



Introductory Microeconomics

Textbook in Economics for Class XII



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विद्यया ऽ मृतमश्नुते



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NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

ISBN 81-7450-678-0

First Edition

February 2007 Phalguna 1928

Reprinted

December 2007 Agrahayana 1929

December 2008 Pausa 1930

January 2010 Magha 1931

March 2013 Phalguna 1934

November 2013 Kartik 1935

December 2014 Pausha 1936

December 2015 Pausa 1937

February 2017 Magha 1938

January 2018 Magha 1939

December 2018 Agrahayana 1940

PD 300T BS

© **National Council of Educational
Research and Training, 2007**

₹ 70.00

Printed on 80 GSM paper with NCERT
watermark

Published at the Publication Division by the
Secretary, National Council of Educational
Research and Training, Sri Aurobindo
Marg, New Delhi 110 016 and printed at
Karan Printers, F-29/2, Okhla Industrial
Area, Phase-II, New Delhi - 110 020

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**OFFICES OF THE PUBLICATION
DIVISION, NCERT**

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bengaluru 560 085

Phone : 080-26725740

Navjivan Trust Building
P.O. Navjivan
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114

Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021

Phone : 0361-2674869

Publication Team

Head, Publication Division : *M. Siraj Anwar*

Chief Editor : *Shveta Uppal*

Chief Business Manager : *Gautam Ganguly*

Chief Production Officer : *Arun Chitkara*

Assistant Editor : *R. N. Bhardwaj*

Production Assistant : *Sunil Kumar*

Cover, Layout and Illustrations

Nidhi Wadhwa

Foreword

THE National Curriculum Framework (NCF), 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy of Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the advisory group in Social Sciences, at the higher secondary level, Professor Hari Vasudevan and the *Chief Advisor* for this book, Professor Tapas Majumdar, for guiding the work of this

committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, materials and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development, under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinements.

New Delhi
20 November 2006

Director
National Council of Educational
Research and Training

Textbook Development Committee

CHAIRPERSON, ADVISORY COMMITTEE FOR SOCIAL SCIENCE TEXTBOOKS AT THE HIGHER SECONDARY LEVEL

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Tapasik Bannerjee, *Research Fellow*, Centre for Economics Studies
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Jaya Singh, *Lecturer*, Economics, Department of Education in Social
Sciences and Humanities, NCERT, New Delhi

Acknowledgements

The National Council of Educational Research and Training (NCERT) acknowledges the invaluable contribution of academicians and practising school teachers for bringing out this textbook. We are grateful to Anjan Mukherjee, *Professor*, JNU, for going through the manuscript and suggesting relevant changes. We thank Jhaljit Singh, *Reader*, Department of Economics, University of Manipur for his contribution. We also thank our colleagues Neeraja Rashmi, *Reader*, Curriculum Group; M.V. Srinivasan, Ashita Raveendran, *Lecturers*, Department of Education in Social Sciences and Humanities (DESSH), for their feedback and suggestions.

We would like to place on record the precious advice of (Late) Dipak Banerjee, *Professor (Retd.)*, Presidency College, Kolkata. We could have benefited much more of his expertise, had his health permitted.

The practising school teachers have helped in many ways. The Council expresses its gratitude to A.K. Singh, *PGT (Economics)*, Kendriya Vidyalaya, Varanasi, Uttar Pradesh; Ambika Gulati, *Head*, Department of Economics, Sanskriti School; B.C. Thakur, *PGT (Economics)*, Government Pratibha Vikas Vidyalaya, Surajmal Vihar; Ritu Gupta, *Principal*, Sneh International School, Shoban Nair, *PGT (Economics)*, Mother's International School, Rashmi Sharma, *PGT (Economics)*, Kendriya Vidyalaya, JNU Campus, New Delhi.

We thank Savita Sinha, *Professor and Head*, DESSH, for her support.

Special thanks are due to Vandana R. Singh, *Consultant Editor*, NCERT for going through the manuscript.

The council also gratefully acknowledges the contributions of Dinesh Kumar, *In-charge*, Computer Station; Amar Kumar Prusty and Neena Chandra, *Copy Editors*; in shaping this book. The contribution of the Publication Department in bringing out this book is duly acknowledged.

This textbook has been reviewed with the support of experts like Meeta Kumar, *Associate Professor*, Miranda House, University of Delhi; Shalini Saxena, *Associate Professor*, DCAC; and Bharat Garg, *Assistant Professor*, Shyam Lal College, University of Delhi. Their contributions are duly acknowledged.

The council is also thankful to Tampakmayum Alan Mustofa, *JPF*; Ayaz Ahmad Ansari, Farheen Fatima and Amjad Husain, *DTP Operators*, in shaping this textbook.

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