

Teaching Manual

Economics XI

1. Introduction to Course

This course is design for class XI of the higher secondary level offering economics as an elective subject. The purpose of this course is to familiarise the students with elementary statistical and mathematical tools used in economics; help them understand the basic concepts of economics and acquaint them with major features of the Nepalese economy. The course of class XI includes quantitative techniques, some fundamentals of economics and major features of the Nepalese economy.

This manual is written on the basis of the format prepared by the task force constituted by HSEB for the preparation of teaching manual. This manual would be helpful to the teachers teaching course of class XI. The manual has provided guidelines on the course coverage, instructional materials and strategies, evaluation scheme. This would help to standardise the teaching economics at higher secondary level.

2. General Objectives

The general objectives of this course are:

1. To acquaint the students with the elementary statistical and mathematical tools used in economics;
2. To impart the knowledge of some fundamentals of economics to students
3. To introduce the structure of the Nepalese economy and the role of existing economic institutions in its development process to the students and

4. To develop the capability of the students for analysing the problems of Nepalese economy and suggest remedial measures

3. Specific Objectives

On the completion of the course, the students will be able to:

1. Use the elementary statistical and mathematical tools in economics
2. Explain the basic concepts of economics
3. Discuss basic problems of economics
4. Explain the concept and measurement of national income accounting
5. Explain the concept of economic development
6. Discuss the characteristics of developing countries and various indicators of economic development
7. Explain the importance of water, mineral and forest resources in economic development of Nepal and discuss the problems of natural resource management
8. Show the current population situation and Human Development Indicators (HDI)
9. Analyse the causes and consequences of rapid population growth;
10. Discuss the characteristics of Nepalese agriculture and the problems of agricultural finance and marketing
11. Explain the sources of agricultural financing
12. Explain the nature and causes of poverty and discuss measures of poverty reduction
13. Explain the importance and problems industrial development
14. Discuss the role, prospects and problems of tourism industry in Nepal;
15. Explain the current status of public enterprises in Nepal

16. Explain the role and means of transportation and communication development
17. Describe the growth, composition and direction of Nepalese foreign trade
18. Describe the classification of government expenditure and sources of government revenue in Nepal;
19. Explain the concept of development planning and describe the salient features of the current plan; and
20. Discuss the process of plan formulation in Nepal

4. Course Scheme

Units	Title head	Teaching hours
	Part A: Quantitative Techniques in Economics	50
1.	Basic statistics used in economics	33
2.	Mathematics used in Economics	15
3.	Quantitative analysis in Economics	2
	Part B: Basic Concepts of Economics	35
4.	Nature of economics	10
5.	Basic economic Issues	7
6.	National Income Accounting	10
7.	Meaning and Indicators of Economic Development	8
	Part C: Nepalese Economy	50
8.	Natural Resources of Nepal	10
9.	Human Resources	8

10	Agriculture	7
11	Poverty	10
12	Industry	10
13	Transportation and Communication	5
14	Foreign trade	4
15	Government Finance	4
16	Development planning	7
	Total Teaching Hours	150

5. Unit Wise Description

The subject matter included in this course are organised in different heads/titles. Generally all are kept in serially. The whole subject matters are organised in sixteen chapters i. e three chapters in part A, four chapters in part B and rest nine chapters in part C. Part A is concerned with mathematics and statistics, B is concerned with some basic concepts of economics and C with Nepalese economy. Different aspects of the various units are discussed as below.



PART **A**

5.1. Basic Statistic used in Economics

This unit includes basic elements of statistics. Theoretical and practical concepts are included in this topic. Meaning, importance, functions and limitations of statistics; concept of primary and secondary data; methods of primary data collection; concept of census and sampling; methods of sampling; reliability of secondary data; organisation of data; presentation (tables, diagrams), measures of central tendency - Mean (*AM, GM, HM*), Median, Mode, partition value: (*Quartiles, Deciles, Percentiles*), Dispersion: Range, Mean Deviation, Quartile Deviation and Standard Deviation) are included.

5.1.1. Prerequisite

It requires the knowledge of secondary school statistics.

5.1.2. Objectives of the Unit

At the end of the teaching of this unit students will be able to:

- a. Give meaning of statistics- singular and plural
- b. Explain the importance and limitations of statistics in economics
- c. Explain the concept of primary and secondary data
- d. Explain the different methods of primary data collection
- e. Explain the meaning and concept of census and sampling
- f. Explain the indicators of reliability of secondary data
- g. Explain the meaning of organisation of data
- h. Use tables and diagrams for presentation of data
- i. Calculate the measure of central tendency - mean, median and mode; partition values-quartiles, deciles and percentiles; dispersion- range, mean deviation, quartile deviation and standard deviation etc.

5.1.3. Specification of Contents

Particulars	Periods (hours)
Introduction of statistics	1
Importance and limitations of statistics	1
Basic concept of data collection - primary and secondary data	1
Different methods of primary data collection	2
Meaning and concept of census and sampling	2
Reliability of secondary data	1
Meaning of organisation of data	1
Tables and diagram for presentation of data	8
Calculation of the measure of central tendency - mean, median and mode; partition values- quartiles, deciles and percentiles; dispersion- range, mean deviation, quartile deviation and standard deviation etc	16
Total	33

5.1.4. Description of Content Areas of the Unit

While teaching the subject included in this unit, following should be carried out.

- a. Explain the meaning of statistics including the definitions of major statisticians - singular and plural
- b. Explain the function and importance of statistics especially for economics and limitations of statistics with various examples
- c. Explain the basic concept of data collection, concept of primary and secondary data with various examples
- d. Explain the different methods of primary data collection with their merits and demerits

- e. Explain the meaning and concept of census and sampling with their advantages and disadvantages
- f. Explain the indicators or basis of reliability of secondary data
- g. Explain the meaning of organisation of data with examples
- h. Describe the importance of tables and diagram for presentation of data and make active the students for constructing the table and diagram with proper index
- i. Calculate the measure of central tendency - mean, median and mode; partition values-quartiles, deciles and percentiles; dispersion- range, mean deviation, quartile deviation and standard deviation etc. Make active the students for solving the numerical problems related to above-mentioned areas.

5.1.5 Teaching Materials, Equipments and Tools

Following materials can be used while teaching this unit:

- a. Diagrams
- b. Tables
- c. Charts showing the organisation of data and data collection procedure

5.1.6 Instructional Process, Strategies

Teachers can use the following methods and strategies for teaching the above-mentioned subjects.

- a. Lecture method
- b. Discussion method
- c. Problems solving method
- d. Homework
- e. Demonstration
- f. Question answer method

5.1.7 Evaluation

Teachers can evaluate the students in the following ways:

- a. Asking long and short question after completing the class
- b. Giving work for constructing the tables and diagrams in the class
- c. Give problems for solving in the class

5.1.8 Key Terms

Statistics
Primary data
Secondary data
Census
Sampling
Organisation of data
Diagrams
Tables
Histogram
Polygon
Pie-chart
Bar diagram
Frequency
Ogives
Central tendency
Arithmetic mean
Geometric mean
Harmonic mean
Median
Mode
Quartiles
Deciles
Percentiles
Dispersion
Range
Mean deviation
Quartile deviation
Standard deviation

5.1.9 Assignment

Assignment should be provided to the students including the short questions, long questions diagram making works, numerical problems etc.

5.2. Mathematics used in Economics

This chapter includes law of indices, logarithms and its rules and uses; solution of equations (one, two and *three variables*) and its application in economics; equation of a straight line etc.

5.2.1. Prerequisite

Knowledge of secondary level mathematics

5.2.2. Objectives of the Unit

At the end of the teaching of this unit, students will be able to:

- a. Solve the problems of law of indices,
- b. Solve the problems of logarithms and its rules and uses
- c. Solve the problems of equations (one, two and *three variables*) and its application in economics
- d. Solve the problems of equation of a straight line etc.

5.2.3. Specification of the Contents

Particulars	Periods (hours)
Law of indices	3
Logarithms and its rules and uses	4
Equations (one, two and <i>three variables</i>) and their application in economics	4
Problems of equation of a straight line etc.	4
Total	15

5.2.4. Description of Content Areas of the Unit

While teaching the subject included in this unit, teachers can proceed as follow.

- a. Explain and show the process to solve the law of indices
- b. Explain and show the process to solve the problems of logarithms and its rules and uses
- c. Show the process of solving equations (one, two and three variables) and its application in economics
- d. Show the process of solving the problems of equation of a straight line etc.

5.2.5. Teaching Materials, Equipments and Tools

Following materials can be used while teaching this unit:

- a. Chart for showing equations,
- b. Diagram for equation of a straight line etc.

5.2.6. Instructional Process, Strategies

Teacher can use the following methods and strategies for teaching the above-mentioned subjects

- a. Lecture method
- b. Discussion method
- c. Problems solving method
- d. Homework
- e. Demonstration
- f. Question answer method

5.2.7. Evaluation

Teachers can evaluate the students in the following ways:

- a. Giving some problems in the class

- b. Asking some questions regarding the application of the equation, log etc in economics

5.2.8. Key terms

Logarithms
Law of indices
Variable
Equation of a straight line
Slope
Intercept

5.2.9. Assignment

Assignment should be provided to the students including the short questions, long questions, diagram making works etc.

5.3. Quantitative Analysis in Economics

This includes the need for quantitative analysis in economics and usages of statistics and mathematics in the economic analysis

5.3.1. Prerequisite

Knowledge of secondary level mathematics and statistics

5.3.2. Objectives of the Unit

At the end of the teaching of this unit students will be able to:

- a. Explain the need for statistics and mathematics in economics
- b. Use the statistics and mathematics in economics

5.3.3. Specification of Content

Particulars	Periods (hours)
Need for statistics and mathematics in economics	1
Use the statistics and mathematics in economics	1
Total	2

5.3.4. Description of Content Areas of the Unit

While teaching the subject included in this unit, following should be carried out.

- a. Explain the need for quantitative analysis in economics
- b. Use of statistics and mathematics in economics

Teaching Materials, Equipments and Tools

Following materials can be used while teaching this unit:

- a. Charts and diagrams
- b. Previously solved numerical examples of statistics and mathematics

5.3.6 Instructional Process, Strategies

Teacher can use the following methods and strategies for teaching the above-mentioned subjects.

- a. Lecture method
- b. Discussion method
- c. Problems solving method
- d. Demonstration
- e. Homework
- f. Question answer method

5.3.7 Evaluation

Teachers can evaluate the students in the following ways:

- a. Short question after completing the class
- b. Make active the students for constructing the table and diagram to explain the economic facts
- c. Some numerical problems can be asked to the students for finding the application of the math and stat in economics
- d. Arrange the short interaction activities in the class regarding the use of statistics and mathematics in economics

5.3.8 Key Terms

Quantitative techniques

5.3.9 Assignment

Assignment should be provided to the students including the short questions, long questions, diagram making works and numerical problems.



PART B

5.4. Nature of economics

This topic includes the definitions of economics, (Adam Smith, A. Marshall and L. Robbins; subject matter of economics, Concept of positive and Normative economics, concept of micro and macro economics.

5.4.1. Prerequisite

Knowledge of secondary level economics, concept of class XI economics and law of demand of the unit one

5.4.2. Objectives of the Unit

At the end of the teaching of this unit students will be able to:

- a. Explain the definition of economics - Adam Smith, Marshall and Robbins
- b. Describe the subject matter of economics
- c. Explain the concept of positive and normative economics
- d. Explain the concept of micro and macro economics

5.4.3. Specification of content

Particulars	Periods (hours)
Definition of economics - Adam Smith, Marshall and Robbins	4
Describe the subject matter of economics	2
Concept of positive and normative economics	2
Explain the concept of micro and macro economics and their differences	2
Total	10

5.4.4. Description of content areas of the Unit

While teaching the subject included in this unit, following should be carried out.

- a. Explain definition of economics given by Adam Smith, Marshall and Robbins
- b. Describe the subject matter of economics with examples
- c. Explain the concept of positive and normative economics
- d. Explain the concept of micro and macro economics with example

5.4.5. Teaching materials, equipments and tools

Following materials can be used while teaching this unit:

- a. Charts for showing the definition of economics
- b. Chart for explaining the subject matter of economics,
- c. Chart Positive and normative economics
- d. Chart for micro and macro economics

5.4.6. Instructional process, strategies

Teacher can use the following methods and strategies for teaching the above-mentioned subject.

- a. Lecture method
- b. Problems solving method
- c. Homework
- d. Question answer method
- e. Discussion method

5.4.7. Evaluation

Teachers can evaluate the students in the following ways:

- a. Asking long and short question after completing the class
- b. Make active the students for constructing the table and diagram to explain the demand and supply curves
- c. Arrange the short interaction activities in the class

5.4.8. Key terms

Wealth definition
Welfare definition
Scarcity definition
Subject matter
Scope of economics
Positive economics
Normative economics
Microeconomics
Macroeconomics
Scarcity
Selection
Production
Consumption
Exchange
Distribution
Public finance

5.4.9. Assignment

Assignment should be provided to the students including the short questions, long questions

5.5. Basic Economic Issues

This topic is concerned with discussion of various issues of economics such as scarcity and choice, allocation of resource and production possibility curve

5.5.1. Prerequisite

Knowledge of secondary level economics, and definition of economics discussed in the previous chapter

5.5.2. Objectives of the Unit

At the end of the teaching of this unit students will be able to:

- a. Explain the concept of scarcity and choice
- b. Explain the concept of allocation of resources
- c. Explain the concept of Production Possibility Curve

5.5.3. Specification of content

Particular	Periods (hours)
Scarcity and choice	2
Allocation of resources	2
Production possibility curve	3
Total	7

5.5.4. Description of content areas of the Unit

While teaching the subject included in this unit, following should be carried out.

- a. Explain the concept of scarcity and choice relating with the definition of Robbins definition of economics
- b. Explain the concept of allocation of resource with different basic questions of allocation of resources
- c. Describe the concept of production possibility curve with the help of table and diagram

5.5.5. Teaching materials, equipments and tools

- a. Charts of different economic issues
- b. Table and diagram for showing the production possibility curve

5.5.6. Instructional process, strategies

- a. Lecture method
- b. Discussion method
- c. Problem solving method
- d. Question answer method
- e. Homework

5.5.7. Evaluation

Teachers can evaluate the students in the following ways:

- a. Asking long and short question after completing the class
- b. Make active the students for constructing the table and diagram to explain the production possibility curve
- c. Arrange the short interaction activities in the class

5.5.8. Key terms

Scarcity
Choice
Allocation of resources
Production possibility curve

5.5.9. Assignment

Assignment should be provided to the students including the short questions, long questions, diagram making works etc.

5.6. National Income Accounting

This topic is concerned with national income and related topic to this. It includes Gross Domestic Production (GDP), Gross National Product (GNP), National Income (NI), Net National Product (NNP), Personal Income (PI) and Disposable Income (DI), different methods of NI measurement and discussion of various difficulties of NI measurement.

5.6.1. Prerequisite

Knowledge of secondary level economics

5.6.2. Objectives of the Unit

At the end of the teaching of this unit, students will be able to:

- a. Explain the concept of GDP, GNP, NI, NNP, PI and DI
- b. Explain the different methods of NI measurement i.e. product method, income method and expenditure method
- c. Explain the difficulties of NI measurement

5.6.3. Specification of content

Particular	Periods (hour)
Concept of GDP, GNP, NI, NNP, PI and DI and their components	4
Different methods of NI measurement i.e. product method, income method and expenditure method	4
Difficulties of NI measurement	2
Total	10

5.6.4. Description of content areas of the Unit

While teaching the subject included in this unit, following should be carried out.

- a. Describe about the concept of GDP, GNP, NI, NNP, PI and DI
- b. Discuss about the different methods of NI measurement i.e. product method, income method and expenditure method with numerical examples
- c. Discuss the various difficulties of NI measurement

5.6.5. Teaching materials, equipments and tools

- a. Charts showing the different concept of National Income

- b. Charts for showing the list of various problems for NI measurement
- c. Numerical tables for showing the different methods of NI measurement

5.6.6. Instructional process, strategies

- a. Lecture method
- b. Problem solving method
- c. Question answer method
- d. Homework
- e. Demonstration

5.6.7. Evaluation

Teachers can evaluate the students in the following ways:

- a. Asking long and short question after completing the class
- b. Make active the students for constructing the table Arrange the short interaction activities in the class

5.6.8. Key terms

GDP

GNP

NI

NNP

PI

DI

Income method of NI measurement and their components

Expenditure method of NI measurement

Product method of NI measurement

5.6.9. Assignment

Assignment should be provided to the students including the short questions, long questions, diagram making works etc.

5.7. Meaning and Indicators of Economic Development

This includes the concept of economic development, characteristics of underdeveloped countries and indicators of economic development

5.7.1 Prerequisite

Knowledge of secondary level economics

5.7.2 Objectives of the Unit

At the end of the teaching of this unit, students will be able to:

- a. Explain the meaning of economic development
- b. Explain the characteristics of underdeveloped countries
- c. Explain the indicators of economic development

5.7.3 Specification of content

Particulars	Period (hours)
Meaning of economic development	3
Characteristics of underdeveloped countries	3
Indicators of economic development	2
Total	8

5.7.4 Description of content areas of the Unit

While teaching the subject included in this unit, following should be carried out.

- a. Define economic development relating with various examples such as national income, per capita income etc
- b. Discuss the various characteristics of underdeveloped countries with reference to Nepal
- c. Explain about the different indicators of economic development

5.7.5 Teaching materials, equipments and tools

Charts showing the various points related to the characteristics of underdeveloped countries, indicators of economic development etc.

5.7.6 Instructional process, strategies

- a. Lecture method
- b. Discussion method
- c. Problem solving method
- d. Question answer method
- e. Homework
- f. Demonstration

5.7.7 Evaluation

Teachers can evaluate the students in the following ways:

- a. Asking long and short questions after completing the class
- b. Arrange the short interaction activities in the class

5.7.8 Key terms

Economic development
Indicators of economic development (PQLI, HDI etc)
Underdeveloped countries
Developed countries

5.7.9 Assignment

Assignment should be provided to the students including the short questions, long questions, diagram making works etc.



PART C

5.8. Natural Resources of Nepal

This topic is concerned with the natural resources of Nepal. This includes water resource (importance, potential and current situation), forest resource (importance, causes and consequences of deforestation), mineral resource (importance and problems), environment and natural resource management for sustainable development, problems of natural resource management etc.

5.8.1 Prerequisite

Knowledge of secondary level economics

5.8.2 Objectives of the Unit

At the end of the teaching of this unit, students will be able to:

- a. Describe the importance of water resource
- b. Explain the potential of water resource
- c. Describe the current situation of water resource
- d. Explain the importance of forest resource
- e. Discuss the causes of deforestation
- f. Discuss the consequences of deforestation
- g. Explain the importance of mineral resources
- h. Explain the problems of mineral resource development
- i. Discuss the environment and natural resource management of sustainable development
- j. Explain the problems of natural resource management

5.8.3 Specification of content

Particulars	Period (hours)
Importance of water resource	1
Potential of water resource	1
Current situation of water resource	1
Importance of forest resource	1
Causes of deforestation	1
Consequences of deforestation	1
Importance of mineral resources	1
Problems of mineral resource development	1
Environment and natural resource management of sustainable development	1
Problems of natural resource management	1
Total	10

5.8.4 Description of content areas of the Unit

While teaching the subject included in this unit, following should be carried out.

- a. Explain the different usages of water resource specially giving importance on economic resource
- b. Explain the potential of water resource with current data
- c. Describe the current situation of water resources in Nepal
- d. Explain the importance of forest resource for economic activities
- e. Discuss the causes of deforestation giving the current data of deforestation
- f. Explain the consequences of deforestation with examples
- g. Explain the importance of mineral resources

- h. Explain the problems of mineral resource development with examples
- i. Discuss the concept of environment and natural resource management for sustainable development
- j. Explain the problems of natural resource management

5.8.5 Teaching materials, equipments and tools

Tables

Charts showing the different points

Relationship diagram of causes and consequences of deforestation

5.8.6 Instructional process, strategies

- a. Lecture method
- b. Discussion method
- c. Problem solving method
- d. Demonstration
- e. Question answer method
- f. Homework

5.8.7 Evaluation

Teachers can evaluate the students in the following ways:

- a. Asking long and short question after completing the class
- b. Arrange the short interaction activities in the class

5.8.8 Key terms

Water resource

Potential of water resources

Forest resource
Forest conservation
Mineral resource
Environment
Natural resource - renewable and non-renewable
Resource management
Sustainable development

5.8.9 Assignment

Assignment should be provided to the students including the short questions, long questions, diagram making works etc.

5.9. Human Resource

This includes the role of human resource in economy, current population situation (size, growth, distribution and composition), concept of human development indicators, causes of population growth, consequences of population growth and remedial measures for controlling the population growth etc.

5.9.1 Prerequisite

Knowledge of secondary level economics

5.9.2 Objectives of the Unit

At the end of the teaching of this topic, students will be able to

- a. Explain the role of human resource in the economy
- b. Explain the current situation of the population i. e. size, growth, distribution and composition of the population

- c. Describe the meaning and indicators of human resource development
- d. Explain the causes of population growth
- e. Explain the consequences of population growth
- f. Describe the remedial measures for population growth

5.9.3 Specification of Contents

Particular	Period (hours)
Role of human resource in the economy	1
Current situation of the population i. e. size, growth, distribution and composition of the population	3
Meaning and indicators of human resource development	1
Causes of population growth	1
Consequences of population growth	1
Remedial measures for population growth	1
Total	8

5.9.4 Description of content areas of the Unit

While teaching the subject included in this unit, following should be carried out.

- a. Explain the role of human resource in the economy giving examples of manpower for economic activities
- b. Explain the current situation of the population i. e. size, growth, distribution and composition of the population with latest census data

- c. Describe the meaning and indicators of human resource development
- d. Explain the causes of population growth activating the students
- e. Explain the consequences of population growth activating the students
- f. Describe the remedial measures for population growth activating the students

5.9.5 Teaching materials, equipments and tools

- a. Data sheet
- b. Flash cards to explain the different points

5.9.6 Instructional process, strategies

- a. Lecture method
- b. Problem solving method
- c. Project method
- d. Demonstration
- e. Question answer method
- f. Homework

5.9.7 Evaluation

Teachers can evaluate the students in the following ways:

- a. Asking long and short question after completing the class
- b. Giving the points for explanation in the class
- c. Asking the possible points related to

5.9.8 Key terms

Population
Population size
Population growth
Population distribution
Population density
Sex ratio
Life expectancy at birth
Age group distribution
Religion
Caste and ethnic structure
Mother tongue
Birth rate
Death rate
Occupation
Literacy of population
Early marriage
Family planning
Migration
Depletion of
Natural resources
Fragmentation of land
Unemployment
Unscientific urbanisation
Poverty
Social awareness
Immigration
Poverty-absolute and relative

5.9.9 Assignment

Assignment should be provided to the students including the short questions, long questions,

5.10. Agriculture

This chapter includes characteristics, importance and problems of agriculture, sources of agricultural finance and nature and problems of agricultural marketing.

5.10.1. Prerequisite

Knowledge of secondary level economics

5.10.2. Objectives of the Unit

At the end of this topic students will be able to:

- a. Explain the characteristics of Nepalese agriculture
- b. Explain the importance of Nepalese agriculture in Nepalese agriculture
- c. Describe the problems of Nepalese agriculture
- d. Describe the different sources of agricultural finance
- e. Explain the nature of Nepalese agricultural market
- f. Explain the problems of Nepalese agricultural market

5.10.3. Specification of content

Particulars	Periods (hours)
Characteristics of Nepalese agriculture	1
Importance of Nepalese agriculture in Nepalese	1

agriculture	
Problems of Nepalese agriculture	1
Sources of agricultural finance	2
Nature of Nepalese agricultural market	1
Problems of Nepalese agricultural market	1
Total	7

5.10.4. Description of content areas of the Unit

While teaching the subject included in this unit, following should be carried out.

- a. Explain the different characteristics of Nepalese agriculture
- b. Explain the importance / role of Nepalese agriculture in Nepalese agriculture
- c. Describe the various problems of Nepalese agriculture
- d. Describe the different sources of agricultural finance
- e. Explain the various nature of Nepalese agricultural market
- f. Explain the problems of Nepalese agricultural market

5.10.5. Teaching materials, equipments and tools

Charts, flash cards and flatten board for explaining the different points related to topic

5.10.6. Instructional process, strategies

- a. Lecture method
- b. Demonstration
- c. Discussion method
- d. Question answer technique
- e. Problem solving method
- f. Project method
- g. Homework

5.10.7. Evaluation

Teachers can evaluate the students in the following ways:

- a. Asking long and short question after completing the class
- b. Giving the points for explanation in the class
- c. Asking the possible points related to agriculture

5.10.8. Key terms

Agriculture
Finance
Organised sources of credit
Unorganised sources of credit
Agricultural marketing

5.10.9. Assignment

Assignment should be provided to the students including the short questions, long questions, diagram making works etc.

5.11. Poverty

The topic includes the concept of poverty, characteristics of the poor, causes of poverty and different measures for poverty alleviation.

5.11.1. Prerequisite

Knowledge of secondary level economics

5.11.2. Objectives of the Unit

At the end of this topic, the students will be able to:

- a. Give the meaning of poverty

- b. Explain the characteristics of the poor
- c. Describe the causes of poverty in Nepal
- d. Describe the different measures of poverty alleviation

5.11.3. Specification of content

Particulars	Periods (hours)
Meaning of poverty	2
Characteristics of the poor	2
Causes of poverty in Nepal	3
Different measures of poverty alleviation	3
Total	10

5.11.4. Description of content areas of the Unit

While teaching the subject included in this unit, following should be carried out.

- a. Explain the meaning of poverty
- b. Explain the characteristics of the poor
- c. Describe the causes of poverty in Nepal
- d. Describe the different measures of poverty alleviation

5.11.5. Teaching materials, equipments and tools

Charts,
Flannel board
Flash cards showing the different points

5.11.6. Instructional process, strategies

- a. Lecture method
- b. Discussion method

- c. Question answer technique
- d. Homework
- e. Project method
- f. Demonstration

5.11.7. Evaluation

Teachers can evaluate the students in the following ways:

- a. Asking long and short question after completing the class
- b. Giving the points for explanation in the class
- c. Asking the possible points related to

5.11.8. Key terms

Poverty
Absolute poverty
Relative poverty
Poverty alleviation
Basic need
Scarcity
Quality of life
Education
Health and sanitation
Disparity

5.11.9. Assignment

Assignment should be provided to the students including the short questions, long questions, diagram making works etc.

5.12. Industry

This topic includes importance and problems of cottage, small, medium and large-scale industries, tourism industry (importance, prospects, problems and remedial measures) and current status of public enterprises

5.12.1. Prerequisite

Knowledge of secondary level economics

5.12.2. Objectives of the Unit

At the end of this topic, students will be able to:

- a. Explain the importance of small and cottage industry
- b. Explain the importance of medium and large scale industries
- c. Describe the problems of small and cottage industries
- d. Discuss the problems of medium and large scale industries
- e. Explain the importance of tourism
- f. Describe the prospects of tourism
- g. Describe the problems of tourism
- h. Describe the remedial measures for reducing the problems of tourism
- i. Describe about the current status of Public Enterprises in Nepal

5.12.3. Specification of content

Particular	Periods (hours)
Importance of small and cottage industry	1
Importance of medium and large scale industries	1
Problems of small and cottage industries	1
Problems of medium and large scale industries	1
Importance of tourism	1
Prospects of tourism	1
Problems of tourism	1
Remedial measures for reducing the problems of tourism	1
Concept and current status of Public Enterprises in Nepal	2
Total	10

5.12.4. Description of content areas of the Unit

While teaching the subject included in this unit, following should be carried out.

- a. Explain the various importance of small and cottage industries for income employment and other aspects of the economy
- b. Explain the importance of medium and large scale industries with various examples
- c. Describe the problems of small and cottage industries giving emphasis on its different aspects
- d. Discuss the problems of medium and large scale industries
- e. Explain the importance of tourism with examples
- f. Describe the prospects of tourism with examples
- g. Describe the problems of tourism with examples
- h. Describe the remedial measures for reducing the problems of tourism in Nepal
- i. Describe about the current status of Public Enterprises in Nepal

5.12.5. Teaching materials, equipments and tools

Charts
Graphs
Flatten board
Flash cards

5.12.6. Instructional process, strategies

- a. Lecture method
- b. Discussion method
- c. Question answer technique
- d. Homework
- e. Project method

5.12.7. Evaluation

Teachers can evaluate the students in the following ways:

- a. Asking long and short question after completing the class
- b. Giving the points for explanation in the class
- c. Asking the possible points related to

5.12.8. Key terms

Cottage industries
Small-scale industries
Medium scale industries
Large-scale industries
Tourism industries
Public enterprises
Privatisation
Liberalisation

5.12.9. Assignment

Assignment should be provided to the students including the short questions, long questions, diagram making works etc.

5.13. Transportation and Communication

This topic includes the role of transportation and communication in economic development, means of transportation and communication.

5.13.1. Prerequisite

Knowledge of secondary level economics

5.13.2. Objectives of the Unit

At the end of this topic, students will be able to:

- a. Explain the role of transportation in economic development
- b. Explain the role of communication in economic development
- c. Describe about the different means of transportation in different parts of the country
- d. Describe about the different means of communication in economic development

5.13.3. Specification of contents

Particulars	Periods (hours)
Role of transportation	1
Role of communication	1
Means of transportation	1
Means of communication	2
Total	5

5.13.4. Description of content area of the Unit

While teaching the subject included in this unit, following should be carried out.

- a. Explain the role of transportation in economic development with examples
- b. Explain the role of communication in economic development with examples
- c. Describe about the different means of transportation in different parts of the country i. e traditional and modern in different parts of the country
- d. Describe about the different means of communication in economic development i. e. electronic and non-electronic etc.

5.13.5. Teaching materials, equipments and tools

Graphs
Charts
Pictures
Models

5.13.6. Instructional process

- a. Lecture method
- b. Discussion method
- c. Question answer technique
- d. Homework
- e. Project method
- f. Demonstration

5.13.7. Evaluation

Teachers can evaluate the students in the following ways:

- a. Asking long and short question after completing the class
- b. Giving the points for explanation in the class
- c. Asking the possible points related to

5.13.8. Key terms

Transportation
Communication
Post office
Economic mobility
Economic integration

5.13.9. Assignment

Assignment should be provided to the students including the short questions, long questions, diagram making works etc.

5.14. Foreign Trade

This is concerned with the Nepalese foreign trade. It includes growth, composition, direction and problems of foreign trade

5.14.1. Prerequisite

Secondary level economics

5.14.2. Objectives of the Unit

At the end of the teaching of this unit students will be able to

- a. Describe the growth, composition and direction of foreign trade
- b. Explain the Problems of foreign trade

5.14.3. Specification of contents

Particulars	Periods (hours)
Growth, composition and direction of foreign trade	3
Problems of foreign trade	1
Total	4

5.14.4. Description of content area of the Unit

While teaching the subject included in this unit, following should be carried out.

- a. Describe about the growth pattern of foreign trade, composition and its direction over the years with the help of data

- b. Discuss about the problems of foreign trade with reference to import and export

5.14.5. Teaching materials, equipments and tools

Graph
Chart
Table
Flash card for showing problems

5.14.6. Instructional process

- a. Lecture method
- b. Demonstration
- c. Discussion method
- d. Question answer technique
- e. Homework
- f. Project method

5.14.7. Evaluation

Teachers can evaluate the students in the following ways:

- a. Asking long and short question after completing the class
- b. Giving the points for explanation in the class
- c. Asking the possible points related to

5.14.8. Key terms

Import
Export
Balance of trade
Composition of foreign trade
Direction of foreign trade

5.14.9. Assignment

Assignment should be provided to the students including the short questions, long questions, diagram making works etc

5.15. Government Finance

This includes the classification of government expenditure and sources of government revenues

5.15.1. Prerequisite

Secondary level economics

5.15.2. Objectives of the Unit

At the end of the teaching of this unit students will be able to

- a. Describe about the classification of the government expenditure
- b. Explain the different source of government revenue

5.15.3. Specification of contents

Particulars	Periods (hours)
Classification of government expenditure	2
Sources of government revenue	2
Total	4

5.15.4. Description of content area of the Unit

While teaching the subject included in this unit, following should be carried out.

- a. Discuss the classification o government expenditure
- b. Explain the various sources of government revenue with examples

5.15.5. Teaching materials, equipments and tools

Tables
Charts
Diagram

5.15.6. Instructional process

- a. Lecture method
- b. Discussion method
- c. Question answer technique
- d. Homework
- e. Project method
- f. Demonstration

5.15.7. Evaluation

Teachers can evaluate the students in the following ways:

- a. Asking long and short question after completing the class
- b. Giving the points for explanation in the class
- c. Asking the possible points related to

5.15.8. Key terms

Expenditure
Development expenditure
Regular expenditure
Revenue
Tax revenue
Non-tax revenue

5.15.9. Assignment

Assignment should be provided to the students including the short questions, long questions, diagram making works etc.

5.16. Development Planning

This includes concept of planning, objectives, priorities, policies of current plan and process of plan formulation

5.16.1. Prerequisite

Secondary level economics

5.16.2. Objectives of the Unit

At the end of teaching of this lesson, students will be able to

- a. Explain the concept of planning
- b. Explain the objectives, priorities and policies of current plan and
- c. Discuss about the process of plan formulation

5.16.3. Specification of contents

Particulars	Periods (hours)
Concept of planning	1
Objectives, priorities and policies of current plan and	4
Process of plan formulation	2
Total	7

5.16.4. Description of content area of the Unit

While teaching the subject included in this unit, following should be carried out.

- a. Explain the concept of planning with the different periodic plans in Nepal
- b. Explain the objectives, priorities and policies of current plan
- c. Discuss about the process of plan formulation with diagram

5.16.5. Teaching materials, equipments and tools

Tables

Charts

Diagram

5.16.6. Instructional process

- a. Lecture method
- b. Discussion method
- c. Question answer technique
- d. Homework
- e. Demonstration

5.16.7. Evaluation

Teachers can evaluate the students in the following ways:

- a. Asking long and short question after completing the class
- b. Giving the points for explanation in the class
- c. Asking the possible points related to

5.16.8. Key terms

Planning

Objectives of planning

Priority of planning

5.16.9. Assignment

Assignment should be provided to the students including the short questions, long questions, diagram making works etc.



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