestic Income :

(₹ in crores)

(i) Compensation of employees	2,000
(ii) Rent and interest	800
(iii) Indirect taxes	120
(iv) Corporation tax	460
(v) Consumption of fixed capital	100
(vi) Subsidies	20
(vii) Dividend	940
(viii) Undistributed profits	300
(ix) Net factor income to abroad	150
(x) Mixed income	200

Series SGN

SET-3

कोड नं. 58/3
Code No.

रोल नं.
Roll No.

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परीक्षार्थी कोड को उत्तर-पुस्तिका के मुख-पृष्ठ पर अवश्य लिखें।

Candidates must write the Code on the title page of the answer-book.

- कृपया जाँच कर लें कि इस प्रश्न-पत्र में मुद्रित पृष्ठ 11 हैं।
- प्रश्न-पत्र में दाहिने हाथ की ओर दिए गए कोड नम्बर को छात्र उत्तर-पुस्तिका के मुख-पृष्ठ पर लिखें।
- कृपया जाँच कर लें कि इस प्रश्न-पत्र में 24 प्रश्न हैं।
- कृपया प्रश्न का उत्तर लिखना शुरू करने से पहले, प्रश्न का क्रमांक अवश्य लिखें।
- इस प्रश्न-पत्र को पढ़ने के लिए 15 मिनट का समय दिया गया है। प्रश्न-पत्र का वितरण पूर्वाह्न में 10.15 बजे किया जाएगा। 10.15 बजे से 10.30 बजे तक छात्र केवल प्रश्न-पत्र को पढ़ेंगे और इस अवधि के दौरान वे उत्तर-पुस्तिका पर कोई उत्तर नहीं लिखेंगे।
- Please check that this question paper contains 11 printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains 24 questions.
- **Please write down the Serial Number of the question before attempting it.**
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

अर्थशास्त्र ECONOMICS

निर्धारित समय : 3 घण्टे

Time allowed : 3 hours

अधिकतम अंक : 80

Maximum Marks : 80

58/3

1

P.T.O.

सामान्य निर्देश:

- (i) दोनों खण्डों के सभी प्रश्न अनिवार्य हैं।
- (ii) प्रत्येक प्रश्न के निर्धारित अंक उसके सामने दिए गए हैं।
- (iii) प्रश्न संख्या 1 – 4 तथा 13 – 16 अति लघुत्तरात्मक प्रश्न हैं, जिनमें प्रत्येक का 1 अंक है। इनका प्रत्येक का उत्तर एक वाक्य में ही अपेक्षित है।
- (iv) प्रश्न संख्या 5 – 6 और 17 – 18 लघुत्तरात्मक प्रश्न हैं, जिनमें प्रत्येक के 3 अंक हैं। प्रत्येक का उत्तर सामान्यतः 60 शब्दों से अधिक नहीं होना चाहिए।
- (v) प्रश्न संख्या 7 – 9 और 19 – 21 भी लघुत्तरात्मक प्रश्न हैं, जिनमें प्रत्येक के 4 अंक हैं। प्रत्येक का उत्तर सामान्यतः 70 शब्दों से अधिक नहीं होना चाहिए।
- (vi) प्रश्न संख्या 10 – 12 और 22 – 24 दीर्घ उत्तरात्मक प्रश्न हैं, जिनमें प्रत्येक के 6 अंक हैं। प्रत्येक का उत्तर सामान्यतः 100 शब्दों से अधिक नहीं होना चाहिए।
- (vii) उत्तर संक्षिप्त तथा तथ्यात्मक होने चाहिए तथा यथासंभव ऊपर दी गई शब्द सीमा के अंतर्गत ही दिए जाने चाहिए।

General Instructions :

- (i) *All questions in both the sections are compulsory.*
- (ii) *Marks for questions are indicated against each question.*
- (iii) *Question Nos. 1 – 4 and 13 – 16 are very short-answer questions carrying 1 mark each. They are required to be answered in **one sentence** each.*
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- (vi) *Question Nos. 10 – 12 and 22 – 24 are long-answer questions carrying 6 marks each. Answers to them should normally not exceed **100 words** each.*
- (vii) *Answers should be brief and to the point and the above word limits should be adhered to as far as possible.*

खण्ड अ

SECTION A

1. जब 100 इकाई उत्पादन करने की कुल स्थिर लागत ₹ 30 हो और औसत परिवर्ती लागत ₹ 3 हो, तो कुल लागत होगी : (सही विकल्प चुनिए)

1

- (क) ₹ 3
(ख) ₹ 30
(ग) ₹ 270
(घ) ₹ 330

When the total fixed cost of producing 100 units is ₹ 30 and the average variable cost ₹ 3, total cost is : (Choose the correct alternative)

- (a) ₹ 3
(b) ₹ 30
(c) ₹ 270
(d) ₹ 330

2. जब औसत उत्पाद (AP) अधिकतम होता है, तब सीमांत उत्पाद (MP) : (सही विकल्प चुनिए)

1

- (क) औसत उत्पाद के समान होता है
(ख) औसत उत्पाद से कम होता है
(ग) औसत उत्पाद से अधिक होता है
(घ) उपर्युक्त में से कोई भी हो सकता है

When the Average Product (AP) is maximum, the Marginal Product (MP) is : (Choose the correct alternative)

- (a) Equal to AP
- (b) Less than AP
- (c) More than AP
- (d) Can be any one of the above

3. सकारात्मक (आदर्शक) अर्थशास्त्र का एक उदाहरण दीजिए । 1

State one example of positive economics.

4. स्थिर (निश्चित) लागत की परिभाषा दीजिए । 1

Define fixed cost.

5. “तकनीक के चयन” की केन्द्रीय समस्या समझाइए । 3

अथवा

“किसके लिए उत्पादन किया जाय” की केन्द्रीय समस्या समझाइए । 3

Explain the central problem of “choice of technique”.

OR

Explain the central problem of “for whom to produce”.

6. बेलोच माँग से क्या अभिप्राय है ? पूर्णतया बेलोच माँग से इसकी तुलना कीजिए । 3

What is meant by inelastic demand ? Compare it with perfectly inelastic demand.

7. जब एक वस्तु की कीमत ₹ 4 प्रति इकाई से बढ़कर ₹ 5 प्रति इकाई होती है, तो इसकी बाज़ार पूर्ति 100 इकाई से बढ़कर 120 इकाई हो जाती है। पूर्ति की कीमत लोच का परिकलन कीजिए। क्या पूर्ति लोचदार है? कारण दीजिए।

4

When the price of a commodity changes from ₹ 4 per unit to ₹ 5 per unit, its market supply rises from 100 units to 120 units. Calculate the price elasticity of supply. Is supply elastic? Give reason.

8. उच्चतम कीमत सीमा निर्धारण से क्या अभिप्राय है? इसके परिणाम समझाइए।

4

What is meant by price ceiling? Explain its implications.

9. एक वस्तु की कीमत पता होने पर एक उपभोक्ता यह कैसे तय करेगा कि वह उस वस्तु की कितनी मात्रा खरीदे? समझाइए।

4

अथवा

अनधिमान वक्र क्या है? अनधिमान वक्रों की तीन विशेषताएँ बताइए।

4

Given the price of a good, how will a consumer decide as to how much quantity to buy of that good? Explain.

OR

What is Indifference Curve? State three properties of indifference curves.

10. एकाधिकारी प्रतियोगिता की तीन विशेषताएँ बताइए। इनमें से कौन-सी विशेषता इसे पूर्ण प्रतियोगिता से भिन्न करती है और क्यों?

6

अथवा

निम्नलिखित के परिणाम समझाइए :

6

(क) पूर्ण प्रतियोगिता में फर्मों के प्रवेश करने और उद्योग छोड़ने की स्वतंत्रता

(ख) अल्पाधिकार में गैर-कीमत प्रतियोगिता

Which of the following affects national income ? (Choose the correct alternative)

- (a) Goods and Services tax
- (b) Corporation tax
- (c) Subsidies
- (d) None of the above

15. उपभोग वक्र उद्गम से क्यों नहीं शुरू होता है ?

1

Why does consumption curve not start from the origin ?

16. केन्द्रीय बैंक ऐसा करके ऋण की उपलब्धता को बढ़ा सकता है : (सही विकल्प चुनिए)

1

- (क) पुनर्खरीद दर (रेपो रेट) बढ़ाकर
- (ख) प्रति पुनर्खरीद दर (रिवर्स रेपो रेट) बढ़ाकर
- (ग) सरकारी प्रतिभूतियाँ खरीदकर
- (घ) सरकारी प्रतिभूतियाँ बेचकर

The central bank can increase availability of credit by : (Choose the correct alternative)

- (a) Raising repo rate
- (b) Raising reverse repo rate
- (c) Buying government securities
- (d) Selling government securities

17. सामान्य आय ज्ञात होने पर हम वास्तविक आय कैसे ज्ञात कर सकते हैं ? समझाइए । 3

अथवा

निम्नलिखित में से कौन-सी अंतिम वस्तुएँ हैं और कौन-सी मध्यवर्ती ? कारण दीजिए । 3

- (क) चाय स्टॉल द्वारा दूध की खरीद
- (ख) स्कूल द्वारा बस की खरीद
- (ग) स्कूल कैन्टीन से विद्यार्थी द्वारा जूस की खरीद

Given nominal income, how can we find real income ? Explain.

OR

Which among the following are final goods and which are intermediate goods ? Give reasons.

- (a) Milk purchased by a tea stall
- (b) Bus purchased by a school
- (c) Juice purchased by a student from the school canteen

18. गुणक की परिभाषा दीजिए । सीमांत उपभोग प्रवृत्ति और गुणक के बीच क्या संबंध है ? यदि गुणक का मान 4 हो, तो सीमांत उपभोग प्रवृत्ति का परिकलन कीजिए । 3

Define multiplier. What is the relation between marginal propensity to consume and multiplier ? Calculate the marginal propensity to consume if the value of multiplier is 4.

19. मुद्रास्फीतिकारी अंतराल से क्या अभिप्राय है ? इस अंतराल को कम करने के तीन उपाय बताइए ।

4

अथवा

समग्र (कुल) माँग से क्या अभिप्राय है ? इसके घटक बताइए ।

4

What is meant by inflationary gap ? State three measures to reduce this gap.

OR

What is meant by aggregate demand ? State its components.

20. सीमांत उपभोग प्रवृत्ति का मूल्य 0.6 है और अर्थव्यवस्था की प्रारम्भिक आय ₹ 100 करोड़ है । आय, उपभोग और बचत दिखाते हुए एक तालिका तैयार कीजिए । यदि स्वायत्त निवेश ₹ 80 करोड़ हो, तो आय का संतुलन स्तर भी दिखाइए ।

4

The value of marginal propensity to consume is 0.6 and initial income in the economy is ₹ 100 crores. Prepare a schedule showing Income, Consumption and Saving. Also show the equilibrium level of income by assuming autonomous investment of ₹ 80 crores.

21. भारतीय रिज़र्व बैंक की “अंतिम ऋणदाता” के रूप में भूमिका समझाइए ।

4

Explain the role of the Reserve Bank of India as the “lender of last resort”.

22. (क) विनिमय दर में वृद्धि के राष्ट्रीय आय पर प्रभाव समझाइए ।

6

(ख) भुगतान संतुलन में ‘घाटे’ की अवधारणा समझाइए ।

(a) Explain the impact of rise in exchange rate on national income.

(b) Explain the concept of ‘deficit’ in balance of payments.

23. परिकलन कीजिए (क) बाज़ार कीमत पर निवल राष्ट्रीय उत्पाद, तथा (ख) साधन (उपादान) लागत पर सकल घरेलू उत्पाद :

4+2=6

	(₹ करोड़ों में)
(i) किराया और ब्याज	6,000
(ii) मज़दूरी तथा वेतन	1,800
(iii) अवितरित लाभ	400
(iv) निवल अप्रत्यक्ष कर	100
(v) आर्थिक सहायता	20
(vi) निगम कर	120
(vii) विदेशों को निवल कारक आय	70
(viii) लाभांश	80
(ix) अचल पूँजी का उपभोग	50
(x) नियोजकों द्वारा सामाजिक सुरक्षा अंशदान	200
(xi) मिश्रित आय	1,000

Calculate (a) Net National Product at market price, and (b) Gross Domestic Product at factor cost :

	(₹ in crores)
(i) Rent and interest	6,000
(ii) Wages and salaries	1,800
(iii) Undistributed profit	400
(iv) Net indirect taxes	100
(v) Subsidies	20
(vi) Corporation tax	120
(vii) Net factor income to abroad	70
(viii) Dividends	80
(ix) Consumption of fixed capital	50
(x) Social security contribution by employers	200
(xi) Mixed income	1,000

24. निम्नलिखित के अर्थ समझाइए :

6

- (क) राजस्व घाटा
- (ख) राजकोषीय घाटा
- (ग) प्राथमिक घाटा

अथवा

सरकारी बजट के निम्नलिखित उद्देश्य समझाइए :

6

- (क) संसाधनों का आबंटन
- (ख) आय असमानताएँ कम करना

Explain the meaning of the following :

- (a) Revenue deficit
- (b) Fiscal deficit
- (c) Primary deficit

OR

Explain the following objectives of government budget :

- (a) Allocation of resources
- (b) Reducing income inequalities

SET-3**Series SGN**कोड नं. **58/3**
Code No.

रोल नं.

Roll No.

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परीक्षार्थी कोड को उत्तर-पुस्तिका के मुख-पृष्ठ पर अवश्य लिखें ।

Candidates must write the Code on the title page of the answer-book.

- कृपया जाँच कर लें कि इस प्रश्न-पत्र में मुद्रित पृष्ठ 11 हैं ।
- प्रश्न-पत्र में दाहिने हाथ की ओर दिए गए कोड नम्बर को छात्र उत्तर-पुस्तिका के मुख-पृष्ठ पर लिखें ।
- कृपया जाँच कर लें कि इस प्रश्न-पत्र में 24 प्रश्न हैं ।
- कृपया प्रश्न का उत्तर लिखना शुरू करने से पहले, प्रश्न का क्रमांक अवश्य लिखें ।
- इस प्रश्न-पत्र को पढ़ने के लिए 15 मिनट का समय दिया गया है । प्रश्न-पत्र का वितरण पूर्वाह्न में 10.15 बजे किया जाएगा । 10.15 बजे से 10.30 बजे तक छात्र केवल प्रश्न-पत्र को पढ़ेंगे और इस अवधि के दौरान वे उत्तर-पुस्तिका पर कोई उत्तर नहीं लिखेंगे ।
- Please check that this question paper contains 11 printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains 24 questions.
- **Please write down the Serial Number of the question before attempting it.**
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

अर्थशास्त्र**ECONOMICS**

निर्धारित समय : 3 घण्टे

Time allowed : 3 hours

अधिकतम अंक : 80

Maximum Marks : 80

58/3

1

P.T.O.

खण्ड अ
SECTION A

1. जब सीमांत उत्पाद बढ़ता है, तो कुल उत्पाद
(सही विकल्प चुनिए)

1

- (अ) गिरता है
(ब) बढ़ता है
(स) गिर सकता है या बढ़ सकता है
(द) स्थिर रहता है

When marginal product rises, total product
(Choose the correct alternative)

- (a) Falls
(b) Rises
(c) Can rise or can fall
(d) Remains constant

2. अल्पता (दुर्लभता) की समस्या से आप क्या समझते हैं ?

1

What do you mean by the problem of scarcity ?

3. लागत की परिभाषा दीजिए ।

1

Define cost.

4. जब औसत लागत गिरती है, तो सीमांत लागत
(सही विकल्प चुनिए)

1

- (अ) गिरती है
(ब) बढ़ती है
(स) गिर सकती है या बढ़ सकती है
(द) न तो गिरती है और न ही बढ़ती है

When average cost falls, marginal cost
(Choose the correct alternative)

- (a) Falls
(b) Rises
(c) May fall or may rise
(d) Neither falls nor rises

5. वस्तु की अपनी कीमत छोड़कर व्यक्तिगत माँग के कोई तीन निर्धारक बताइए ।

3

State any three determinants of individual demand other than own price of the good.

6. व्यक्ति अर्थशास्त्र और समष्टि अर्थशास्त्र के बीच अंतर स्पष्ट कीजिए । प्रत्येक का एक-एक उदाहरण दीजिए ।

3

अथवा

उत्पादन संभावनाओं का वक्र क्या दिखाता है ? क्या यह खिसक सकता है ? कब ?

Distinguish between microeconomics and macroeconomics. Give an example of each.

OR

What does production possibilities curve show ? Can it shift ? When ?

7. 'न्यूनतम कीमत सीमा निर्धारण' से क्या अभिप्राय है ? इसके प्रभाव समझाइए । 4

What is 'price floor' ? Explain its implications.

8. यदि किसी वस्तु के मूल्य में 10% वृद्धि होने पर भी वस्तु की माँग में कोई परिवर्तन नहीं आता है, ऐसी स्थिति में माँग वक्र के प्रारूप पर टिप्पणी कीजिए । 4

Comment upon the shape of the demand curve if the price of a commodity rises by 10% and there is no change in its quantity demanded.

9. सम्प्राप्ति (आगम) से व्यष्टि अर्थशास्त्र में क्या अभिप्राय है ? पूर्ण प्रतियोगिता में सीमांत सम्प्राप्ति और औसत सम्प्राप्ति के बीच संबंध बताइए । उपयुक्त रेखाचित्र अथवा तालिका का प्रयोग कीजिए । 4

अथवा

आपूर्ति की परिभाषा दीजिए । “पूर्ति में वृद्धि” और “पूर्ति में विस्तार” में अंतर स्पष्ट कीजिए ।

What is revenue in microeconomics ? State the relation between marginal revenue and average revenue under perfect competition, using suitable diagram or schedule.

OR

Define supply. Distinguish between “increase in supply” and “extension in supply”.

10. कुल उत्पाद वक्र की सहायता से परिवर्ती अनुपातों का नियम समझाइए। रेखाचित्र का प्रयोग कीजिए। 6

Explain the law of variable proportions with the help of total product curve. Use diagram.

नोट : निम्नलिखित प्रश्न केवल दृष्टिहीन परीक्षार्थियों के लिए प्रश्न संख्या 10 के स्थान पर है।

Note : The following question is for the **Blind Candidates** only in lieu of Q. No. 10.

कुल उत्पाद तालिका की सहायता से परिवर्ती अनुपातों का नियम समझाइए। 6

Explain the law of variable proportions with the help of total product schedule.

11. पूर्ण प्रतियोगिता की चार विशेषताएँ बताइए और चर्चा कीजिए। 6

State and discuss four characteristics of perfect competition.

12. एक उपभोक्ता केवल दो वस्तुएँ X और Y का उपभोग करता है। उपयोगिता विश्लेषण द्वारा उपभोक्ता के संतुलन की शर्तें समझाइए। 6

अथवा

अनधिमान वक्रों की तीन विशेषताएँ बताइए और समझाइए।

A consumer consumes only two goods X and Y. Explain the conditions of consumer's equilibrium using utility analysis.

OR

State and explain three properties of indifference curves.

खण्ड ब
SECTION B

13. यदि औसत उपभोग प्रवृत्ति का मूल्य 0.75 है, तो औसत बचत प्रवृत्ति का मूल्य _____ होगा । 1

If the value of average propensity to consume is given as 0.75, the value of average propensity to save would be _____ .

14. निम्नलिखित में से कौन-सा केन्द्रीय बैंक का कार्य **नहीं** है ?

(सही विकल्प चुनिए)

1

- (अ) सरकार को बैंकिंग सुविधाएँ
- (ब) लोगों को बैंकिंग सुविधाएँ
- (स) सरकार को उधार देना
- (द) वाणिज्यिक बैंकों को उधार देना

Which of the following is **not** the function of the central bank ?

(Choose the correct alternative)

- (a) Banking facilities to government
- (b) Banking facilities to public
- (c) Lendings to government
- (d) Lendings to commercial banks

15. यदि 'विधिक आरक्षित निधि अनुपात' 20% हो, तो मुद्रा गुणक का मान क्या होगा ? 1

If 'legal reserve ratio' is 20%, what will be the value of money multiplier ?

16. वास्तविक राष्ट्रीय आय में वृद्धि के साथ लोगों के कल्याण
(सही विकल्प चुनिए)

1

- (अ) में वृद्धि होती है
- (ब) में कमी आती है
- (स) में कोई परिवर्तन नहीं आता
- (द) उपर्युक्त में से कोई नहीं

With a rise in real national income, welfare of the people
(Choose the correct alternative)

- (a) Rises
- (b) Falls
- (c) Remains unchanged
- (d) None of the above

17. यदि किसी काल्पनिक अर्थव्यवस्था का उपभोग फलन है

3

$$C = 100 + 0.6 Y ; \text{ तब}$$

- (i) उस अर्थव्यवस्था में सीमांत उपभोग प्रवृत्ति तथा सीमांत बचत प्रवृत्ति के मान क्या होंगे ?
- (ii) तदनुसार बचत फलन लिखिए ।

If a consumption function of a hypothetical economy is given as

$$C = 100 + 0.6 Y ; \text{ then}$$

- (i) what will be the values of marginal propensity to consume and marginal propensity to save for the economy ?
- (ii) write the corresponding saving function.

18. निम्नलिखित में से कौन-सी पूँजीगत वस्तु है और कौन-सी उपभोग वस्तु और क्यों ?

3

- (अ) टैक्सी के रूप में प्रयोग आ रही कार
- (ब) होटल में रेफ्रिजरेटर
- (स) घर में एयर-कंडीशनर

अथवा

मध्यवर्ती उपभोग की परिभाषा दीजिए और इसे एक उदाहरण सहित समझाइए । यह अंतिम उपभोग से किस प्रकार भिन्न है ?

Which among the following are capital goods and which are consumer goods and why ?

- (a) A car used as a taxi
- (b) Refrigerator in a hotel
- (c) Air-conditioner in a house

OR

Define intermediate consumption and explain it with an example. How is it different from final consumption ?

19. निवेश गुणक से क्या अभिप्राय है ? एक उचित संख्यात्मक उदाहरण द्वारा इसकी प्रक्रिया समझाइए ।

4

What is investment multiplier ? Explain its working using a suitable numerical example.

20. केन्द्रीय बैंक द्वारा लिए जाने वाले साख नियंत्रण के किन्हीं दो उपायों के अर्थ की चर्चा कीजिए ।

4

अथवा

केन्द्रीय बैंक का 'जारीकर्ता बैंक' कार्य समझाइए ।

Discuss the meaning of any two methods of controlling credit which may be adopted by the central bank.

OR

Explain the 'bank of issue' function of the central bank.

21. बचत और निवेश उपागम द्वारा अर्थव्यवस्था में राष्ट्रीय आय निर्धारण समझाइए । रेखाचित्र का प्रयोग कीजिए ।

4

Explain the national income determination in an economy using saving and investment approach. Use diagram.

नोट : निम्नलिखित प्रश्न केवल दृष्टिहीन परीक्षार्थियों के लिए प्रश्न संख्या 21 के स्थान पर है ।

Note : The following question is for the **Blind Candidates** only in lieu of Q. No. 21.

बचत तथा निवेश उपागम द्वारा अर्थव्यवस्था में राष्ट्रीय आय निर्धारण एक उचित तालिका द्वारा समझाइए ।

4

Explain the national income determination in an economy by saving and investment approach using a suitable schedule.

22. स्थिर विनिमय दर की परिभाषा दीजिए । एक नम्य विनिमय दर प्रणाली में विनिमय दर कैसे निर्धारित होती है ?

2,4

Define fixed exchange rate. How is the exchange rate determined in a flexible exchange rate system ?

23. निम्नलिखित के बीच अंतर स्पष्ट कीजिए :

6

- (अ) सरकारी बजट में राजस्व व्यय और पूँजीगत व्यय
(ब) प्राथमिक घाटा और राजकोषीय घाटा

अथवा

सरकारी बजट में राजस्व प्राप्तियों और पूँजीगत प्राप्तियों के बीच अंतर स्पष्ट कीजिए । इनके घटक बताइए ।

Explain the distinction between the following :

- (a) Revenue expenditure and Capital expenditure in a government budget
(b) Primary deficit and Fiscal deficit

OR

Explain the distinction between Revenue receipts and Capital receipts in a government budget. Give their components.

24. (अ) बाज़ार कीमत पर सकल घरेलू उत्पाद, तथा (ब) राष्ट्रीय आय का परिकलन कीजिए : 3,3

(₹ करोड़ों में)

(i)	सरकारी अंतिम उपभोग व्यय	4,000
(ii)	निजी अंतिम उपभोग व्यय	3,500
(iii)	सकल घरेलू पूँजी निर्माण	1,100
(iv)	निवल निर्यात	500
(v)	विदेशों से निवल कारक आय	100
(vi)	निवल अप्रत्यक्ष कर	300
(vii)	आर्थिक सहायता	40
(viii)	स्टॉक में परिवर्तन	80
(ix)	अचल पूँजी का उपभोग	120

Calculate (a) Gross domestic product at market price, and (b) National income :

(₹ in crores)

(i)	Government final consumption expenditure	4,000
(ii)	Private final consumption expenditure	3,500
(iii)	Gross domestic capital formation	1,100
(iv)	Net exports	500
(v)	Net factor income from abroad	100
(vi)	Net indirect taxes	300
(vii)	Subsidies	40
(viii)	Change in stock	80
(ix)	Consumption of fixed capital	120

Inclusive Education - I

There is nothing that can make “Mona” sad or happy except abuse. She stretches herself out of the window when it rains. She loves crossing the potholes on the roads and blindly follows butterflies of the garden. Her teacher has been teaching the same lessons from time immemorial. Her father is a mother at heart for her and “mumma” is the softest pillow for Mona. She is like any other human being. Other than the fact that her “I” is always overshadowed by her Quotient and is being judged by IQ, she is labeled as a child from a community in particular. She is 36 years old Mentally Retarded “Child”.

..... ‘I’ is more important than ‘IQ’.

Introduction

It was not all important to tell the above story so to say, as an introduction to a research thesis. Still it was discussed because primarily, this is more about ability of human being and thereafter disability, technology, age, cast, gender etc. In the contemporary era, human services professionals have been engaging on one of the demanding Social Arena, i.e. working with people of disabilities towards Inclusion, where the work has to process from both ends, i.e. person with disabilities as well as communities at different levels (micro, macro, and mezzo). It is also important to talk about environment for people with mental retardation. How it support or bring challenges that other doesn't feel or face. According to the United Nation Convention on the Rights of Persons with Disabilities, people with disability are the part of human diversity & it is supposed to acknowledge, & not to stigmatize. People with disabilities are joining the world of service in increasing numbers. Similar to what we call “normal” peers, they see a need in their communities and want to contribute to creating a better world for all. Whether it is teaching children the 3R's, repairing trails, facilitating adults to be independent at their homes, or increasing social security and safety, people with disabilities are important and contributing. In spite of Person with Disability act, 1995 (PWD Act, 1995) the participation in workforce has increased, though the reasonable assistance programs are not facilitated efficiently so that people with disability can engage themselves for employment. The study starts from explaining a detail background of the situation of people with disabilities in Indian Context, continuing with discussing the key concept of skill development & rehabilitation universal design, following with description of the Mental Retardation. Tracing down the trend from the history one can demarcate many distinct stages in the development of an understanding of the mentally retarded - the Pre-Christian era, the Christian era characterized by the humanitarian movement, the 19th century period, the early 20th century and the last few decades. Not too deep in the history The word “Idiot” was used to identify the person we now referred as mentally retarded and even more recently as developmentally handicapped. Today it may be a derogatory connotation but the etymology is full of such labels for such lives. The root itself contains the concept of non-social or external-social, implying that these persons live in a world of their own.

For many centuries they were mistreated, shunned, ostracized, persecuted and neglected as creatures incapable of human feeling and therefore, undeserving of human compassion. In certain parts of the world, however, they received homage and, reverence through the superstitious belief that they were “les enfants du Bon Dieu” (Children of lesser God) sacred beings having some mysterious connection with the unknown. It was commonly accepted that these “creatures walked on earth but held their conversations in heaven”

The last two decades have seen a growing concern for the education training and treatment of the mentally retarded, unprecedented in history; which has resulted in an awareness that has substantially changed public attitude and shaped new legislation. The philosophy of educational opportunity for all began to be vociferously voiced by parents and plaintiffs of handicapped children; who encouraged by the opportunities available

for other disadvantaged sections of Society,demandedthattheirhandicappedchildrenbeallowedthesame. Thisgavebirththeprincipleof normalization. And hence Inclusive Education

Defining Inclusive Education

UNESCO'S action in the field of inclusive education has been set explicitly within the inclusive education' framework adopted in 1994:

“.....Schools should accommodate all children regardless of their physical,intellectual, emotional, social, linguistic or other conditions.”(Artical3, Salamanca Framework for Action)

“Regular schools with this inclusive orientation are the effective means of combating discriminatory attitudes, creating welcoming communities ,building and inclusive society and achieving education for all; moreover, they provide an effectice education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.” (Article 2, Salamanca statement)

This framework stems from the message of the Jomtien Word Declaration on Education for (1990) and was reaffirmed in the Dakar Framework for Action (2000):

“.....In order to attract and retain from marginalized and excluded groups, education systems should respond flexibly....Education systems must be inclusive ,actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners....”(Education for All :Meeting our Collective Commitments. Expanded Commentary on the Dakar Framework for Action ,Pare33)

Concurrently “inclusive education” is a transverse issue which cuts across all education initiaitives-from early childhood education to adult education, teacher education and curriculum development -as well as in spheres related culture and social development.

Inclusive Education and Groups

Inclusive education is an imperative for UNESCO.The 2008-2013Medium -Term Strategy of UNESCO focuse particularly on bringing all the benefits of education to the poor, the excluded, to indigenous people, to the marginalized and to those with special needs.”The United Nations Millennium Development Goals Summit held in September 2010also called for a greater focus of action to address exclusion and inequalities ‘by developing and operationalizing an inclusive education.”

The current priority for UNESCO is to ensure policies,programmes and practices that pave the way for inclusive education system .The objective is to translate the right to education principled in to action and support education for all, with emphasis on removing barriers to participationandlearningforgirlsandw omen,out-school children, and those who are marginalized and disadvantaged in society such as Roma people, people with disabilities and indigenous peoples.

The recent inclusion of EWS in the private and semi aided schools is a benchmark in achieving the goals of inclusive education.

Introduction :Juvenile Justice Act - II

The perception of children has changed over a period of time. Initially a child was recognized as a person, but merely as source of pleasure and joy. By the beginning of the 17th century the second idea of childhood emerged when the child was perceived as a miniature adult who could be groomed and trained because the belief was that child was a miniature adult with all the inclinations towards evils and potential for a fallen human nature.

The Juvenile Justice (Care and Protection of Children) Act,2000,passed to reform the 1986Act Juvenile Justice (Care and Protection of Children)Rules ,2007(as amended in 2011),is designed as a comprehensive legal framework by which the Indian government has pledged to alleviate the devastating impact that underdevelopment ,poverty and crime have on children.The Act spells out the government's responsibilities in the care, the protection ,and the development of neglected children ,and also tackles issues related to crime prevention ,and the development of juvenile delinquents, The Act has been formulated in pursuance of the international obligations and standards regarding juvenile offenders. The basic principles under the Beijing rules are:(a) that the reaction to juvenile offenders should always be in proportion to the circumstances of both the offenders and the offence;(b) that the placement of the juvenile in an institution should be a disposition of last resort and for the minimum necessity period; (c) that detention pending trial should be used only as a measure of last resort and for the shortest possible period of time ;(d) that police officers dealing with juveniles should be specially instructed and trained. Surprisingly ,the Act has been unable to follow either of the abovementioned principles.Even with the passing of the enactment ,child protection in India remains a low priority of the center with an annual allocation of 0.027 per cent of the union budget in 2007-08

It's been more than six years when the Rajpath of Lutyen's Delhi was flooded with youth, moved by an unknown anger and almost equally oppressive and confused State Government .The winter of Delhi was heated by Candle Lights Marches and water cannon beams courtesy Untrained"Men in Uniform".Never in the history of IT in India,the Social Media has been used for the an Unknown Girl,but for an Omnipresent Fear, lived by half of the population, across the Globe."Rape"was at the core of discussion like never before. The Law was amended, the policies were in place, a swift action by the police lead to the arrest of all the accused and fast track special court announce the sentence. Death was pronounced for four convicted but not for the youngest one. He was survived because he was few months short of being eighteen.

Though the case is still pending in the court of law, a new act came up in 2013,better known as Nirbhaya act. Almost an year later, 50 years jail imprisonment is announced for a 10 year old boy in Pakistan for murder of a under trial. More recently the act is amended again in 2015 with certain sections addressing the issue of defining adults.The Juvenile Justice (Care and Protection of Children)Act 2015 was enforceable from January 15,2016.The Act passed by the Rajya Sabha in the winter session of Parliament, received Hon'ble President's assent on December 31 2015. The major issues covered under JJAct 2015 are as follows:

- CHILD ASCERTAINMENT
- AGE DETERMINATION
- BAIL GRANT OF TO CHILD
- ESSENTIALS TO TRY THE OFFENCE AS ADULT
- PROCEDURE OF INQUIRY AND TRIAL UNDER NEW ACT
- CHILD WELFARE COMMITTEE
- NEW WELFARE INSTITUTIONS ESTABLISHED

- CONFIDENTIALITY

The JJ Act 2015 also deals with both categories of children.

- CHILDREN IN CONFLICT WITH LAW
- CHILDREN IN NEED FOR CARE AND PROTECTION

Salient Provisions

1. The Central Adoption Resource Agency will frame rules and regulations for adoption of orphaned children. Inter-country adoption is allowed when no Indian adoptive parents are available within 30 days of child being declared free for adoption.
2. Adoptive parents should be financially and physically sound . A single or divorced person may adopt a child. A single male may not adopt a girl child. Disabled children will be given priority for adoption.
3. Children in need of care and protection can allowed to be placed in foster care based on the orders of the CWC. The selection of the foster family is based on the family's ability, intent ,capacity and prior experience of taking care of children.
4. Buying and selling of a child attracts imprisonment up to five years. Giving an intoxicating or narcotic substance to a child attracts imprisonment up to seven years.
5. Institutions for child-care must be registered. Corporal punishment of children in child-care institutions is also punishable.
6. Non-disclosure of identity of offenders by media.

Provision in JJ act 2015

1. The JJ Act 2000 empowers the Juvenile Justice Board, which has psychologists and sociologists on board, to decide if a juvenile criminal in the age group of 16-18 should tried as an adult or not.
2. It has also tried to make the adoption process of orphaned, abandoned and surrendered children more streamlined while adopting some of the concepts from the Hague Convention on Protection of Children and Cooperation in Respect of Inter -Country Adoption.
3. Further, the act has introduced foster care in India under section 44.As per this, the families would sign up and the abandoned, orphaned children or those in conflict with the law would be sent to them.
4. Such families will be monitored and shall receive financial aid from the state.
5. The law has also made provision that while adopting child ,priority is given to disabled children and physically and financially incapable children.
6. The parents who are giving up their child for adoption 3 months to reconsider their decision (It was earlier 1 month).
7. The law mandates that any giving alcohol or drugs to child would be punished with 7 years imprisonment or Rs.1 Lakh fine or both.A person selling a child would be imprisoned for five years or Rs. 1 Lakh fine or both.

Role of Educational Institutions (School) and Teachers

The National Crime Records Bureau (NCRB) data shows that there has been an increase of offences committed by juveniles, especially in the age group of 16-18. One of the perpetrators in the Delhi gang rape of 2012 was few months short of 18 years age and he was tried as juvenile. He was sent to reform home for three years and was released in December 2015. This had raised the public demand for lowering the age of juveniles under the act. But does schools and teachers were called upon to discuss the issues faced by them. The answer is big NO.

A teacher not only observe the behavioral and physical changes in the children between the age group of 12 years to 18 years, also plays a significant role in addressing the 'tasks and challenges' of puberty and adolescents. In a society like ours where talking about human body and basic instincts is a taboo educating children about gender sensitivity is quite a defy.

ROAD SAFETY- III

Road safety is the safety of people from road side injuries and accidents .It involves various methods and measures which must be followed by the road users to prevent serious injuries and accidents. Road accidents, injury and death has been very common now-a-days. People not following the road traffic rules and road safety measures are the main cause of such accidents on the roads. We always hear in the news about the road accidents because of the wrong side driving, lack of road safety rules, measures, high speed, drunk driving, etc. Government has made variety of road traffic and road safety rules for everyone using road for their safety and reducing the number of daily road accidents. We must follow the all the rules and regulations such as practicing defensive driving, using safety measures, maintaining speed limit, understanding road signs, etc. Road safety risks have been increased because of the driver distraction due to the use of cell-phone or other electronic devices while driving. In such cases, traffic laws and rules helps us a lot to keep away from the road accidents and injury. Road safety measures are the tools can save from the expensive traffic fines, serious offences, removal of driving licenses, etc. Our national statistical data, out of total reported, 42 percent involve pedestrian one way or the other, besides here the share of children is much higher in comparison to those of adults. This can be reduced or stopped by Various methods of creating awareness among common public such as seminars, workshops, students education by adding basic road-safety lessons to syllabus, make people aware about green cross code means stop, look, listen, think and then cross, learning of traffic lights, understanding of road signs, etc. At least 25 percent of the total number of accidents involves motorcyclists riding without their helmets and youths showing off by their performing stunts. Hence general public, parents and youth can be briefed about the consequences of this with the help of documentaries or illustrations. Some effective measures of road safety are like basic awareness about vehicle, defensive driving according to weather and road conditions, use of vehicle lights and horn, wearing seat belt, well use of vehicle mirrors, avoid over-speeding, understanding road lights, maintaining distance of vehicle on road, proper understanding of handling crisis situation, telecast of awareness documentaries on TV, etc.

Road Safety Rules for Children

Following are some essential road safety rules play great role in protecting children from road accidents by making them responsible pedestrian on the road:

- Parents should teach their children to be extra attentive and look everywhere (left and right) before crossing the road street.
- Children should always cross the roads by holding hands of their elders or friends.
- They should never run on the roads, should not be in hurry or leaving parents hand and be calm.
- They need to be more cautious on the road without getting distracted by anything.
- They should be practiced by their parents to follow sidewalks only or always use left side on the roads where sidewalks are unavailable.
- They should be taught to only cross the roads at crossroads after seeing traffic signals for pedestrians.
- They must be aware of the meaning of colors (red means stop, green means go and yellow means also stop), traffic light basics and importance of traffic signs on the roads.
- They should use rear side of the passenger seat while getting out of a car or bus.
- Children should be taught to not to play on the roads or other places out of playing zone.
- They should wear helmet and use all the measures while riding bicycle on the roads by ensuring

proper functioning of brakes, horns and steering.

- They should not use earphone or other music listening instruments while riding bicycle on the road.
- Parents may teach their children in better way by wearing seat-belts while driving a car or helmet while driving a bike anytime. Parents should follow all the road safety rules and road traffic rules while driving vehicle to establish good examples in front of their children as they are first example in the lives of their kids.

ROAD SAFETY AND SCHOOL EDUCATION

In our country, road safety education should be considered as a necessary education. It will be better, if basic road safety education is brought to early childhood, primary and secondary schools children will get an overall idea about the principles of crossing road, importance of helmets, how to use zebra crossings and awareness of basic safety rules. Through this education, knowledge and awareness about the safety of pedestrians, cyclists and passengers will be provided.

Education on student road safety can encourage people to take necessary action that will make our children safe, secure and thereby help them to have awareness about road safety. In road safety education, we as parents and teachers have a vital role to play in forming and developing various skills related to road safety.

POCSO ACT (2012) -IV

POCSO or The Protection of Children from Sexual Offences Act (POCSO Act) 2012 was established to protect the children against offences like sexual abuse, sexual harassment and pornography. It was formed to provide a child-friendly system for trial underneath which the perpetrators could be punished. The Act defines a child as any person below eighteen years of age. It also makes provisions for avoiding the re-victimisation of the child at the hands of the judicial system. Protection of Children from Sexual Offences Act, 2012 received the President's assent on June 19, 2012. It was notified in the Gazette of India on June 20, in the same year.

The Act defines different forms of sexual abuse which includes penetrative and non-penetrative assault. It also involves sexual harassment, pornography, etc. Under certain specific circumstances POCSO states a sexual assault is to be considered "aggravated if the abused child is mentally ill or when the abuse is committed by a member of the armed forces or security forces or a public servant or a person in a position of trust or authority of the child, like a family member, police officer, teacher, or doctor or a person-management or staff of a hospital — whether Government or private."

The Act also makes it mandatory to report such cases. It makes it the legal duty of a person aware of the offence to report the sexual abuse. In case he fails to do so, the person can be punished with six months' imprisonment or fine. The Act further states that the evidence of the child should be recorded within a period of thirty days. The Special Court taking cognizance of the matter should be able to complete the trial within the period of one year from the date of taking cognizance of the abuse. It provides that the Special Court proceedings should be recorded in camera and the trial should take place in the presence of parents or any other person in whom the child has trust or confidence.

The Act provides for punishment against false complaints or untrue information. It describes strict action against the offender according to the gravity of the offence. It prescribes rigorous imprisonment for a term which shall not be less than ten years but which may extend to imprisonment for life and also fine as punishment for aggravated penetrative sexual assault. It also prescribes punishment to the people who traffic children for sexual purposes.

ROLE OF PARENTS

Parents are the child's first guide and guru it's not always easy as some lessons are harder to impart than the others. One of the most important and invaluable lessons you can teach your child is to understand their own bodies. This not only includes simple biological facts like knowledge of all the body parts and sexuality but also common sense information boundaries and handling relationships.

- TEACH YOUR CHILD THE CORRECT NAMES FOR ALL THE PARTS OF THE BODY
- TEACH YOUR CHILD ABOUT BOUNDRIES
- KINDS OF TOUCH
- TEACH YOUR CHILD TO SAY'NO'
- THE TRUST CIRCLE
- NEVER KEEP A SECRET ABOUT BREAKING THE TOUCHING RULES
- WORK ON BUILDING YOUR CHILD'S SELF ESTEEM

- DO NOT BE JUDGEMENTAL ABOUT WHAT YOUR CHILD TELLS YOU(ESPECIALLY IF ITS BOUT THEIR FEELINGS)
- EDUCATE NOT JUST YOURSELF BUT EVERYONE IN THE FAMILY
- WHAT TO DO WHEN YOUR CHILD TELLS YOU ABOUT ABUSE .
- LEARN THE LAW ON CHILD PROTECTION

Roles and Responsibilities of School and Teachers

In so far as child sexual abuse is concerned, though POSCO is a wholesome law but there is strong urgency to ensure its implementation and create awareness amongst officers and all stakeholders on what it contains .As the child grows and develops, they begin spending as much time at school as they do at home. The recent spate of reports of child sexual abuse in school premises or by people working in schools has been a worrying trend.In almost every case, the trauma of child is aggravated because of the school's unpreparedness in the handling cases of the sexual abuse.The tragedy is not just that the abuse took place because of a lapse in the child protection system but it is doubled by the fact that schools are often trying to silence the incident to wash their hands off it ;some schools even blame the child and the parents. As a caregiver or a teacher, children and parents trust school staff unconditionally. In many instances, children open up to them about their issues even before they talk to their parents. Safeguarding this trust is the responsibility of school authorities. It is crucial that the authorities act decisively, quickly and systematically in the face of a complaint of child sexual abuse. A school that has not taken into account how it will protect its children and how it will respond to potential cases of sexual abuse is an unsafe school.

Child Protection Policy of the school

A school's Child Protection Policy is a statement that defines the school's commitment to safeguard children from harm and abuse. It specifies the staff and other's responsibilities and roles in the protection of children. The child protection policy has to be a strong reflection of the schools commitment to protect its children. It has to be implemented through every aspect of the school administration and management. Schools must specify how the policy will be put into action. The policy must apply to all personnel and persons related to the school and who come in direct or indirect contact with children.

Proactive measures to prevent child sexual abuse

- The Child Protection Policy must broadly cover the following actions:
- Schools must conduct background check & police verification for all staff members including contract employees .In several cases of abuse that have occurred within schools, it has been observed that the abuser has had a previous history.
- All employees to sign a copy of the terms and conditions related to child protection after they join the school. They must be provided with ID cards. Clear boundaries need to be defined in interaction between staff and child .(e.g.:-No staff shall take the child to the bathroom alone without being accompanied by a helper, no teacher will lock the classrooms from inside).
- Install CCTVs in classrooms and in school premises and ensure that feed is monitored .Lay down policies and safe boundaries around photographing children, using photographs of children,Internet and technology usage within the school premises.
- Arrange for regular sessions on personal safety with all children (this includes taking about body parts,online safety ,and protection from abuse.) . Orient all staff members on detecting the warning

signs of sexual abuse among children.

- Train all staff members and support staff on child protection norms and child sexual abuse prevention . Engage in active dialogue with parents and help ensure that parents are aware of the issues faced by children.
- Try and recruit a full time counselor or a visiting counselor to the school. Through monitoring of activities of all teachers,visiting faculty and strangers by their immediate supervisor;an in internal vigilance committee may be constituted.
- Ensure children leave school only with parents or authorized personnel. Complaints mechanisms
- How to Respond to Child Safety Violations: School needs to have a plan for handling crisis within the school. The plan needs to assign roles and responsibilities for all stakeholders and lay down the system for reporting .The plan needs to pre-emptively assess and accommodate for any kind of crisis that can befall a child in their care -either within the school or outside the school .For example, situations when;
 - A child may disclose something that has upset or harmed them
 - Someone else might report something that a child has told them , or that they believe that a child has been or is being harmed
 - A child might show signs of physical injury for which there appears to be no explanation
 - A child's behavior may suggest he or she is being abused
 - The behavior or attitude of one of the workers towards a child may cause concern
 - A child demonstrates worrying behavior towards other children
- Have a Child Protection Committee and a Child Protection Officer who is a designated staff responsible for coordinating the Committee and the protection system.
- Ensure that an academically or emotionally troubled student is identified and given quick attention.
- Keep a clear, written records of any concern identified .
- Lay down clear guidelines on how to discuss the concern with the child and /or family_ who will speak to the family ,when should the family be involved, etc.
- Have a list of Organizations and "Support Persons"who can help the school handle cases of sexual abuse. Child Protection Policy must be constantly revised and prominently displayed and always accessible. Child Safe and Child Friendly School Environment, In line with idea the Mo Social Justice has proposed amendments in POCSO act in 2018 by pushing capital punishment for the rape of child below the age of 12 years.

NOTES

[illegible]