

**ANNUAL PEDAGOGY**  
**SESSION - 2020-2021**  
**ECONOMICS (CODE-030)**  
**CLASS- XI**

**VISION-** To provide curricula that promote critical thinking skills and enhance decision making abilities, which help students become productive and more informed.

**INTRODUCTORY MICROECONOMICS**  
**(APRIL - SEPTEMBER)**

<b>UNITS &amp; TOPICS</b>	<b>TRANSACTIONAL STRATEGIES/INNOVATIVE PEDAGOGY</b>	<b>LEARNING OUTCOMES</b>	<b>ART INTEGRATION/ INTERDISCIPLINARY LINKAGES</b>
<b><u>UNIT-1, CH-1, INTRODUCTION</u></b> <ul style="list-style-type: none"> <li>➤ Meaning of Microeconomics &amp; Macroeconomics</li> <li>➤ Positive Economics &amp; Normative Economics</li> <li>➤ Economy Meaning</li> <li>➤ Central Problems of an Economy</li> <li>➤ What to produce</li> <li>➤ How to produce</li> </ul>	<u>Problem solving based learning</u>  In order to teach this topic, a Problem is posed on planning a school leaving party. Information is given regarding the money they can spend on things like food, music, decorations, venue etc. Each group of students needs to decide on which option it will choose giving the rationale behind the choice. Through this exercise students	Students will be able to comprehend that there is an opportunity cost attached to every choice or decision that is made.	<b><u>CORE SKILLS</u></b> <ul style="list-style-type: none"> <li>❖ Self awareness, observational skills</li> </ul> <b><u>ART INTEGRATION</u></b> <ul style="list-style-type: none"> <li>❖ Prepare a list of scarce resources found in any economy and also identify the resources that are important but deficit in your state.</li> </ul>

<ul style="list-style-type: none"> <li>➤ For whom to produce</li> <li>➤ Causes of Economic Problem</li> </ul>	<p>themselves come up with the economic problem of wants being unlimited and resources being scarce due to which choice needs to be made.</p>		<p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <p>❖ <b>Medicine and Science of Economics</b></p> <p>Drawing the analogy between ‘human body’ and ‘economy’ we find that there are innumerable components in the human body, as also in an economy, that work in harmony to lead a smooth run. Any distortion in human body, in any of its components—however tiny it may be—causes ripples throughout the body.</p>
<p><b><u>CH-2, CONSUMER’S EQUILIBRIUM</u></b></p> <ul style="list-style-type: none"> <li>➤ Utility Analysis</li> <li>➤ Meaning &amp; characteristics of Utility</li> <li>➤ Types of Utility</li> <li>➤ Law of Diminishing Marginal Utility</li> <li>➤ Relationship between Marginal Utility &amp; Total Utility</li> <li>➤ Meaning of Consumer’s Equilibrium</li> <li>➤ Determination of Consumer’s Equilibrium</li> <li>➤ Indifference Curve Analysis</li> <li>➤ Assumptions</li> <li>➤ Budget Line</li> <li>➤ Meaning &amp; Properties of</li> </ul>	<p><u>Role-play Method</u></p> <p>Teacher will use this technique to understand the concept of consumer equilibrium. Students will play the role of consumers and express the needs of the consumer and what point satisfies consumers the most.</p> <p><u>Diagrammatic Method</u> to explain diagrams</p>	<p>Students will be able to analyse the behavior of the consumers regarding Income and prices set the limits, or constraints, within Which households make their choices while buying things in the markets.</p>	<p><b><u>CORE SKILLS</u></b></p> <p>❖ Analytical skills, Decision Making Skills</p> <p><b><u>ART INTEGRATION</u></b></p> <p>❖ Prepare a play which students can enact and express the needs of the consumer in day to day life.</p> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <p>❖ Political Science</p>

Indifference curve			
<p><b><u>CH-3.THEORY OF DEMAND</u></b></p> <ul style="list-style-type: none"> <li>➤ Meaning of Demand</li> <li>➤ Determinants of Individual &amp; Market Demand</li> <li>➤ Individual &amp; Market Demand Function</li> <li>➤ Normal &amp; Inferior Goods</li> <li>➤ Law of Demand</li> <li>➤ Assumptions of Law of Demand</li> <li>➤ Explanation of the Law</li> <li>➤ Reasons for the Downward sloping Demand Curve</li> <li>➤ Exceptions of the Law</li> <li>➤ Movement along the Demand Curve</li> <li>➤ Shift of the Demand Curve</li> </ul>	<p><u>Brainstorming method/</u> <u>Real life Examples</u></p> <p>To explain the concept of demand, teacher will discuss by giving real life example the need of the impact of a rise in the price of school uniform prices on their parent’s expenditure just before the academic term started. Or how would the revenue of a 5 star hotel change if it offered a discount during off peak season.</p> <p>Questions such as these helped students better understand concepts and their applicability in the real world scenario.</p>	<p>Students will be able to comprehend the concepts of theory of demand and their reasons of operation</p>	<p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Logical thinking, Team Building</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Data interpretation from the newspaper clippings</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Business studies</li> </ul>
<p><b><u>CH-4.PRICE ELASTICITY OF DEMAND</u></b></p> <ul style="list-style-type: none"> <li>➤ Meaning of Price Elasticity of Demand</li> <li>➤ Percentage Method of Measuring Price Elasticity of Demand</li> <li>➤ Degrees of Price Elasticity of Demand</li> <li>➤ Factors Determining Price Elasticity of a Good</li> </ul>	<p><u>Jigsaw reading</u></p> <p>To explain the concept of factors affecting elasticity of demand. Teacher will divide the class into groups and each group reads only one factor – and ensures that every group member understands it. The teacher then asks any one group member to articulate the understanding of the group. Students pose their questions to the presenting group and the teacher once again becomes a facilitator of learning.</p>	<p>Students will be able to analyze the factors affecting elasticity of demand and different degrees to measure the elasticity.</p>	<p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Analytical skills, Problem Solving</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Prepare a list of any commodity (say onions) and record their price elasticity of demand of the consumers.</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p>

			❖ Mathematics
<p><b><u>CH-5.PRODUCTION FUNCTION</u></b></p> <ul style="list-style-type: none"> <li>➤ Meaning of Production Function</li> <li>➤ Fixed &amp; Variable Factors</li> <li>➤ Short Run &amp; Long Run</li> <li>➤ Short Run Production Function</li> <li>➤ Long Run Production Function</li> <li>➤ Total Product</li> <li>➤ Average Product</li> <li>➤ Marginal Product</li> <li>➤ Law of Variable Proportions</li> <li>➤ Statement of the Law</li> <li>➤ Explanation</li> <li>➤ Assumptions of the Law</li> <li>➤ Relation Between TP &amp; MP</li> <li>➤ Relation between AP &amp; MP</li> </ul>	<p><u>Explanation Method</u></p> <p><u>Diagrammatic Approach</u></p>	Students will be able to understand the concept of product and the stages of law of variable proportion.	<p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Observation Skills, Application skills</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Flow charts, Tables and diagrams</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Business studies</li> </ul>
<p><b><u>CH-6.CONCEPTS OF COST</u></b></p> <ul style="list-style-type: none"> <li>➤ Meaning of cost of Production</li> <li>➤ Fixed costs &amp; Variable Costs</li> <li>➤ Average Costs</li> <li>➤ Marginal Costs</li> <li>➤ Relationship between AC &amp; MC</li> <li>➤ Relation between AVC &amp; MC</li> <li>➤ Relationship between ATC &amp; AVC</li> <li>➤ Relation between ATC,AVC &amp; MC</li> <li>➤ Relation between TC &amp; MC</li> </ul>	<p><u>Diagrams and Tables</u> can be used by the teacher to explain the concept.</p>	Learners will be able to analyze the aim of production is to satisfy the wants of people as efficiently as possible, this necessitates the production of goods at the minimum possible cost.	<p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Critical Thinking, Problem Solving</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Diagrams, Tables, Numericals</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Business Studies</li> </ul>

<ul style="list-style-type: none"> <li>➤ Relation between TVC &amp; MC</li> </ul>			
<p><b><u>CH-7, CONCEPTS OF REVENUE</u></b></p> <ul style="list-style-type: none"> <li>➤ Meaning of Revenue</li> <li>➤ Total, Average &amp; Marginal Revenue</li> <li>➤ Relation between TR, AR &amp; MR <ul style="list-style-type: none"> <li>• When price is constant</li> <li>• When price is variable</li> </ul> </li> <li>➤ General Relationship between AR &amp; MR</li> <li>➤ AR &amp; MR Curves Under Perfect Competition</li> <li>➤ AR &amp; MR Curves under Monopoly</li> <li>➤ AR &amp; MR curves under Monopolistic Competition</li> </ul>			<p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Analytical Skills, Decision Making</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Prepare a revenue curve of a any firm for the past five years.</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ English, Mathematics</li> </ul>
<p><b><u>CH-8, PRODUCER'S EQUILIBRIUM</u></b></p> <ul style="list-style-type: none"> <li>➤ Who is a Producer?</li> <li>➤ Determination of the position of Producer's Equilibrium</li> </ul>	<p><u>Explanation method</u></p> <p><u>Interactive Learning Method</u></p> <p><u>Case study Method</u></p>	<p>Students will be able to analyse the behavior of the producer's in the economy.</p>	<p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Observation Skills, Decision Making Skills</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Text reading, Application of concepts</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Business Studies</li> </ul>

<p><b><u>CH-9, THEORY OF SUPPLY</u></b></p> <ul style="list-style-type: none"> <li>➤ Meaning of Supply</li> <li>➤ Individual &amp; Market Supply</li> <li>➤ Factors Determining the supply of a Commodity</li> <li>➤ Supply Schedule</li> <li>➤ Supply curve</li> <li>➤ Law of Supply</li> <li>➤ Assumptions, Explanation, Reasons behind the operation of the Law of Supply</li> <li>➤ Exceptions to the Law of Supply</li> <li>➤ Change in Quantity Supplied and Change in Supply</li> <li>➤ Price Elasticity of Supply</li> <li>➤ Meaning of Price Elasticity of supply</li> <li>➤ Measurement of Elasticity of Supply</li> <li>➤ Kinds of Elasticity of Supply</li> </ul>	<p><u>Real Life Examples</u></p> <p><u>Jigsaw Reading</u></p>	<p>Learners will be able to analyse the Supply decision depends upon the profit potential.</p>	<p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Self awareness, decision making skills, Team Building</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ PowerPoint Presentation, diagrams, numerical</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Business Studies</li> </ul>
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## STATISTICS FOR ECONOMICS

(APRIL- SEPTEMBER)

UNITS & TOPICS	TRANSACTIONAL STRATEGIES/INNOVATIVE PEDAGOGY	LEARNING OUTCOMES	CORE SKILLS/ ART INTEGRATION/ INTERDISCIPLINARY LINKAGES
<p><b><u>CH-1, INTRODUCTION</u></b></p> <ul style="list-style-type: none"> <li>➤ Definition of Economics</li> <li>➤ Origin and Growth of Statistics</li> <li>➤ Definition of Statistics</li> <li>➤ Scope of Statistics</li> <li>➤ Importance of Statistics in Economics</li> <li>➤ Limitations of Statistics</li> </ul>	<p><u>Explanation Method</u></p> <p><u>Interactive Learning Method</u></p> <p><u>Discussion Method</u></p>	<p>Students will be able to learn about some uses of statistics in the understanding of economic activities.</p>	<p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Observation Skills, Team Building Skills</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Prepare a group of 5 students each and discuss the important points of importance and limitations of statistics.</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Science</li> </ul>
<p><b><u>CH-2, COLLECTION OF DATA</u></b></p> <ul style="list-style-type: none"> <li>➤ Collection of Data</li> <li>➤ Primary &amp; Secondary Data</li> <li>➤ Methods of Collecting Primary</li> </ul>	<p><u>Discussion Method</u></p> <p>Teacher uses discussion method so as to involve greater participation of the</p>	<p>Studying this chapter enables learners to distinguish between primary and secondary sources. They will be</p>	<p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Problem Solving, Logical</li> </ul>

<p>Data</p> <ul style="list-style-type: none"> <li>● Direct Personal Investigation</li> <li>● Information through Mailed Questionnaire Method</li> <li>● Telephone Interview Method</li> </ul> <p>➤ Main Sources of Secondary Data</p> <ul style="list-style-type: none"> <li>● Published Sources</li> <li>● Unpublished Sources</li> </ul> <p>➤ Census &amp; Sampling Method</p> <p>➤ Random Sampling, Deliberate, Stratified Sampling, Quota Sampling</p> <p>➤ Sampling and Non Sampling Errors</p> <p>➤ Census of India &amp; NSSO</p>	<p>students and they can correlate with their daily life examples.</p> <p><u>Real Life Examples</u></p>	<p>familiar with the techniques of sampling,</p>	<p>Thinking, Decision Making</p> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Prepare a questionnaire and collect data regarding the overall employment rate of the students after graduation.</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Mathematics</li> </ul>
<p><b><u>CH-3, ORGANISATION OF DATA</u></b></p> <ul style="list-style-type: none"> <li>➤ Meaning and Objectives of Classification</li> <li>➤ Characteristics of Good Classification</li> <li>➤ Methods of Classification</li> <li>➤ Variables and Attributes</li> <li>➤ Population</li> <li>➤ Methods of Quantitative Classification <ul style="list-style-type: none"> <li>● Raw data</li> <li>● Statistical Series</li> </ul> </li> </ul>	<p><u>Visit a field trip</u></p> <p>An activity can be conducted by a teacher to explain the concept; firstly teacher can arrange a visit to a local post office and let the students find out how letters are sorted?</p> <p>Now different groups can be formed and various points can be discussed from each group on how organization of data is useful. Students will come up with new ideas and views to discuss.</p>	<p>Students will be able to classify the data for statistical analysis and differentiate between univariate and bivariate frequency distributions</p>	<p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Analytical and Problem Solving skills</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Visit to a local post office can be made and students are asked to identify how letters are sorted and organized according to pincodes.</li> </ul>



<ul style="list-style-type: none"> <li>➤ Individual, Discrete &amp; Continuous Series</li> <li>➤ Types of Continuous series <ul style="list-style-type: none"> <li>• Exclusive Series</li> <li>• Inclusive Series</li> <li>• Open- End Classes</li> <li>• Cumulative Frequency Distribution</li> </ul> </li> </ul>			<p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Mathematics</li> </ul>
<p><b><u>CH-4,PRESENTATION OF DATA</u></b></p> <ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ Textual Presentation of Data</li> <li>➤ Tabular Presentation of Data</li> <li>➤ Qualitative Classification</li> <li>➤ Quantitative Classification</li> <li>➤ Temporal Classification</li> <li>➤ Spatial Classification</li> <li>➤ Tabulation of Data and Parts of a Table</li> <li>➤ Diagrammatic presentation of Data</li> <li>➤ Geometric Diagram <ul style="list-style-type: none"> <li>• Simple Bar Diagram</li> <li>• Multiple Bar Diagram</li> <li>• Component Bar Diagram</li> </ul> </li> <li>➤ Pie Diagram</li> <li>➤ Frequency Diagram</li> <li>➤ Histogram</li> <li>➤ Frequency Polygon</li> <li>➤ Frequency Curve</li> <li>➤ Ogive</li> <li>➤ Arithmetic Line Graph</li> </ul>	<p><u>Print Media</u></p> <p>Teacher will use newspaper clipping when doing data presentation in Statistics, students are asked to collect different types of graphs. For example, graph related to water crisis in India are easily available. Students can clear their concepts in much better way.</p>	<p>Studying this chapter enables students to present data using tables and appropriate diagrams.</p>	<p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Logical Thinking and observation skills</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Newspaper clipping can be shown to students</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Mathematics</li> </ul>

## INTRODUCTORY MICROECONOMICS

(OCTOBER- MARCH)

UNITS & TOPICS	TRANSACTIONAL STRATEGIES/INNOVATIVE PEDAGOGY	LEARNING OUTCOMES	CORE SKILLS/ ART INTEGRATION/ INTERDISCIPLINARY LINKAGES
<p><b><u>UNIT-4,FORMS OF MARKET &amp; PRICE DETERMINATION UNDER PERFECT COMPETITION</u></b></p> <p><b><u>CH-10, MAIN FORMS OF MARKET</u></b></p> <ul style="list-style-type: none"> <li>➤ Meaning of Market</li> <li>➤ Perfect Competition</li> <li>➤ Oligopoly</li> <li>➤ Distinction between Perfect Competition,</li> </ul>	<p><u>Problem solving approach</u></p> <p><u>Diagrammatic method</u></p> <p><u>Real life Examples</u></p> <p>Teacher will explain different types of market structure by giving real life situations .</p> <p>Students will be able to understand the concept in much more detail and will correlate the markets in depth by conducting questionnaire and surveys</p>	<p>Learners will be able to analyse and understand the Competition between firms. These firms produce products that could be sold at a best value to the consumers. Imperfect competition leads to an inefficient allocation of resources.</p>	<p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Problem solving Skills, Team Building Skills, Descriptive Skills</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Visit a local shopping complex and identify types of soaps available in the market and identify which market competitive market that product belongs to?</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ English</li> </ul>

<p><b><u>CH-11, MARKET EQUILIBRIUM</u></b></p> <ul style="list-style-type: none"> <li>➤ Meaning of Equilibrium Price</li> <li>➤ Equilibrium Price &amp; Equilibrium Quantity under Perfect Competition</li> <li>➤ Shifts in Demand &amp; Supply and Equilibrium and Equilibrium Price</li> <li>➤ Special Cases of Equilibrium</li> <li>➤ Price Ceiling</li> <li>➤ Floor Price</li> </ul>	<p><u>Diagrammatic Approach</u></p> <p><u>Teacher driven power point presentation</u></p> <p><u>Real life Examples</u></p>	<p>Students will be able to analyse market equilibrium and how shifts of demand and supply take place in different markets.</p>	<p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Descriptive Skills, Application Skills</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Examples of daily life</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Mathematics</li> </ul>
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## STATISTICS FOR ECONOMICS

(OCTOBER- MARCH)

UNITS & TOPICS	TRANSACTIONAL STRATEGIES/INNOVATIVE PEDAGOGY	LEARNING OUTCOMES	CORE SKILLS/ ART INTEGRATION/ INTERDISCIPLINARY LINKAGES
<p><b><u>CH—5,MEASURES OF CENTRAL TENDENCY</u></b></p> <ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ Arithmetic Mean</li> <li>➤ Arithmetic Mean for               <ul style="list-style-type: none"> <li>• Individual Series</li> <li>• Discrete Series</li> <li>• Continuous Series</li> </ul> </li> <li>➤ Weighted Arithmetic mean</li> <li>➤ Median               <ul style="list-style-type: none"> <li>• Individual Series</li> <li>• Discrete Series</li> <li>• Continuous Series</li> </ul> </li> <li>➤ Quartiles</li> <li>➤ Percentiles</li> <li>➤ Mode               <ul style="list-style-type: none"> <li>• Individual Series</li> <li>• Discrete Series</li> </ul> </li> </ul>	<p><u>Explanation Method</u></p> <p><u>Interactive Learning Method</u></p> <p>Teacher will explain the concept in detail about all the averages and their formulaes to be used on the chalkboard.</p>	<p>Students will be able to recognize different types of averages.</p> <p>Students will be able to develop an understanding of which type of average would be most useful in a particular situation.</p>	<p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Problem Solving skills, Analytical Skills</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Data interpretation, Real Life Examples</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Mathematics</li> </ul>

<ul style="list-style-type: none"> <li>• Continuous Series</li> <li>➤ Relative position of Arithmetic Mean, Median and Mode</li> </ul>			
<p><b><u>CH-6, MEASURES OF DISPERSION</u></b></p> <ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ Measures based upon spread or Values</li> <li>➤ Measures of Dispersion from Average</li> <li>➤ Standard Deviation</li> <li>➤ Absolute and Relative Measures of Dispersion</li> <li>➤ Lorenz Curve</li> </ul>	<p><u>Problem Solving Method</u></p> <p><u>Explanation Method</u></p>	<p>Studying this chapter enables students to enumerate various measures of dispersion; they can also calculate and compare them.</p>	<p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Problem Solving Skills, Descriptive Skills</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ In the group of 10 students demonstrate different formulae used in calculation of Mean Deviation</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Mathematics</li> </ul>
<p><b><u>CH-7, CORRELATION</u></b></p> <ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ Types of Correlation</li> <li>➤ Techniques for Measuring Correlation</li> <li>➤ Scatter Diagram</li> <li>➤ Karl Pearson's coefficient of Correlation</li> </ul>	<p><u>Real Life Examples</u></p> <p>Teacher can explain the concept using daily life example that can be led to see whether there is any correlation between endowment of natural resources and economic status of the state. They may also be led to study if there was any relation in the per capita of the state and the literacy rate or literacy rate and its effect on per capita.</p>	<p>Learners will be able to understand the nature of relationship between two variables.</p> <p>They can analyse the degree and direction of the relationships.</p>	<p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Analytical and Problem Solving skills</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Prepare a list of items of daily use which can be correlated and identify which one is positively correlated and negative correlated.</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p>

			❖ Mathematics
<p><b><u>CH-8, INDEX NUMBERS</u></b></p> <ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ Meaning of Index Number</li> <li>➤ Construction of an Index Number</li> <li>➤ Aggregative Method</li> <li>➤ Method of Averaging relatives</li> <li>➤ Consumer Price Index</li> <li>➤ Wholesale Price <u>Index</u></li> <li>➤ Agricultural Production Index</li> <li>➤ Sensex</li> <li>➤ Issues in the Construction of an Index Number</li> <li>➤ Index Number in Economics</li> </ul>	<p><u>Case study Method</u></p> <p>Teacher will provide a case to the students to analyse and interpret some conclusion. For example: You must be reading about the sensex in the newspapers. The sensex crossing 8000 points is, indeed, greeted with euphoria. When, sensex dipped 600 points recently, it eroded investors wealth by Rs 1, 53,329 crores. What exactly is sensex?</p> <p>With the help of case study, teacher will explain index number is a statistical device for measuring changes in magnitude of group of related variables.</p>	<p>Students will become familiar with the use of some widely used index numbers and their calculations</p>	<p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Application, Logical Thinking skills.</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Case study i.e. clipping from the newspaper article about sensex.</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Business Studies</li> </ul>

## ART INTEGRATION IN ECONOMICS

### DOCUMENTARIES

In order to get students' attention, they need to mimic documentaries. I will show them several types and then let them choose one to duplicate or even come up with a current event of their own to document. The student presentations not only reteach the subject matter to each other but give them control over their learning.