

Govt targets 100 mn Jan Dhan a/cs, to help LPG subsidy scheme

Mahua Venkatesh and Anupama Airy

Letters@hindustantimes.com

NEW DELHI With the Pradhan Mantri Jan Dhan Yojana (PMJDY) eliciting good response, the government is now looking to open about 100 million new bank accounts by January 26, 2016, compared to the original target of 75 million.

Bank accounts being opened under PMJDY are critical for the success of the direct benefit transfer for LPG (DBTL), which will be rolled out nationwide on January 1, 2016. Under the scheme, the subsidy amount of around ₹400 per LPG cylinder will be transferred directly into beneficiaries' bank accounts.

"We have already achieved the target... Over 7 crore (70 million) zero-balance savings accounts have already been opened under the scheme, which would be linked to directing subsidies directly. We are now looking at about 10 crore (100 million) new accounts by January 26," a senior finance ministry official said.

"A meeting would be held this week to take stock. Prime Minister Narendra Modi is keeping a close watch on the progress of the scheme," he added.

The DBTL scheme has already been launched in 54 districts in 11 states. The increased number of bank accounts would boost the efforts to service the 160 million LPG customers in India.

The PMJDY accounts will also facilitate transfer of subsidy to eligible citizens under various other government-run welfare schemes. Subsidy flow into these accounts will boost low-cost deposit for the banks

ON A ROLL

Bank accounts under PMJDY are set to exceed target by Jan 26

75 mn No. of accounts the govt targeted under PMJDY by Jan 26; 77 mn have already been opened

100 mn New target for no. of accounts

160 mn No. of LPG account holders

WELFARE SUBSIDY

Prime Minister Narendra Modi launched the Jan Dhan Yojana (PMJDY) to boost financial inclusion

PMJDY will facilitate transferring of subsidies of direct benefit transfer of LPG subsidy (DBTL) and other welfare schemes into beneficiaries' accounts

DBTL, which will cover 160 mn consumers with LPG connections, will be rolled out nationwide on Jan 1

and provide overdraft and loan facilities to the account holders.

The government is also looking at making subsidised LPG available in smaller cylinders.

After the country-wide roll out of DBTL, consumers will have to pay the ₹10 for a regular 14.2 kg cylinder. Many poor people cannot afford it, and need only 2-3 kg of cooking gas a month. Smaller 5 kg subsidised cylinders will be introduced shortly to make life easier for masses of Indians, Union Minister Dharmendra Pradhan had told AT last week.

GST IN FINAL LEG

The goods and services tax may finally become a reality

STATUS UPDATE

The Cabinet cleared a fresh Constitution Amendment Bill for introducing GST on Wednesday

WHAT GST WILL DO

- GST will offer a single-shot solution by subsuming a welter of local levies into one system
- States impose different taxes with varying rates on same products
- For instance, a car's price will vary among states because of different rates of taxes including value added tax, octroi and road tax
- Under GST, all these will be subsumed under a single tax, thereby making India a single market

HOW IT WILL WORK

- Under GST, the states and the Centre will collect identical rates of taxes on goods and services
- For instance, if 26% is the GST rate on a good across the country, the states and the Centre will get 8% each

THE PETRO TANGLE

- States wanted petro products kept out of GST, since taxes on these comprise more than a third of their indirect taxes



Trucks queued up at a state tax checkpoint

A BUMPY RIDE

The Bill has been stuck as states feared that GST's implementation will rob them of fiscal powers and erode revenues

THE SOLUTION

- The Constitution Amendment Bill will offer a compensation package to states for potential revenue losses
- The package will likely come with a sunset clause of five years, during which the Centre will compensate them

WHAT'S DECIDED

- Petro products will be kept outside GST for two years
- States' council will review it after that

- The govt plans to introduce the Constitution Amendment Bill in the current session of Parliament that concludes next week
- Once it is passed, the states' council will review it

Why this chapter?

For a very long time, Indian social science textbooks discussed the details of affairs outside India only in world history textbooks. This is for the first time in an economics textbook, the details of aspects related to economic development of other countries and particularly India's neighbouring countries are discussed. This is because of various reasons. India occupies a special position in the south Asian region, both economically and politically and has a greater scope to foster regional peace and prosperity. Students are expected to understand how other neighbouring countries grow economically. India's long-term prosperity depends to a great degree on a conflict-free neighbourhood. Since India has spatial and geographical advantages in producing certain goods and services and other countries also have similar advantages, we all know from theories of international trade that building trade relations with neighboring nations would also benefit India. We know that many countries forge alliance among themselves to meet trade and other non-trade challenges. Understanding India's neighbors' and forming alliances also would help India to meet global challenges.

What was Presented in the chapter?

Different textbooks provide the details of development experiences in different ways. In the NCERT textbooks for example took up two kinds of data - economic and human development dimensions of three countries – India, China and Pakistan are compared over the last few decades. In this textbook, some of the policy initiatives all the three countries took up such as five-year plans were also discussed. In the end of the chapter, some of the challenges these three countries despite the development initiatives are discussed.

What Were The Sources Used To Compare Three Countries?

This is one of the topics students and teachers may find difficult to collect additional materials or get latest data on Gross Domestic Product and Human Development Indicators. Teachers are required to visit a nearby library and look for the following published documents.

- (i) **World Development Report:** This document is published by the World Bank, Washington every year. This report focus on specific theme each year. The Appendix part of the report contains statistics relating to development indicators for each country.
- (ii) **Human Development Report:** This report, published every year contains data relating to health, education and income of countries. Even countries are also classified into three – low development, medium development and high development. This is published by United National Development Programme of the United Nations Organisation.
- (iii) **World Health Report:** This report is published by World Health Organisation, Geneva. Almost all the statistics relating to health aspects are available in this report.
- (iv) **Economic Survey:** The Ministry of Finance of the Government of India publishes this document based on budgetary details. Though most of the statistics is pertaining to India, in some sections, details of other countries are also compared.

One of the best ways to access these reports, if they are not available in the library is the internet. Not also reports are available in PDF format, statistics relating to previous years can also be downloaded from the websites of the publishers of these reports.

Though the statistics may be available from these reports, the policy initiatives of these countries are the ones difficult to get from Indian libraries. For this, teachers are required to search for books, articles written by scholars and available in the internet. It is also necessary to look the website of the Government of the respective countries. One data mine available in the internet is the world development indicator (WDI) (www.data.worldbank.org). The World Bank has kept the statistics of various countries during the last 30-40 years in one single excel file. If the teacher is able to work with excel software, she would find this databank extremely useful for understanding of how countries' developmental path has changed over the last four decades.

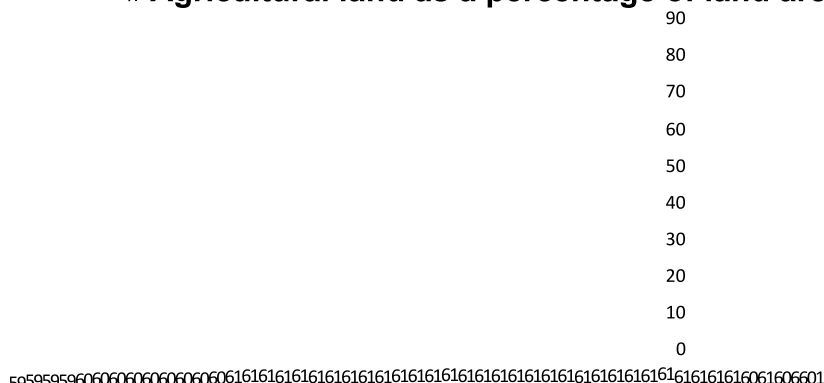
Understanding India's Neighbour Countries' Economies: Going beyond Textbook In the textbooks, only three set of data sources are provided to understand the comparative developmental trajectory of India, China and Pakistan. They are,

T

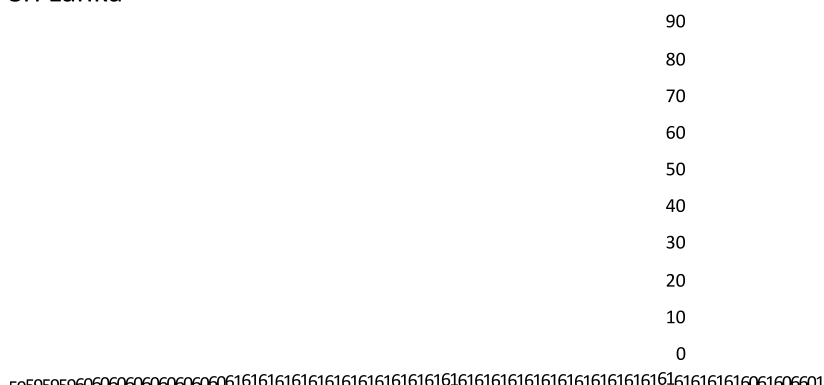
Gross Domestic Product, Employment in three sectors and Human Development Indicators. Teachers can also use other statistics while teaching this chapter and use them for open book examinations. Example of a few other developmental indicators is given below. The data used to develop the line and bar diagrams are available in World Development Indicator (www.data.worldbank.org) and Human Development Reports (www.undp.org). It should be noted that the data for latest years can also accessed from these reports and websites.

T

1. Agricultural land as a percentage of land area (1961-2009)



Bangladesh
China
India
Nepal
Pakistan
Sri Lanka



Bangladesh
China
India
Nepal
Pakistan
Sri Lanka

You will notice that India for the last 40 years did not make major improvement in increasing the agricultural land. In contrast, China has increased the agricultural land area from about 35% to 55% during the same period. Sri Lanka besides war-affected nature, has also increased the agricultural area over the years.

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2. Irrigated Land As A Percentage Of Total Agricultural Lands (2001-2009)

Irrigation is an essential component of agricultural prosperity in a country. The following chart shows that Pakistan has the highest level of irrigation as more than two-thirds of its agricultural lands get irrigation facilities. There is a very slow growth during the 10-year period with only about one-third of lands are getting irrigation facilities. This also shows that not all of India's neighbouring countries are backward.

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Bangladesh
China
India
Nepal
Pakistan

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33.6
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200120022003200420052006200720082009

Bangladesh
China
India
Nepal
Pakistan

3. Access to electricity (as a % of population - 2009)

Electricity is a basic infrastructure for any country. India is behind Sri Lanka and China in this regard.

120
99.4
100

80
76.6
66.3
62.4
60
41
43.6

40
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0

Bangladesh
China
India
Nepal
Pakistan
Sri Lanka
120
99.4
100

80
76.6
66.3
62.4

60
41
43.6

40

20

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Bangladesh
China
India
Nepal
Pakistan
Sri Lanka

The following are examples a similar line diagrams depicting different statistics. Can you write 5-10 lines for on each one? The lines with data labels are pertaining to India.

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Bangladesh

China

India

Nepal

Pakistan

Sri Lanka

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Bangladesh

China

India

Nepal

Pakistan

Sri Lanka

Market Capitalization Of Listed Companies (As A % Of GDP) ²⁰⁰

180
160
140
120

100
80
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86
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Bangladesh
China
India
Nepal
Pakistan
Sri Lanka

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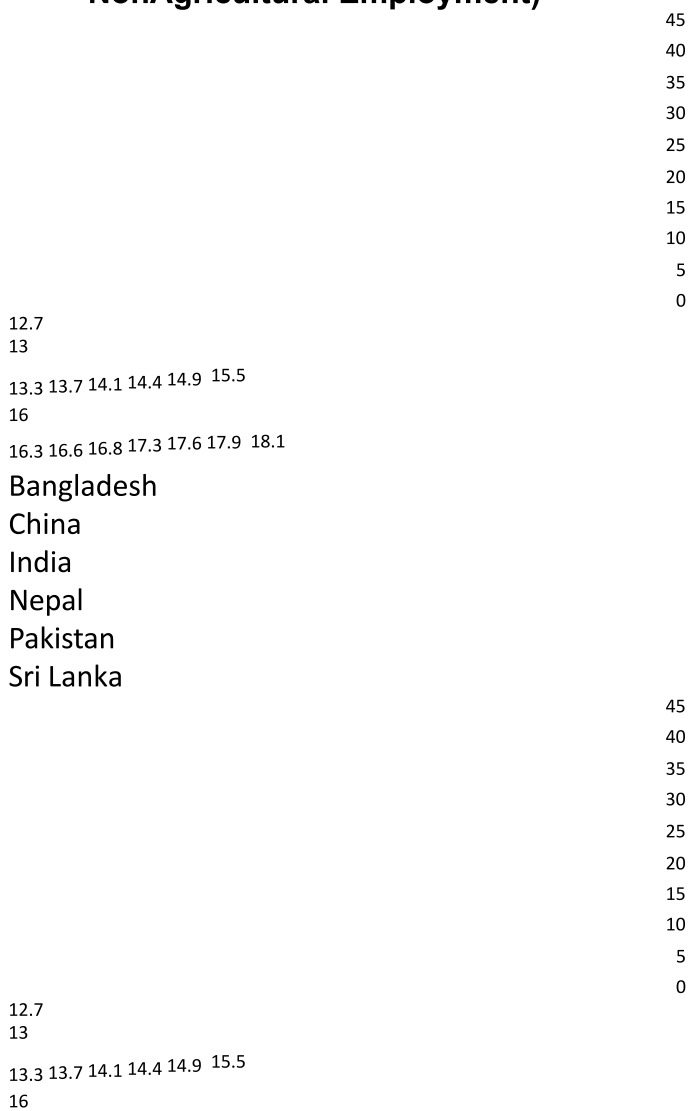
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Bangladesh
China
India
Nepal
Pakistan
Sri Lanka

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2010

Women Employed In The NonAgricultural Sector (As A % Of Total NonAgricultural Employment)



16.3 16.6 16.8 17.3 17.6 17.9 18.1

Bangladesh
China
India
Nepal
Pakistan
Sri Lanka

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Bangladesh
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Health Expenditure of Percentage of GDP

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1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009

Bangladesh

China

India

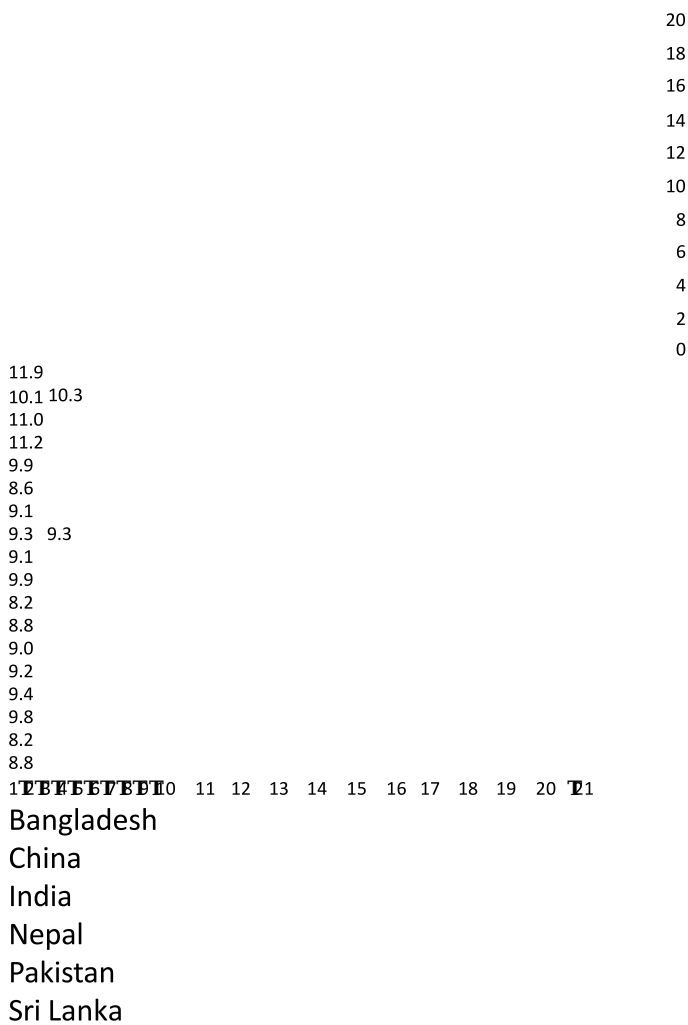
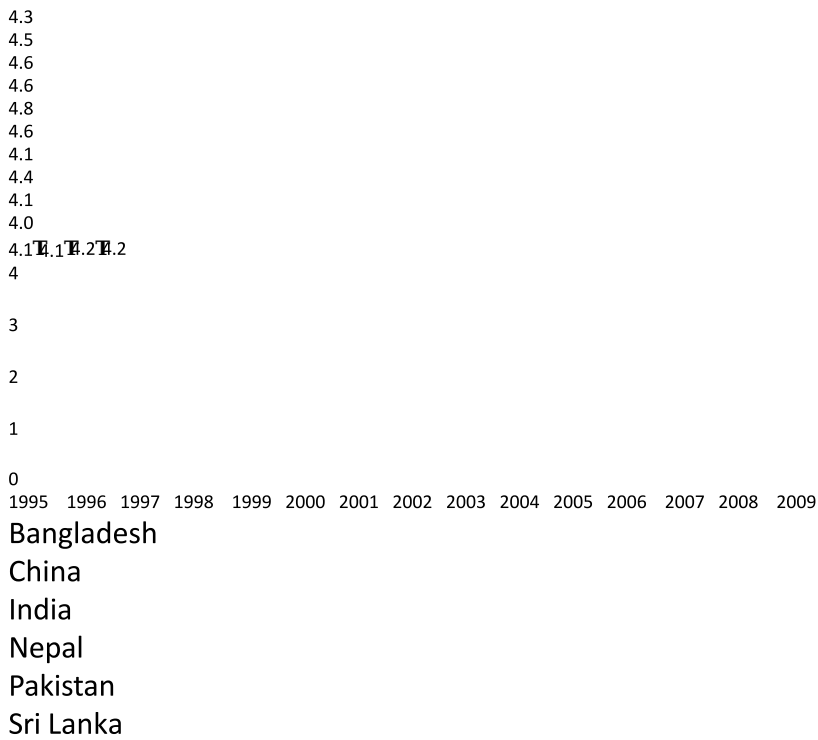
Nepal

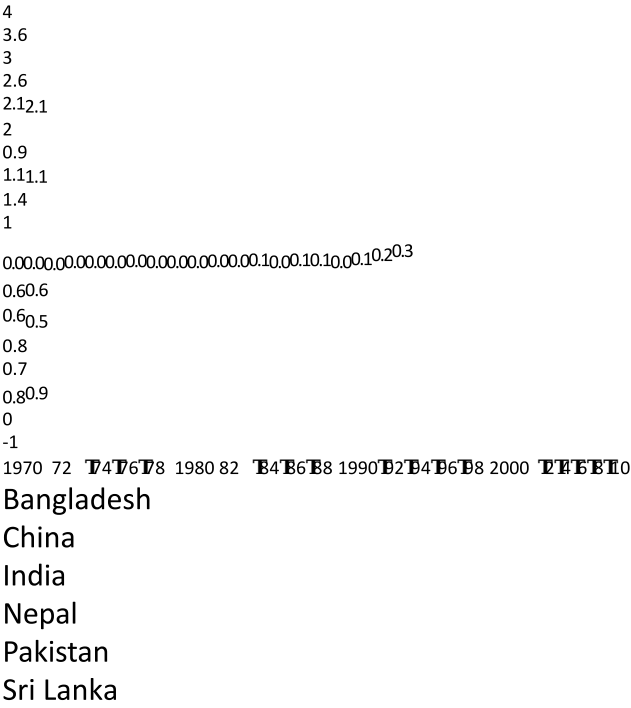
Pakistan

Sri Lanka

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Government expenditure on social security and welfare (as a % of GDP) ⁶



India
Nepal
Sri Lanka

To sum up, while comparing India's neighboring countries, one important point we may notice is that not all the countries are developmentally inferior to India or China. One country may have performed better in one developmental indicator whereas a few others could be developed in other parameters.

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Students studying this chapter are expected to understand the background of each country, geographical details, level of employment and output, and the state of human development indicators and so on. Students are also expected to understand, how countries make policies with regard to economic aspects. Students may be given opportunities by supplying the details of a few countries and may be encouraged to collect details of other countries. For example, the details of India, China and Pakistan are already available in the textbook. The teacher can collect statistics relating to other neighboring countries – Nepal, Sri Lanka, Afghanistan and Bhutan. If students feel that some other developed countries such as United States of America, United Kingdom, France, Germany, the teacher can collect the data and present in the class. This can motivate students to search the details of other countries given as home work.

In the closed book examinations, no statistics are provided and students are expected to write based on what was available in the textbook. In contrast to this, if there is open book examinations, students may be given a table of statistics relating to a few countries and the students may be asked to analyse and interpret the data.
In the closed book examinations, no statistics are provided and students are expected to write based on what was available in the textbook. In contrast to this, if there is open book examinations, students may be given a table of statistics relating to a few countries and the students may be asked to analyse and interpret the data.

One example based on the textbook is given below: Question:

The following data shows the demographic details of India, China and Pakistan. Explain the differences between three countries and what could be reasons for this trend.

Country	Population Density (per square km)	Urbanisation	Population Growth (Annual)	Sex Ratio
India	421	32	1.24	934
Pakistan	236	38	1.65	947
China	145	53	0.43	929

Students answering this question are expected to understand concepts given in the table. They are expected to provide the details of geography, history, and polity behind each data. For example, students can answer for a question of why

China has a higher level of urbanization compared to India and Pakistan. They are also expected to give details of economic policies each government took for reducing population growth. Students can draw bar or line diagrams to interpret the numerical table. They can also compare how far these three countries have performed in the demographic front when compared with other developed countries. Students may be given better grades / marks if they are able to cite the sources along with their responses.

Teachers can also use other statistics for open book examinations. Example of a few other developmental indicators is given below. The data are available in World Development Indicator and Human Development Report:

1. Agricultural land as a percentage of land area
2. Irrigated land as a percentage of total agricultural lands
3. Access to electricity (as a % of population)
4. Time required to start business (days)
5. Market capitalization of listed companies (as a % of GDP)
6. Armed forces personnel (as a % of total labour force)
7. Women employed in the nonagricultural sector (as a % of total non- agricultural employment)
8. Strength of Legal Rights Index (0-weak to 10 – strong)
9. Workers' remittances as a % of GDP Health Expenditure of Percentage of GDP Tax Revenue as a % of GDP
10. Foreign Direct Investment as a % of GDP
11. Subsidies and other transfers (as % of all expenditure)
12. Government expenditure on social security and welfare

GLOBAL ECONOMIC SCENARIO—IMPACT OF GOVERNMENT POLICIES

Abstract

The global economic environment appears poised for a change for the better with the recent sharp fall in the international prices of crude petroleum, which is expected to boost global aggregate demand, and the sharp recovery in the US economy in the face of gradual withdrawal from monetary accommodation. Rapid improvement in technology has been one major factor that has stimulated the globalisation process. For instance, the past fifty years have seen several improvements in transportation technology. Liberalisation of foreign trade and foreign investment policy have resulted in flow of MNCs. MNCs can provide money for additional investments, like buying new machines for faster production. It might bring with them the latest technology for production. MNCs are exerting a strong influence on production at these distant locations. As a result, production in these widely dispersed locations is getting interlinked. Starting around 1991, some far reaching changes in policy were made in India. The government decided that the time had come for Indian producers to compete with producers around the globe. As per the World Trade Organization (WTO), India's share in global exports and imports increased. SEZs are to have world class facilities: electricity, water, roads, and transport, and storage, recreational and educational facilities. Government has also allowed flexibility in the labour laws to attract foreign investment. Indian Government has undertaken a number of reforms and is planning several more. The present write up discusses few. Growth with equity has been the focus of Indian economic policy since the 1960s. By 2020, India is projected to be the youngest nation in the world in terms of size. While this 'youth bulge' provides India great opportunities, it also poses challenges. These young people need to be healthy, suitably educated, and appropriately skilled to contribute optimally to the economy. The main issue to address then is not just providing employment but increasing the employability of the labour force in India. What steps and policies Govt. has taken/planned has been taken up to give an insight as to how Government policies impact a common man besides economy as a whole.

Globalisation is defined as the integration between countries through foreign trade and foreign investments by multinational corporations (MNCs). Integration of production and integration of markets is a key idea behind understanding the process of globalisation and its impact. MNCs have been a major force in the globalisation process connecting distant regions of the world. More and more goods and services, investments and

technology are moving between countries. Tax on imports is an example of trade barrier. It is called a barrier because some restriction has been set up.

Globalisation has been facilitated by several factors. Three of these have been highlighted as under:

1. Rapid improvements in technology,
2. Liberalisation of trade and investment policies and,
3. Pressures from international organisations such as the WTO.

Rapid improvement in technology has been one major factor that has stimulated the globalisation process. For instance, the past fifty years have seen several improvements in transportation technology. Liberalisation of foreign trade and foreign investment policy. Even more remarkable have been the developments in information and communication technology.

World Trade Organisation (WTO) is one such organisation whose aim is to liberalise international trade. Started at the initiative of the developed countries, WTO establishes rules regarding international trade, and sees that these rules are obeyed. These people today, enjoy much higher standards of living than was possible earlier.

Interlinking Production across Countries MNC is not only selling its finished products globally, but more important, the goods and services are produced globally. MNCs set up production jointly with some of the local companies of these countries. The benefit to the local company of such joint production is two-fold. First, MNCs can provide money for additional investments, like buying new machines for faster production. Second, MNCs might bring with them the latest technology for production. MNCs are exerting a strong influence on production at these distant locations. As a result, production in these widely dispersed locations is getting interlinked.

Indian Scenario

Starting around 1991, some far reaching changes in policy were made in India. The government decided that the time had come for Indian producers to compete with producers around the globe. As per the World Trade Organization (WTO), India's share in global exports and imports increased from 0.8 per cent and 1.0 per cent respectively in 2004 to 1.7 per cent and 2.5 per cent in 2013.

A Free Trade Agreement (FTA) in services and investment was signed with the Association of South East Asian Nations (ASEAN) in September 2014.

Steps to Attract Foreign Investment In 2014, FDI policy has been further liberalized. FDI up to 49 per cent through the government route has been permitted in the defence industry. Higher FDI has also been

allowed on a case-to-case basis. FDI up to 100 per cent through the automatic route has been permitted in construction, operation, and maintenance of identified railway transport infrastructure. Norms related to minimum land area, capitalization, and repatriation of funds for FDI in construction development projects have been further liberalized.

SEZs are to have world class facilities: electricity, water, roads, and transport, and storage, recreational and educational facilities. Government has also allowed flexibility in the labour laws to attract foreign investment.

Benefits of Globalisation

Instead of hiring workers on a regular basis, companies hire workers 'flexibly' for short periods when there is intense pressure of work number of well-off buyers. In these industries and services, new jobs have been created. Also, local companies supplying raw materials, etc to these industries have prospered.

Foreign trade creates an opportunity for the producers to reach beyond the domestic markets, i.e., markets of their own countries. Similarly, for the buyers, import of goods produced in another country is one way of expanding the choice of goods beyond what is domestically produced. Among producers and workers, the impact of globalisation has not been uniform. These products have a large wide-ranging choice of goods in our markets.

This is also true in rural India where economic conditions for farmers and labourers are under stress. The policy issue now is no longer whether but how best to "provide and protect," and technology-based direct benefit transfers will play an important role in this regard.

Competition and Uncertain Employment Globalisation has also created new opportunities for companies providing services, particularly those involving IT. But several of the units have shut down rendering many workers jobless. The small industries in India employ the largest number of workers (20 million) in the country, next only to agriculture.

Globalisation and the pressure of competition have substantially changed the lives of workers. Where earlier a factory used to employ workers on a permanent basis, now they employ workers only on a temporary basis so that they do not have to pay workers for the whole year. Workers also have to put in very long working hours and work night shifts on a regular basis during the peak season. Wages are low and workers are forced to work overtime to make both ends meet. While this competition among the garment exporters has allowed the MNCs to make large profits, workers are denied their fair share of benefits brought about by globalisation.

Moreover, increasingly conditions of work in the organised sector have come to resemble the unorganised sector like Social security schemes started by the Central Government.

Present Scenario

The global economic environment appears poised for a change for the better with the recent sharp fall in the international prices of crude petroleum, which is expected to boost global aggregate demand, and the sharp recovery in the US economy in the face of gradual withdrawal from monetary accommodation.

A sudden correction in financial markets and downside risks to growth with a possible further slowdown in the euro area along with the likely duration of the oil price supply shock effect, are some of the concerns that linger on. The level of global economic activity has a significant direct bearing on the growth prospects of the emerging economies through trade channels. In 2013-14, POL imports accounted for 36.6 per cent of total imports. Hence, changes in crude oil prices have direct bearing on India's CAD.

The Ninth Ministerial Conference of the WTO took place in Bali during 3-7 December 2013. Amongst these Decisions, two are of particular significance for India, viz. the Ministerial Decision for an Agreement on Trade Facilitation and the Ministerial Decision on Public Stockholding for Food Security Purposes.

The Trade Facilitation Agreement (TFA), which was also endorsed by India at the Ninth Ministerial Conference, is basically aimed at greater transparency and simplification of customs procedures, use of electronic payments and risk management techniques, and faster clearances at ports.

In the first half of 2014-15, India's external-sector position was benign and comfortable. Two important developments were that: (i) lower trade deficit along with moderate growth in invisibles resulted in lower CAD and (ii) there was a surge in capital inflows, enabled by higher portfolio investment, foreign direct investment (FDI), and external commercial borrowings (ECB).

India's key debt indicators compare well with other indebted developing countries. The ratio of India's external debt stock to gross national income at 23.0 per cent was the sixth lowest. In terms of the cover provided by foreign exchange reserves to external debt, India's position was sixth highest at 64.7 per cent. The reality and prospect of high and rising growth, combined with macroeconomic stability, is the promise of India going forward.

A further impetus to growth will be provided by **declining oil prices** and increasing monetary easing facilitated by ongoing moderation in inflation. Simulating the effects of tax cuts, declining oil prices will add spending power to households, thereby boosting

consumption and growth. Oil is also a significant input in production, and declining prices will shore up profit margins and hence balance sheets of the corporate sector.

Economic Reforms

Indian Government has undertaken a number of reforms and is planning several more. A single GST rate (across States and products) set at internationally competitive levels with limited exemptions would maximize its pro-growth, pro-compliance, and pro-single market creating potential.

Moderated gold imports will also help sustain a manageable current account deficit. As the terms of trade deteriorate and as rural incomes come under pressure. One response in the short run must be to enhance targeted support for the vulnerable in agriculture, namely the small farmer and agricultural labourer. The MGNREGA program has the virtue of being reasonably well-targeted.

Rationalisation of subsidies and better targeting of beneficiaries through direct transfers would generate part of the resources for the public investment that is essential in research, education, extension, irrigation, water-management, soil testing, warehousing and cold-storage. Price subsidies, no doubt provide help, but only a small fraction of the benefits actually accrue to the poor.

Subsidies are also susceptible to the brutal logic of self-perpetuation. In the case of sugar, to protect sugarcane producers high support prices are awarded; to offset this tax on mill owners, they are supported through subsidized loans and export subsidies; and then they are again taxed by placing restrictions on sales of molasses that are produced as a by-product.

Different subsidies also interact to hurt the poor. The larger share of economic benefits from the price subsidy probably accrues to the fertiliser manufacturer and the richer farmer who accounts for a larger share of fertiliser consumption, not the beneficiary most in need, namely the poor farmer.

India ranks amongst the most attractive investment destinations, well above other countries. The robust external-sector outcome in the current year of moderate trade and current account deficits, abundant financial flows, a build-up of foreign exchange reserves and broadly stable exchange rate movement points to a return to the path of strength and resilience that was in evidence before the global financial crisis of 2008.

The correction in the international prices of crude petroleum in the second half of the current fiscal has helped in the decontrol of diesel prices. The overall trade performance signaled an opportune time for withdrawal of restrictions on gold imports. The resilience also owed in part to the trade diversification process.

India is increasingly integrated with the rest of the world. It is evident that India's rising two-way external-sector transactions have more than doubled as a proportion of GDP

over the last ten years. Trade openness provides opportunities for higher growth through higher exports and makes available better quality products domestically at globally competitive prices. Globalisation has enabled some large Indian companies to emerge as multinationals themselves: Tata Motors (automobiles), Infosys (IT), Ranbaxy (medicines), Asian Paints (paints), Sundaram Fasteners (nuts and bolts). Globalisation is now a reality, the question is how to make globalisation more 'fair'?

People with education, skill and wealth have made the best use of the new opportunities. The government can play a major role in making this possible. Its policies must protect the interests, not only of the rich and the powerful, but all the

people in the country. For instance, the government can ensure that labour laws are properly implemented and the workers get their rights. It can support small producers to improve their performance till the time they become strong enough to compete. If necessary, the government can use trade and investment barriers. It can negotiate at the WTO for 'fairer rules' people also can play an important role in the struggle for fair globalisation.

Impact Of Government Policies Growth with equity has been the focus of Indian economic policy since the 1960s. By 2020, India is projected to be the youngest nation in the world in terms of size. While this 'youth bulge' provides India great opportunities, it also poses challenges. These young people need to be healthy, suitably educated, and appropriately skilled to contribute optimally to the economy.

The main issue to address then is not just providing employment but increasing the employability of the labour force in India. Employability is contingent upon knowledge and skills developed through quality education and training. The Prime Minister's Skill India objective should be accorded high priority along with, and indeed in order to realize, "Make in India", so as to eliminate the current negative protection facing Indian manufacturing. It is aimed at addressing key problems such as ramping up investment, rationalizing subsidies, creating a competitive, predictable, and clean tax policy environment, and accelerating disinvestment.

Sarva Shiksha Abhiyan (SSA) is the designated scheme for implementation of the RTE Act and it includes reimbursement for expenditure incurred for at least 25 per cent admissions of children belonging to disadvantaged and weaker sections in private unaided schools from the academic year 2014-15. **The Padhe Bharat Badhe Bharat initiative to create a base for reading, writing, and math fluency is a good step.**

A dedicated Department of Skill Development and Entrepreneurship has been created under the Ministry of Skill Development. Entrepreneurship, Youth Affairs and Sports to accord focused attention in this area.

The Deen Daya Upadhyaya Grameen Koushalya Yojana (DDU-GKY) is a placement-linked skill development scheme for poor rural youth. Other new programmes that aim

at bringing minorities into mainstream development include Nai Manzil for education and skill development of dropouts; USTTAD (Upgrading Skills and Training in Traditional Arts/Crafts for Development) to conserve traditional arts/crafts and build capacity of traditional artisans and craftsmen belonging to minority communities; **Nai Roshni, a leadership training programme for women; and MANAS for upgrading entrepreneurial skills of minority youths.**

A major impediment to the pace of quality employment generation in India is the small share of manufacturing in total employment.

Organized Unorganized Total (In percentages)

Formal	45.4	0.4	8.1
Informal	54.6	99.6	91.9
Total	17.3	82.7	100

The Rashtriya Swasthya Bima Yojana (RSBY) is a scheme under the Unorganized Workers' Social Security Act 2008. It is a smart card-based cashless health insurance scheme, including maternity benefit, which provides a cover of Rs 30,000 per family per annum on a family floater basis to below poverty line (BPL) families in the unorganized sector. As per the National Skill Development (NSDC), for the period between 2013 and 2022 there is an incremental requirement of 120 million skilled persons in the non-farm sector.

The Swachh Bharat Mission (Gramin) launched in October 2014, aims at attaining an Open Defecation Free India by 2 October 2019. Besides, Mission Indradhanush launched in December 2014 will cover all children by 2020 who are either unvaccinated or are partially vaccinated against seven vaccine-preventable diseases.

The 2014 Human Development Report (HDR) presents the Human Development Index (HDI)—values and ranks—for 187 countries. India's HDI value for 2013 is 0.586, ranking it 135 out of 187 countries and territories, the lowest among the BRICS countries. Introduction of the GST is also expected to make Indian products competitive in domestic and international markets. Studies show that this would instantly spur economic growth. It would translate into enhanced economic welfare and higher returns to the factors of production, viz. land, labour, and capital.

In October 2014, the government has made a move towards major pricing reforms in order to rationalize the subsidy structure in the oil and gas sector. The prices of diesel have been deregulated and have become market-determined at retail level and at the refinery gate.

Financial Inclusion

To achieve the objective of financial inclusion by extending financial services to the large hitherto unserved population of the country and to unlock its growth potential, the Pradhan Mantri Jan-Dhan Yojana (PMJDY) was launched on 28 August 2014. The Yojana envisages universal access to banking facilities with at least one basic banking account for every household, financial literacy, access to credit and insurance. The beneficiaries will receive a Debit Card having inbuilt accident insurance covers of Rs1 lakh. It can boost household consumption and asset ownership and reduce food security problems for the ultra-poor. These two schemes will enable achievement of multiple objectives such as financial inclusion, insurance penetration, and digitalization.

Cash transfers can also augment the effectiveness of existing anti-poverty programs, like the MGNREGA. The National

Food Security Mission (NFSM) is being implemented with the new target of additional production of 25 million tons of food grains. The pulses component has been allocated fifty per cent of total funds under the NFSM in order to increase their production.

Make in India

The Make in India programme is aimed to facilitate investment, foster innovation, enhance skill development, protect intellectual property, and build best-in-class manufacturing infrastructure. Information on twenty-five sectors has been provided on a web portal along with details of FDI policy.

Ease of Doing Business

To improve India's low Ease of Doing Business Index ranking, reforms are being undertaken in areas such as starting a business, dealing with construction permits, registration of property, power supply, paying taxes, enforcing contracts, and resolving insolvency.

Skill Development

A new Ministry of Skill Development and Entrepreneurship to promote skill and entrepreneurial activities. The objectives of the Swachh Bharat Mission (SBM) are elimination of open defecation, eradication of manual scavenging, modern and scientific solid waste management, and generating awareness about sanitation and its linkage with public health.

The objective of Heritage City Development and Augmentation Yojana (HRIDAY) is to preserve the character of a heritage city and facilitate inclusive heritage-linked urban development by exploring various avenues including involvement of the private sector. It is proposed to develop 100 smart cities identified on the basis of stipulated criteria. These cities will have smart (intelligent) physical, social, institutional, and economic infrastructure to improve public services.

In Budget 2014-15 Digital India has been envisioned as an ambitious umbrella programme to prepare India for knowledge-based transformation. This would ensure broadband connectivity at village level, improved access to services through IT-enabled platforms, greater transparency in government processes and increased indigenous production of IT hardware and software.

Beti Bachao Beti Padhao (BBBP) Programme, for promoting survival, protection, and education of the girl child was launched on 22 January 2015 at Panipat, Haryana, a state that is noted for the lowest CSR- 835 (SRS 2013). The overall goal of the BBBP programme is to celebrate the girl child and facilitate her education with the objectives of preventing gender-biased sex-selective elimination, ensuring survival and protection, and education of the girl child.

Good Governance

1. **Need to cut subsidy leakages, not subsidies themselves committed to the process of rationalizing subsidies.**
2. **Direct Transfer of Benefits to be extended further**

MUDRA Bank, with a corpus of ₹ 20,000 crores, and credit guarantee corpus of ₹ 3,000 crores to be created. MUDRA Bank will be responsible for refinancing all Micro-finance Institutions which are in the business of lending to such small entities of business through a Pradhan Mantri Mudra Yojana.

Pradhan Mantri Suraksha Bima Yojna to cover accidental death risk of ₹ 2 Lakh for a premium of just ₹ 12 per year.

Atal Pension Yojana to provide a defined pension, depending on the contribution and the period of contribution. Government to contribute 50% of the beneficiaries' premium limited to ₹ 1,000 each year, for five years, in the new accounts opened before 31st December 2015.

Pradhan Mantri Jeevan Jyoti Bima Yojana to cover both natural and accidental death risk of ₹ 2 lakh at premium of ₹ 330 per year for the age group of 18-50.

Unclaimed deposits of about ₹ 3,000 crores in the PPF, and approximately ₹ 6,000 crores in the EPF corpus. The amounts to be appropriated to a corpus, which will be used to subsidize the premiums on these social security schemes through creation of a Senior Citizen Welfare Fund **Atal Innovation Mission (AIM)** to be established in NITI to provide Innovation Promotion Platform involving academicians, and drawing upon national and international experiences to foster a culture of innovation, research and development. A sum of ₹ 150 crore will be earmarked.

SETU (Self-Employment and Talent Utilization) to be established as Techno-financial, incubation and facilitation programme to support all aspects of start-up business. ₹ 1000 crore to be set aside as initial amount in NITI.

Deen Dayal Upadhyay Gramin Kaushal Yojana to enhance the employability of rural youth.

A **Student Financial Aid Authority** to administer and monitor the front-end all scholarship as well Educational Loan Schemes, through the **Pradhan Mantri Vidya Lakshmi Karyakram Yojana** to be included within the ambit of charitable purpose under Section 2(15) of the Income-tax Act.

Hint for Teachers

As a student of Economics, you must have realised that teaching of economics requires a constant linking of textual knowledge to what is happening in economy. The recent shift in assessment and evaluation strategies

also lay focus on application based component more. Mere cramming of content is not sufficient. As teachers encourage and initiate dialogue/debate in classroom on the various related topics in the light of current scenario and policies. It is all the more interesting for a student when he can establish the link between the text and the world of work. Encourage them to read and comprehend the newspaper articles that appear in economy section. May put up a Display Board in classroom and ask students to bring related cuttings and pin on board with date and source and with their names. Take just few minutes to discuss with students. Always plan a class in week to discuss some aspect of text in the light of the policies and the happenings in world of economy. Economics is a dynamic subject. Economics is a subject one can see and relate in every sphere of life. Teach with same zeal and passion.

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ANALYSE, INTERPRET AND EVALUATE STATISTICAL INFORMATION

Abstract

Statistics is one of the most important tool in the hands of learners of Economics When it comes to decision making based on analysis of data and facts. The Project Work in class XI is where teachers can guide and encourage students to apply statistics in arriving at project findings and conclusions as they are taught the basics of Statistics as a subject under Economics in class XI. The following section will be very useful as it elaborates as to how Statistical Information is used in Practice. Read and understand very carefully and then discuss, guide and Interact with students on each and every aspect showing them the way to use this at different stages of Project Work.

Statistics is one of the most important tool in the hands of learners of Economics When it comes to decision making based on analysis of data and facts. The Project Work in class XI is where teachers can guide and encourage students to apply statistics in arriving at project findings and conclusions as they are taught the basics of Statistics as a subject under Economics in class XI. The following section will be very useful as it elaborates as to how Statistical Information is used in Practice. Read and understand very carefully and then discuss, guide and Interact with students on each and every aspect showing them the way to use this at different stages of Project Work.

1. Analyse, Interpret and Evaluate Statistical Information

Discussion on various statistical tools - Data, Sampling methods, Graphs, Use of measures of central tendency, dispersion & correlation - Analysis & Application.

Index numbers and its application.

Economic interpretation of statistical values derived - its use and limitations.

2. Additional Topics in Micro-Macro economies for 2015-16

(i) Deriving the slope of demand wise & supply curve

- Concept of slope and intercepts
- Deriving slope and intercepts of straight line.
- Deriving slopes on a curve.

(ii) Production Function - Short run and Long run.

- Returns to factor
- Returns to scale.
- Explaining using mathematical tools and graph.

The process of data analysis is the process of turning data into meaningful information. Although there are no hard and fast rules for how to analyse statistical data, ensuring that you have a methodical and systematic approach is vital to ensuring your analysis is accurate. Poor quality analysis can lead you to draw incorrect and inappropriate conclusions.

STEP 1 Identify the issues or questions you require information about, specify objectives, and formulate

expectations To ensure the analysis conducted is appropriate for addressing the underlying objective, it is vital that you understand the issue you are investigating. It is also necessary to understand the interrelationships that exist between relevant social, economic and/ or environmental factors relating to the issue. You can then formulate a set of questions which you're seeking answers and specify your objectives for analysing the data. You may like to consider:

- What is the topic or issue?
- What is the context in which to understand this issue?
- How will the analysis be used? For example:
 - the issue is the increase in students leaving school before completing year 12
 - the context might include, what is the economic, social and demographic characteristics of and those leaving school, and help introduce a program aimed at students who are and aren't leaving school
 - the analysis will throw light on the circumstances between those staying and those leaving school, and help introduce a program aimed at encouraging students to remain in schools until year 12.

It is also a good idea to formulate a set of expectations for what the data might reveal. Developing an understanding of why certain patterns might emerge in the data and what it might mean for your analysis, will help you analyse the data and draw conclusions.

STEP 2 Determine appropriate analytical techniques and undertake data analysis Determining which analytical techniques are appropriate for investigating the data is necessary before any analysis takes place. The different analytical tools and techniques available range from simple (e.g. measures of spread) to quite complex (e.g. modelling). Keep in mind that some analytical techniques are not always appropriate for all sets of data. It is important to ensure that appropriate techniques are used in order to avoid misinterpretation or misleading results. Most of these statistical measures can be calculated automatically in spreadsheets.

The different analytical techniques can be broadly broken down into summary statistical measures and graphical analysis, however these are often used in combination.

Graphical analysis

Graphical analysis is a useful way to gain an instant picture of the distribution of the data and identifying any relationships in the data that require further investigation. Patterns in data can be more easily discernible when displayed in graphs. A range of graphical techniques can be used to present data in a pictorial format. For example, column graphs, row graphs, dot graphs and line graphs.

One way of summarising data is to produce a frequency distribution table or graph. A frequency table is a grouping of data into categories showing the number of observations in each category. These categories are referred to as classes. Once the class frequencies have been produced, the distribution can be represented graphically by column, row, dot or line graph. It may also be appropriate to plot relative frequencies to show the percentage of the population within each class interval – which enables the different sizes to be directly compared.

Summary statistical measures

Calculating summary statistics will assist you to understand the distribution of the data. These summary measures are useful for comparing information and are more precise than graphical analysis. Summary statistics assist you to develop an understanding of:

- the centre of a set of data. This is important as we often want to know what the central value is for the sample or population. The mean, median and mode are useful measures of central location. However, these measures of location can't tell the whole story about the distribution of the data. It is possible for two data sets to have the same mean but vastly different distributions. Therefore, you should also analyse the amount of variability in the data
- the variability or the spread of the data. The range, inter-quartile range, standard deviation, and variance are useful measures of variability or the spread of the data.

There are also a range of analytical techniques that can enable you to gain a deeper understanding of the data. This can involve analysing the data to determine change over time; comparison between groups; comparing like with like; and relationships between variables. Modelling techniques such as linear regression, logistic regression, and time series analysis are some ways to explore these relationships. Assistance can be sought from experienced analysts when undertaking complex statistical analysis.

STEP 3 Assess the results of analysis against the objectives and expectations Once you have analysed, and computed some statistics from the data and feel that you have a good grasp for what the data is saying, you can then look at drawing appropriate conclusions about the data. This process can be quite complex depending on the questions you are seeking answers for and in some instances, the answers will not be clear cut. Your analysis may provide you with the basis for describing what happened but there may be many possible reasons for why this has occurred. It is important not to consider the issue in isolation, but to think about the interrelationships between social, economic and environmental factors. You may need to seek clarification through further analysis and research to ensure the conclusions you draw are accurate.

Some things to consider when drawing conclusions may be:

- what are the main results or conclusions that can be drawn?
- what other interpretations could there be?
- can the results or conclusions be supported statistically?
- do the conclusions make sense?
- do the results differ from initial expectations?

STEP 4 Review the objectives, recommence data analysis cycle as appropriate If there are still questions unanswered, you may need to begin the data analysis cycle again.

If you're interested in learning more about data analysis, the ABS delivers a specialised training course on '*Analysing Survey Data Made Simple*'. The course covers these basic principles for analysing data as well as exploring more complex data analysis techniques.

COMMUNICATE STATISTICAL FINDINGS

Being able to turn data into information or communicate statistical information accurately is vital for effective decision-making. The following section provides an overview of writing statistical commentary and using tables and graphs to communicate statistical findings.

Writing about statistics provides an opportunity to present your analysis in a way that tells a story about the data. In effect, statistical writing can bring data to life, making it real, relevant and meaningful to the audience. When communicating statistical information it is important to ensure that the information presented is clear, concise and accurate. It is also important to provide contextual information and to draw out the main relationships, causations and trends in the data.

The following provides some useful tips to follow when writing about statistics:

- describe the context within which the topic sits
- present the complete picture to avoid misrepresentation of the data
- accurately convey the main findings clearly and concisely
- include definitions to support correct interpretations of the data
- where necessary include information on how the data was collected, compiled, processed, edited and validated
- include information on data quality and data limitations
- use plain, simple language and where possible minimise the use of jargon
- ensure information and data are accurate
- where possible avoid using data that have data quality concerns
- use tables and graphs to present and support your written commentary.
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- use tables and graphs to present and support your written commentary.

T

The following tips can help you ensure that statistical information is accurate, and easy to read and understand:

- | | | | | | | |
|--|---|--|--|--|--|---|
| •avoid subjective language or descriptions (e.g. slumped to 45%) | •statements should be backed up by the data (e.g. a greater proportion of 0-14 year olds identified as Indigenous than 15-24 year olds (5.8% compared to 4.1%)) | •use proportions to improve flow and ease of comprehension (e.g. nearly three quarters (73%) of females) | •use rates when comparing populations of different sizes (e.g. age specific death rate, crime rates) | •a percentage change (the relative change between two numbers) is different from a percentage point change (the absolute difference between two percentages) | •be careful of percentage change and small numbers (e.g. the region experiences a 100% increase in the number of reported crimes (from two reported incidences in 2002 to four reported incidences in 2003)) | •figures should always be written as numbers (e.g. 45% instead of forty-five percent) |
|--|---|--|--|--|--|---|
- comparison of large numbers can be improved by using a different scale

- rounded figures are used in text and raw data in tables.

Using Tables, Graphs and Maps to Communicate Statistical Findings Whether writing a report or making a presentation, the story should be told by your evidence. A simple table, graph or map can explain a great deal, and so this type of direct evidence should be used where appropriate. However, if a particular part of your analysis represented by a table, graph or map does not add to or support your argument, it should be left out.

While representing statistical information in tables, graphs or maps can be highly effective, it is important to ensure that the information is not presented in a manner that can mislead the reader. The key to presenting effective tables, graphs or maps is to ensure they are easy to understand and clearly linked to the message. Ensure that all the necessary information required to understand what the data is showing is provided, as the table, graph or map should be able to stand alone.

Tables, graphs and maps should:

- relate directly to the argument
- support statements made in the text
- summarise relevant sections of the data analysis
- be clearly labelled.

Using Tables to Communicate Statistical Findings

An effective table does not simply present data to the audience, it supports and highlights the argument or message being presented in the text, and helps to make the meaning of that message clear, accessible, and memorable for the audience.

The following checklist may be useful when creating tables:

- label each table separately
- use a descriptive title for each table
- label every column
- provide a source if appropriate
- provide footnotes with additional information required for understanding table
- minimise memory load by removing unnecessary data and minimising decimal places
- use clustering and patterns to highlight important relationships
- use white space to effect
- order data meaningfully (e.g. rank highest to lowest)
- use a consistent format for each table.

It is also very important not to present too much data in tables. Large expanses of figures can be daunting for a reader, and can actually obscure your message.

Graphs are also a useful tool for presenting data. They provide a way to visually represent and summarise complex statistical information. They are especially useful for revealing patterns and relationships that exist in the data and for showing how things may have changed over time. A well placed graph may also be useful in improving readability by breaking up large chunks of text and tables.

There are a range of different graphs used for presenting data, such as bar graphs, line graphs, pie graphs and scatter plots. It is important to use the right type of graph for presenting the information.

Effective graphs are easy to read and clearly present the key messages. Points to consider when using graphs for presentation purposes are as follows.

Title: Use a clear descriptive title to properly introduce the graph and the information it contains.

Type of graph: Choose the appropriate graph for your message, avoid using 3D graphs as they can obscure information.

Axes: Decide which variable goes on which axis, what scale is most appropriate.

Legend: If there is more than one data series displayed, always include a legend, preferably within the area of the graph, to describe them.

Labels: All relevant labels should be included, including thousands or percentages, and the name of the x-axis if required.

Colour/shading: Colours can help differentiate, however, know what is appropriate for the medium you're using.

Footnotes: These can help communicate anything unusual about the data, such as limitations in the data, or a break in the series.

Data source: Where appropriate, provide the source of data you've used for the graph.

3/4 Rules: For readability, it's generally a good rule of thumb to make the y axis 3/4 the size of the x-axis.

Using Maps to Communicate Statistical Findings

A map can often convey a message more concisely than words. Using maps to present statistical information about a geographic area can provide a quick overview of what a set of data is showing and highlight the patterns and relationships in different regions.

When presenting statistical information in a map format, ensure that you label each map correctly; include a legend; provide a scale; and include all contextual information to assist with understanding the data, and any limitations there may be.

The Fundamental Components that together make Up a Good Map, Include:

- prominent, clear title
- clear, self-explanatory legend

- neat, uncluttered layout
- easily understood scale bar
- acknowledgement of whom produced the map.
- if a thematic map, unobtrusive but useful topographic detail
- explanation of the detail, accuracy and currency of the data

The ABS provides a number of products for thematically mapping census statistics for a chosen location. The maps illustrate the distribution of selected population, ethnicity, education, family, income, labour force, and dwelling characteristics.

Interpreting Statistical Values

Statistics helps in capturing vital information about various aspects of life. We need to teach our students apart from the various statistical methods, its use in various situations, how to interpret and also make inferences. They should also be aware of the limitations of the statistical method and should be capable of using them appropriately in different situations. This develops the critical and analytical thinking skills among the students.

For a deeper understanding of social and economic issues, we need to access the data and information available. Analysing the statistical information is vital for implementation, monitoring and evaluation of policies. After due practice, children are able to learn find out various statistical data. But it is also important for them to decide upon the appropriate method to be used under different conditions. After deciding the statistical method they should be enabled to find out the statistical results. Interpreting the statistical results is the crucial step in the statistical analysis.

Using-Graph- Curvature, Intercepts, Slope and Tangent

Graphs offer a way to visually express key economic ideas. The graph help to simplify economic ideas and make them more concrete that might be less clear if described with tables, equations or words. It reveals the trend of the particular variable and enables comparison. Graphs show relationship between variables, which necessarily need not be two.

Slope and intercepts are used widely used in economics. We need to learn how to determine the slope on a straight line and also on the curves. As CBSE has introduced in the new syllabus, slope of the demand curve and the slope on a supply curve we need to orient the teachers in the newly introduced topics.

CONDUCTING PROJECTS IN ECONOMICS

- **Consumer projects** are those projects in which learners learn many concepts through watching a documentary, film and listening speech of budget presentations by Hon'ble Finance Minister.
- **Producer projects** are those projects in which learners become able to produce some kind of study materials like preparing a model of ATM, co-operative society, etc. and knowing economic features of any concept on school, etc.
- **Field projects** are those projects in which learners visit a nearby locality for collection of information to complete the project activity.
- **Library projects** are those projects in which learners study the documents available on library on a given topic to complete the project activity like expenditure on education and health under XIth and XIIth Five Year Plan.
- **Project activity** provides an opportunity to learners to explore various economic issues from daily life of people in society. Projects are based on the principle of learning by doing. The learners improve and acquire their skills related to ongoing economic activities through projects. The learners get deep insights on a given topic by interacting with people, organizations etc. They learn to design certain tools also for collection of data.

Objectives

- To acquaint learners from real economic experience in neighbouring locality.
- To acquire competency in collection, organization and presentation of data.
- To enable learners to apply statistical techniques in analysis of data.
- To develop ability in drawing conclusions and presenting reports in class.

Types of Project

- Consumer Projects
- Producer Projects
- Field Projects
- Library Projects

Steps for conducting a Project Activity

- Purposing
- Planning
- Executing
- Judging

Summarization - At this last, the overall impact of project activity is drawn and discussed.

Introduction

Project method is an important method of instruction in Economics as it helps the students in applying their knowledge in real-life. This helps the students in the Application of knowledge for an overall better understanding. The role of the teacher is to help the students in the application of subject knowledge. Below are some examples of Projects that the teachers can help their students to conduct and collect data, organize it, analyze it, interpret it and draw some objective based conclusions.

Example 1:

Unit III: Current Challenges Facing the Indian Economy **Chapter 4: Poverty**

Topic: Income of a Worker Living under Poverty **Rationale:** The person I had interviewed was named 'Dilip' who is a 'Rickshaw puller' by job. He belongs to a small district named 'Begusarai' in Bihar. Dilip is the only earning member in his family including his parents, wife and four children. His parents, wife and children are staying in his village. When I enquired about the history of Dilip's life and his work, he humbly answered that basically he started his work as a agricultural labour. He used to cultivate his owners' land in his village during the early days of his life he worked for the cultivation of crops during the sowing and harvesting season of staple crops. When the size of his family increased which led him to think of an alternate job in order to fulfill the needs of his growing family. He found that lot of time goes waste during the off season of farming. He heard from some of his villagers that they go to the cities to earn money during the off season and even he met one of his villager, who told Dilip that he pulls rickshaw in Delhi during the off season and it brings him enough money to meet atleast the basic needs of his family. This motivated Dilip to join his friend in the job of Rickshaw pulling to feed his large family by utilizing the time of off season. Dilip is working as a Rickshaw puller in Kishangarh, New Delhi since seven years and he is able to make money even today with the growing population in the city. I would like to show the data of his earning and saving during the early days of Rickshaw pulling in New Delhi as per information given by him.

Dilip is continuing with the job of Rickshaw pulling even today as he is able to make the required amount of money needed for sustenance of his family. Today, he starts his daily routine at 8 AM in the morning and ends his duty at 8

PM. He is generally pulling his rickshaw on the Baba Laturia main road of Kishangarh village. Now his children have grown up and besides studying in the neighbouring government primary/middle school are looking after the farming activity along with their mother. During the sowing and harvesting season Dilip used to stop Rickshaw pulling and visits his village to help his wife and children in the cultivation of crops. When the farming season gets over, he returns back to Delhi to carry rickshaw pulling. But, he thinks that the job of Rickshaw pulling in Delhi is now a days Rickshaw pulling has become the work of whole year, so he thinks to migrate his family from Bihar to Delhi for caring and education of children. Dilip is a very hardworking person who finds employment throughout the year, pulling rickshaw. The comparative data of his earning and saving is shown under organization and presentation of data. as provided by Dilip during the interview.

(i) Objectives

- To know background of the worker.
- To understand problems that he is facing in his real life.

(ii) Methodology

- **Nature of the project:** Field Survey
- **Time:** Three Days
- **Tool:** Informal Interview

(iii) Implementation of the project

- **Collection of Data.** The data was collected through an informal interview.
- **Organization and Presentation of Data.**

Table 1: Year wise earnings of the worker

Year	Earnings Per Day (Rs.)
2012	200
2015	600

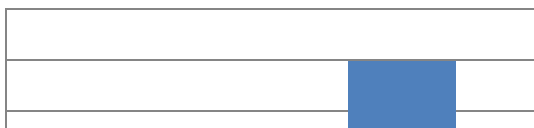
Table 1: showing the increase in his per day income in the years.

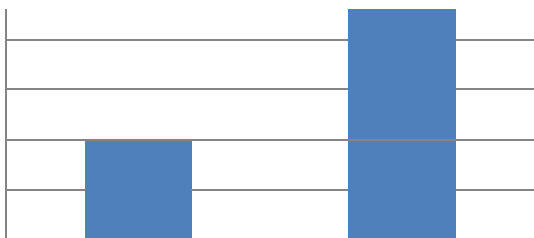
- **Analysis of Data.**

Change in Dilip's per day Income in Delhi 700



Change in Dilip's per day Income in Delhi 700





- **Interpretation of Data.**

Dilip's income increased from Rs. 200 per day to Rs. 600 per day in a time of 3 years. This shows a 200% increase in his income in 3 years.

(iv)Results

- The steady increase in per day income is enough to sustain his large family which includes his parents, wife and four children in village.
- This increase is enough for him to take the decision to call his family to Delhi.

(v)Assessment (10 Marks)

What has the learner acquired through this project?

- Preparation of report (2 marks).
- Use of statistics in presentation and analysis of data (2 marks).
- Presentation of report in the class room (2 marks).
- Ability to answer the asked questions in the classroom (2 marks).
- Interest and confidence level of learner towards the subject (2 marks).

Example 2:

Unit III: Current Challenges Facing the Indian Economy **Chapter 6:** Rural Development **Topic:** Credit and Banking in Rural Area **Rationale.** This project was carried out to understand the credit and banking facilities available in a village Kishangarh of the rural areas. The development of credit and banking facilities is extremely important for the effective functioning of the economy. A questionnaire was administered on 20 households to understand the trends of the usage of banking and credit facility.

(i)Objectives

- To know sources of credit transaction in a locality.
- To understand role of people towards sources of credit in a locality.

(ii)Methodology

- **Nature of the project:** Field Survey
- **Time:** Five Days
- **Tool:** Formal Questionnaire (Attached in Appendix 'A')

(iii)Implementation of the project

- **Collection of Data.** The data was collected through a questionnaire.
- **Organization and Presentation of Data.**

Table 2: No. of bank account holders in two different years

Year	2012	2015
Percentage of male who have Bank Accounts	60	55
Percentage of female who have Bank Accounts	95	80

- **Analysis of Data.**



- **Interpretation of Data.**

The percentage of males who had bank accounts has increased remarkably in the years. Also, there has been a significant increase in the percentage of females who have bank accounts. This is because of the various schemes run by the government from time to time to persuade people in the rural areas to open bank accounts. Also it was observed that the rural people normally depended on 'Self-Help Groups' for obtaining credit instead of the banks.

Results

- There has been a significant increase in the percentage of people who have bank accounts in the village of rural area, this increase is seen more in male population than female.
- The people in the rural area mostly relied on the unorganized sector for obtaining credit.

(iv) Assessment (10 Marks)

What has the learner acquired through this project?

- Preparation of report (2 marks).
- Use of statistics in presentation and analysis of data (2 marks).
- Presentation of report in the class room (2 marks).
- Ability to answer the asked questions in the classroom (2 marks).
- Interest and confidence level of learner towards the subject (2 marks).

Example 3:

Unit III: Current Challenges Facing the Indian Economy **Chapter: 7,** Employment: Growth, Information and Other Issues **Topic:** Self-Employed and Hired Workers in a Locality **Rational.** This project is undertaken to understand the structure of working people in an area. An informal questionnaire was distributed in a locality to around 20 households chosen randomly in the

Kishangarh which is rural area. It is important to understand the employment structure in an area so that different facilities can be provided accordingly to the people.

(i)Objectives

- To know structure of working persons in a locality.
- To understand that which type of employment is prevailing in a locality.

(ii)Methodology

- **Nature of the project:** Field Survey
- **Time:** Days
- **Tool:** Informal Questionnaire (Attached in Appendix 'B')

(iii)Implementation of the project

- **Collection of Data.** The data was collected through an informal questionnaire.
- **Organization and Presentation of Data.**

Table 3: % of people engaged in different occupation

Occupation	Percentage of people engaged
Self hired	55
Service in private sector	43
Service in Govt. sector	2
TOTAL	100

Table 3: Occupational Distribution of an area

Occupation Distribution of an area

self employed

service in private sector service in govt. Sector Occupation Distribution of an area

self employed

service in private sector service in govt. Sector

• **Analysis of Data.**

Around 55% of people in the area were self hired. 43% were employed in small enterprises in the unorganized sector and only 2% had jobs in the Government sector of the economy.

• **Interpretation of Data.**

Majority of people in the area are self-hired. They either had a small shop or did other kind of small businesses. And 43% of people were employed in the private sector and most of them in the unorganized sector. Only a very small proportion had government jobs.

The government should take this in consideration while framing policies for the area. Also they should provide facilities for the smooth functioning and progress of the unorganized sector of the economy.

(iv)Results

- A major proportion of people living in a rural area are self employed followed by jobs in private sector.
- There are very less percentage of people employed in the Government sector.

(v)Assessment (10 Marks)

What has the learner acquired through this project?

- Preparation of report (2 marks).
- Use of statistics in presentation and analysis of data (2 marks).
- Presentation of report in the class room (2 marks).
- Ability to answer the asked questions in the classroom (2 marks).
- Interest and confidence level of learner towards the subject (2 marks).

Example 4:

Unit III: Current Challenges Facing the Indian Economy Chapter: 7, Employment: Growth, Information and Other Issues Topic: Sessional Self-Employed Person of a Locality.

Rational. The name of the businessman is 'Munna'. He is a resident of Lucknow District in Uttar Pradesh. He has a sugarcane juice shop along the roadside near the Baba Laturia Temple of Kishangarh village New Delhi. He is fulfilling the demand of



sugarcane Juice of the area. He has a good sale of juice in summer session however; there are three more shops nearby locality. At times, particularly during the arrival of winter season, he closes sugarcane Juice shop because of low demand. He narrates the story of his business during the initial days, saying that when he started his business in Delhi, it was very successful, used to earn huge profit, but as the days passed on his earning from the business reduced due to the tough competition from the other persons even in summer session. He will either continue with juice of other fruits in winter or begin other winter seasonal work. At present, his business is on average. He is not able to make that profit which he used to, 04 years back.

(i) Objectives

- To know working status of a seasonal self-employed person.
- To understand challenges that he is facing towards his seasonal work.

(ii) Methodology

- **Nature of the project:** Field Survey
- **Time:** Three Days
- **Tool:** Informal Interview

(iii) Implementation of the project

- **Collection of Data.**-Data was collected through an informal interview.
- **Organization and Presentation of Data** **Table 4:** Average profit in two different years

Year	Average Profit per day
2011	800
2014	600

Table 4: Average Profit per day made by sugarcane juice seller

Average profit per day made by the sugarcane juice seller

800
600
400
Average profit per day
made by the sugarcane juice seller 200

0

2011
2015

Average profit per day made by the sugarcane juice seller

800
600
400
Average profit per day
made by the sugarcane juice seller 200

0

2011
2015

• Analysis of Data

It can be seen from the figure above that the sugarcane juice seller earlier made higher profit than he is able to make now. There has been a 25% decrease in his profit per day in the last 4 years.

• Interpretation of Data

It is evident that there has been a sharp decline in the profit per day of the sugarcane juice seller. If we consider the effect of inflation also then the percentage in the decrease of his profit would be even higher. This seasonal work will become unattractive for him and also for others, if such decrease continues.

(iv)Results

- The decrease in the profit of the business is making it unattractive form of business.
- The people in this business might migrate to their home towns and be there for the whole year and find some other job in the village only in the off season.

(v)Assessment (10 Marks)

What has the learner acquired through this project?

- Preparation of report (2 marks).
- Use of statistics in presentation and analysis of data (2 marks).
- Presentation of report in the class room (2 marks).
- Ability to answer the questions asked in the classroom (2 marks).
- Interest and confidence level of learner towards the subject (2 marks).

Example 5:

Topic: Factors Affecting Consumers' Buying Behaviour **Rational.** The buying decision of a buyer is influenced by an economic decision and expectations. He expects best performance, maximum durability and more dependability from a product or service. The decision making is a process whereby a buyer decides to purchase a particular product out of the various available alternatives depending upon his ability to purchase and willingness to purchase. This process of selection and final selection is known as buying decision making.

Consumer is the subject of market and the critical strength of existence and development of enterprise. The consumer demand affects an enterprise's marketing decision fundamentally, which is the basic consideration for an enterprise choosing the marketing strategy and tactics.

(i)Objectives

- To know awareness of consumers in an area for a good.
- To understand problems that the consumers facing towards purchasing a good.

(ii)Methodology

- **Nature of the project:** Household Survey
- **Time:** Three days
- **Tool:** Informal Questionnaire (Attached in Appendix 'C')

(iii)Implementation of the project

- **Collection of Data.** The data was collected through an informal questionnaire.
- **Organization and Presentation of Data.**

Table 5: % of household using different brand

Brand of Washing Powder	% of households using it
Surf Excel	45
Ariel	25
Tide	20
Any Other	10
TOTAL	100

Percentageusage of different types of Washing Powder

Surf Excel

Ariel Tide

Any other

Percentageusage of different types of Washing Powder

Surf Excel

Ariel Tide

- **Analysis of Data.**

It can be seen from the above pie diagram that maximum households use Surf Excel brand followed by Ariel and Tide. These are branded washing powders that are expensive as compared to others.

- **Interpretation of Data.** After collecting information from 12 consumers belonging to the middle class section of the society, the factors that came out which influence their purchase decisions are as follows:

1. Advertisements
2. Price of the Product
3. Quality of the Product
4. Product Availability in the Market
5. Company Brand Name
6. Previous Experiences of the Consumers with the Product
7. Sales Promotional Activities

8. Recommendations by the Family or Friends.

- There could be many more factors that influence the decisions of the consumers while making their purchases. The above stated factors are the factors that frequently affect the purchase decisions of the consumers and are the result of the study undertaken.

(iv) Results

- There are a myriad of factors that influence the buying behavior of the consumers.
- The manufacturers should keep all the factors in mind while marketing their products in order to be successful.

(v) Assessment (10 Marks)

What has the learner acquired through this project?

- Preparation of report (2 marks).
- Use of statistics in presentation and analysis of data (2 marks).
- Presentation of report in the class room (2 marks).
- Ability to answer the asked questions in the classroom (2 marks).
- Interest and confidence level of learner towards the subject (2 marks).

References

- Indian Economic Development, New Delhi: NCERT.
- Introduction to Statistics, New Delhi: NCERT.

Appendix 'A'

Questionnaire for Persons' towards Credit and Banking in a Locality

1. Name:
2. Gender:
a) Male b) Female
3. Occupation
a) Service b) Business c) Worker d) Student
4. Do you and your family members who are above 14 years have a bank account?
a) Yes
b) Almost
c) No
5. When mostly members opened bank account?
a) Before 2012
b) Between 2012 to 2014
c) After 2014
6. Do you transact through bank?
a) For deposit purposes b) For loan purposes
7. Do you have any other credit source in your locality?
a) Yes, Please specify: b) No
8. Do you use your other credit source?
a) For deposit purposes b) For loan purposes