Syllabi of Economics for Class XI-XII; A Comparison between two Educational Boards in India
(U.P. Board vs. CBSE)

Paper presented at the

National Seminar on
ECONOMICS EDUCATION IN INDIAN SCHOOLS

Research Scholar,
Ph.D. III Semester,
Zahir Hussain Centre for Educational Studies,
Jawaharlal Nehru University
New Delhi-110067

Organised by
Department of Education in Social Sciences and Humanities
National Council of Educational Research and Training
Sri Aurobindo Marg
New Delhi – 110 016
Abstract

In our day to day life we face various miniature problems, which can easily be solved if we have some knowledge of basic fundamentals of Economics. Practical knowledge of any subject is more important than only the theoretical one. Here school plays a very crucial role. School is the first place where a child learns about the socio-economic activities.

Economics as a subject is taught from class XI onwards, though it remains a part of Social Studies in previous classes. The need is to know what to teach, how to teach and from which standard the Economics should be taught as a separate subject. Different Education Boards have different syllabi for teaching of Economics. In the present paper an attempt is made to compare the syllabi of Economics of Class XI-XII, of a State Board (Uttar Pradesh) and a Central Board (CBSE). The comparison between these two boards is made to find out that to what extent is the content presented in an interesting and appealing manner geared toward a diversity of learners, to what extent are career development, awareness and mobility incorporated throughout the content, to what extent does the curriculum content integrate: vocational and general education skills; employability and life skills; diversity and commonality among people; and transferability of learned skills, what are the mediums of instruction followed and how all these affect the higher education of a learner in the same discipline. The paper concludes with various suggestions to make the teaching-learning of Economics more interesting, applicable and practical for student of all the Boards.
Introduction:

During the past few years, an extensive research literature has developed on the subject commonly called economics education all over the world. The chief requisite of a good citizen is that he should be able to appreciate, and feel, and understand those forces that touch his life. The economists do not differ at all from others in the insistence upon the necessity of dealing with facts; it is merely in the emphasis to be laid on facts. The economist has to do primarily with conscious, calculating thoughts of results. The working of conscious self-interest is active in the child from the very beginning, and this activity must be kept up, developed and trained at every stage through life. In a democratic country the people must be instructed in economics. Showing the relation economics with other subjects Patten has rightly said, “If economists are cousins to the historians and sociologists, they are half-brothers to geographers and physicists.” (Patten 1895)

Now the question comes, why do we need education, what are the aims behind being educated? The National Curriculum Framework 2005 (NCF 2005), answers it beautifully, “The answer is a vision of the capabilities and values that every individual must have and a socio-political and cultural vision for society. So also the content selected seeks to do justice to the entire set of aims; it has to be comprehensive and balanced. The curriculum needs to provide experiences that build the knowledge base through a progressive introduction to the capabilities of thinking rationally, to understand the world through various disciplines, foster aesthetic appreciation and sensitivity towards others, to work and to participate in economic processes.” (NCF 2005)
If we reflect on the last two most crucial years of schooling, the higher secondary classes, we realize that a broad, fundamental purpose in the higher secondary education should be the cultivation of mental power and flexibility. As in most of the cases it is found that the students are unable to carry forward their higher education. If this be the end, what are the best means to this end? There will be differences of opinion, of course; but our differences are not so likely to arise from want of agreement as to the end, but rather as to the means by which the end is to be accomplished. As to the means to be chosen, we must expect opposing views; we cannot blink at natural differences arising from a variety of temperaments. The decision, however, must be reached, in time, from an appeal to the concrete lessons of experience (Laughlin 1901).

Besides all the socio-economic factors that influence the retention of student in senior secondary classes one major academic factor is the curriculum (syllabi and textbooks). It directly attracts a learner towards a particular academic discipline. As the most important concern of the educators and the policy makers remains about the value of the subjects taught to the students in their daily life.

In 1961 the National Council of Educational Research and Training (NCERT), was established by Government of India an autonomous organization with an objective to support and recommend the central as well as the state government in the implementation of their education policies more efficiently, especially to bring about qualitative changes in school education. Since then The NCERT prepares model curriculum (syllabi and text book) for various stages of school education.

There are 33 recognised educational boards in India, including the Central Board of Secondary Education (CBSE), Council for the Indian School Certificate Examinations (CISCE) and the various State Educational Boards like Board of High School and
Intermediate Education Uttar Pradesh (UP Board) etc., The schools affiliated with CBSE follow the model curricular materials prescribed by NCERT. These model curricular materials are also of much help to the state curricular agencies such as State Council of Educational Research and Training (SCERT) in developing the syllabi and text book in different ways. But if we compare the syllabi of State Board Schools with the Schools affiliated with Central Board, we find that at state level still the traditional teacher-centered method of teaching is more common rather than child-centered, teaching take place without assurance of learning and still the curriculum is revised once in a blue moon. As a consequence the issues of curriculum load remain in doubt especially at higher secondary level of education.

In the light of above discussion, in the present paper an attempt is made to compare the syllabi of Economics followed in the two educational Boards, CBSE and UP Board, at senior secondary stage (XI-XII). National Curriculum Framework -2005 (NCF 2005) is taken as a base for comparison. The paper is divided into three sections. Section I deals with importance of economics education and economics education in India. Section II includes Economics syllabi of class XI-XII prescribed in CBSE and UP board schools. Section III concludes the paper with focusing on classroom observation, limitation of UP board Economics syllabi and demanding a call for change.

Section I

Importance of Economics Education:

The importance of economics education goes far beyond the goal of improving understanding of the basic principles of supply and demand and the workings of our nation's economy. Economics is the study of how people make sound choices. By
studying how markets work, our young people also learn how to make efficient choices in managing their own scarce resources, such as time and money. Along the way, we teach them a decision- and choice making process that they can apply to all aspects of their lives. These same skills are necessary to make choices as citizens have to decide which public policies to support and which to oppose. As participants in a global economy, the young people of today and tomorrow will face a plethora of possibilities that our generation could only dream about. It is our duty to give them the tools they need to make the best choices among these seemingly infinite possibilities (William, 1998). Economics has both practical and economic value. It occupies an important position in education curriculum and has become an integral part of curriculum. According to Leisorson and Wink (1962),

“Economics is a social science concerned with such problems as the use and allocation of resources and the growth, stability and distribution of wellbeing. It is just about as useful for those who wish to “make money” as History for those who wish to “make history”. (Leisorson and Wink, 1962)

**Economics Education in India:**

Economics was not taught as an independent discipline even at Cambridge, in the early years of twentieth century. Throughout the nineteenth century in England, economics, or better still, political economy was regarded as a subject that could be best studied only in conjunction with a study of important policy questions and mostly outside the boundaries of universities. In France, deductive economic theory was practiced by the great Cournot but he was a professor of Mathematics. In India, when the Economics Departments were organised for post-graduate teaching which basically meant the second and third decades of nineteenth century, we followed the example set by Britain, which, by that time, had
moved over from 'political economy' to 'economics'. Even then the degree of specialisation was low as the subject was taught in close conjunction with political philosophy and/or history. All these have greatly altered in recent years, especially during the sixties and seventies. Economics is now acknowledged as a sovereign discipline (Chakravarty 1986). In case of economics education in schools, the discipline of economics is introduced to the learners in class IX, within the composite social science course. At higher secondary / intermediate stage economics is intimated as a separate elective subject under social science streams.

Section II

Economics syllabi (Class XI-XII) in Central Board of Secondary Education (CBSE) and Board of High School and Intermediate Education Uttar Pradesh (UP Board):

Every phase of our life is directly or indirectly influenced by economic ideas. As the economy of a nation changes so the socio-economic life of its citizen also transforms. At this point it becomes necessary to educate the children in such a manner so that they can easily flourish in this fast moving world of cut-throat competition. While doing so, it is very important to enrich them with analytical skills to observe and understand the socio-economic realities they face around. According to NCF 2005,

“At senior secondary stage, the learners are in a position to understand abstract ideas, exercise the power of thinking and to develop their own perception. It is at this stage, the learners are exposed to the rigor of the discipline of economics in a systematic way”. (Syllabus for Senior and Senior Secondary Classes, NCF 2005)

Keeping these points into mind, in the following section economics syllabi of class XI-XII in the two selected Educational Boards (CBSE and UP) are briefly described. Further
a comparison of syllabi in these two Boards is made. National Curriculum Framework (NCF) 2005 Economics Curriculum is used as a base for comparison to make it more standardized.

Central Board of Secondary Education (CBSE); Economics Syllabi (Class XI-XII):

In Class XI the students are made familiar with the economic condition of the nation from the period before independence since today along with some basic statistical tools to understand these broader economic realities. In class XII, economics is introduced as a theory of abstraction. The economics courses also include project works and other activities. All these help the learners to investigate various economic issues, related to their daily life.

The following diagram presents the courses covered at higher secondary level:

Diagram 1

According to the NCF 2005 the main Objectives behind teaching of Economics are:

1. Understanding of some basic economic concepts and development of economic reasoning which the learners can apply in their day-to-day life as citizens, workers and consumers.

2. Realisation of learners’ role in nation building and sensitivity to the economic issues that the nation is facing today.
3. Equipment with basic tools of economics and statistics to analyse economic issues. This is pertinent for even those who may not pursue this course beyond senior secondary stage.

4. Development of understanding that there can be more than one views on any economic issue and necessary skills to argue logically with reasoning.

Class XI

Part A:

Statistics for Economics

The main objective behind offering this course is to develop the skill of data collection, organisation and presentation. It also aims to equip the learners with some basic statistical tools so that they can easily analyse, and comprehend any economic information and illustrate appropriate conclusions. There are total five units dealing with chapters on the meaning of economics as well as the meaning and scope of statistics in economics, data collection, organization and presentation and statistical tools and interpretation. There is a separate unit that deals with developing projects in economics. Here the students are expected to develop projects, which have primary data, secondary data or both. The students are also instructed about how to conduct Case study and its relevance in the real life.

Part B: (Indian Economic Development)

This course aims to familiarize the learners with some of the key issues relating to the Indian economy. There are total 10 chapters distributed under IV Units. This course covers all the socio-economic events that occurred in Indian economy in the period 1947-2000 onwards. This course makes the learner able to understand the role and responsibilities of Central as well as State Governments in various socio-economic
affairs. This course also gives the information about the availability of economic resources as well as their proper utilization in different sectors. Major Issues like poverty, unemployment, health. Human Capital Formation, rural development, infrastructure, environment and sustainable development etc are dealt in details so that the learners can easily assess the real situation of Indian Economy. Further by comparing India’s economic performance with the neighbouring nations, this course also gives opportunities to know the present status of Indian Economy in this globalized world.

Class XII

Part A: (Introductory Microeconomics)

This course aims to make the students aware of the economic life of an individual as a consumer or a producer. In this course economics is taught as a science of abstraction and reasoning. Here the learners are introduced with some basic concepts related to consumption, production, resource allocation and market mechanism. It also intends to provide exposure to the learners on how choices are made and how a variety of statistical tools are used to optimally allocate the resources.

Part B: (Introductory Macroeconomics)

In this course the students are introduced with the basic principles of Macro Economics. This course covers the functioning of an economy as well as the economic theories. The learners are expected to get some basic idea about National Income Accounting, Money and Banking, the functions of government and the issues related to an Open Economy.

Board of High School and Intermediate Education Uttar Pradesh; Economics Syllabi (Class XI-XII):

There is a combined two years course work for the economics students at Intermediate level. The whole course work is divided into two papers (see Diagram 2). Students are
expected to complete the syllabi in two years. In class XI half of the course of both the paper is completed and the students are examined from that, the remaining topics are covered in class XII. For the Board Examination Students are expected to prepare the complete syllabi of Paper I and II.

Diagram 2

Objective:

1. To develop the students competence for higher studies in colleges and universities

Paper I:

Principles of Economics:

The Subject mater of this paper is based on the traditional approach of subject matters in Economics. The topics covered under this paper are, Meaning of Economics, theories Consumption, Production & Distribution (Land, Labour, Capital, Organization), Market competitions, concept of Money, Public Finance and National Income. There are total 43 chapters; half of them are completed in XI and half in XII. The choice of chapters to be taught depends upon the teacher.

Paper II:

Economic Development of India:

This paper basically enriches the student with the basic knowledge of an Economy in general and that of India in particular. The major portion of this paper covers the chapters on Indian Agriculture and its development, the paper starts with the chapters on the structure of an economy (capitalism, socialism, and mixed economy), characteristics of Indian Economy, Indian Agriculture, Rural Development Industrial Development, Human Resources, National Income, Foreign trade, Five year Planning, environmental
issues, and concludes with few concepts of statistics, there is no chapter on the current issues of poverty, unemployment, globalization etc., The concept of Budget is also not mentioned in the course. There are total 39 chapters. All the topics mentioned above are covered very briefly in these chapters without much application or examples. There is no scope for project work or application of demand supply tools.

A Comparison of Economics Education in class XI-XII in CBSE and UP Board (NCF 2005 as Base for Comparison):

A comparison of Economics syllabi of Class XI-XII in two different boards in India reveals that though economics is considered as an important social science subject at the higher secondary level at national level but the states like Uttar Pradesh are still lagging behind in giving the special place to this subject. Still the curriculum is too descriptive as well as out of date in comparison to CBSE. Though the syllabi recommended by NCERT and adopted by CBSE is really helpful in improving the level of economic understanding of the learners. But the syllabi prescribed but UP Board compel the learner not to succeed. The following tables present a brief comparison of economics syllabi of CBSE and UP Board. The table discloses various hidden cause behind poor performance of a learner from a state board school. It is the state education system that is responsible for his/her poor achievement not only the learner. The state is unable even in fulfilling the only objective of developing students’ competence for higher studies. At this stage an UP Board student would find difficult to distinguish between microeconomics and macroeconomics as he has not been taught all these in his coursework.
Table: A comparison of Economics Education in class XI-XII in CBSE and UP Board (NCF 2005 as Base for Comparison)

<table>
<thead>
<tr>
<th>Items</th>
<th>NCF 2005</th>
<th>CBSE</th>
<th>UP Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective of Economics Education</td>
<td>Understanding of some basic economic concepts and development of economic reasoning which the learners can apply in their day-to-day life as citizens, workers and consumers. Every Unit in each course work has some objectives and expected outcomes.</td>
<td>Understanding of some basic economic concepts and development of economic reasoning which the learners can apply in their day-to-day life as citizens, workers and consumers. Every Unit in each course work has some objectives and expected outcomes.</td>
<td>To develop the students competence for higher studies in colleges and universities.</td>
</tr>
<tr>
<td>Division of Subject Matter and Text Books</td>
<td>There are two books for class XI, Economic Development of India and Basic Statistics. There are two books for Class XII: Macro Economics Micro Economics.</td>
<td>Class XI deals with Indian Economics and Basic Statistics. Class XII deals with Micro and Macro Economics.</td>
<td>In UP Board there are in total Two books for Intermediate Economics course work. Half of the course of each paper is covered in class XI and half in class XII.</td>
</tr>
<tr>
<td>Units/ Chapters</td>
<td>There is proper division of Units and chapters covered under each unit. Each Unit has certain objective as well as expected outcome.</td>
<td>There is proper division of Units and chapters covered under each unit. Each Unit has certain objective as well as expected outcome.</td>
<td>Chapters are not properly divided into Units There are total 43 chapters in Paper I and 39 Chapters in Paper II. There is no objective or outcome mentioned for any chapter.</td>
</tr>
<tr>
<td>Syllabus</td>
<td>NCF 2005 recommends four courses spreading over classes XI and XII. Statistics for Economics, Indian Economic Development, Introductory Microeconomics, Introductory Macroeconomics.</td>
<td>Following NCF 2005 it also provides a vast syllabus in a very effective manner including Statistics for Economics, Indian Economic Development, Introductory Microeconomics, Introductory Macroeconomics.</td>
<td>The two papers cover the entire course of two years. These papers are: Paper I: Principle of Economics Paper II: Economic Development of India,(There is no separate course for Statistics and Micro Economics and Macro Economics)</td>
</tr>
<tr>
<td>Items</td>
<td>NCF 2005</td>
<td>CBSE</td>
<td>UP Board</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Project work</td>
<td>Unit 4 of Economics for Statistics deals with developing projects in economics, here the students are required to be encouraged to develop projects, which have primary data, secondary data or both. Case studies of a few organisations / outlets are also encouraged.</td>
<td>Unit 4 of Economics for Statistics deals with developing projects in economics, here the students are required to be encouraged to develop projects, which have primary data, secondary data or both. Case studies of a few organisations / outlets are also encouraged.</td>
<td>There is no chapter on project work or case study, as a result the student lack the chance to develop analytical skills.</td>
</tr>
<tr>
<td>Teaching Methodology</td>
<td>Lecture method, Case Study, Project work, presentation, Quiz etc.</td>
<td>Lecture method, Case Study, Project work, presentation, Quiz etc.</td>
<td>Lecture method, Teacher Centered.</td>
</tr>
<tr>
<td>Presentation of Content</td>
<td>The content writing is according to the need of the topics. It includes both descriptive as well as numerical analysis.</td>
<td>The content writing is according to the need of the topics. It includes both descriptive as well as numerical analysis.</td>
<td>Most of the contents are in descriptive form. Very few numerical examples as we as exercised are introduces.</td>
</tr>
<tr>
<td>Curriculum load</td>
<td>The entire course work is divided into four parts first two parts are covered in class XI and for these two there is internal assessment, remaining two parts are completed in class XII and the performance of students is assessed in these two courses externally. As a result student find a great opportunity to perform efficiently, due to no load of course work</td>
<td>The entire course work is divided into four parts first two parts are covered in class XI and for these two there is internal assessment, remaining two parts are completed in class XII and the performance of students is assessed in these two courses externally. As a result student find a great opportunity to perform efficiently, due to no load of course work</td>
<td>The students are bound to complete the entire course work of two years for Board Examination in XII. It affects their performance adversely as they are expected to cover total 80 chapters of both the papers.</td>
</tr>
<tr>
<td>Medium of instruction</td>
<td>Hindi/English/urdu/others</td>
<td>English/Hindi</td>
<td>Hindi</td>
</tr>
</tbody>
</table>
### Table: 2 Difference in Contents covered in the XI-XII Economics Course Work:

<table>
<thead>
<tr>
<th>Content</th>
<th>NCF 2005</th>
<th>CBSE</th>
<th>UP Board</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Micro Economics</strong></td>
<td>A separate Course work covering all the aspects with good examples and numerical exercises</td>
<td>A separate Course work covering all the aspects with good examples and numerical exercises</td>
<td>Paper I “Principl of Economics” deals with most of the topic to be covered under Micro Economics. There is no separate course work like CBSE</td>
</tr>
<tr>
<td><strong>Macro Economics</strong></td>
<td>A separate Course work covering all the aspects with good examples and numerical exercises</td>
<td>A separate Course work covering all the aspects with good examples and numerical exercises</td>
<td>Very few topics of Macro Economics is covered, some in paper I and some in Paper II.</td>
</tr>
<tr>
<td><strong>Statistics for Economics</strong></td>
<td>Course B: Class XI covers four Units on Basic Statistics in Economics. There is a separate book for it</td>
<td>Course B: Class XI covers four Units on Basic Statistics in Economics. There is a separate book for it</td>
<td>Few chapters on Statistics in Economics are given as a part of Paper II. Only the basic concepts are mentioned with certain numbers of exercises.</td>
</tr>
<tr>
<td><strong>National Income Accounting</strong></td>
<td>There is a separate unit including 5 chapters on National Income. There are chapters on each aspect like GNP,GDP etc with a lot of numerical exercises and examples</td>
<td>There is a separate unit including 5 chapters on National Income. There are chapters on each aspect like GNP,GDP etc with a lot of numerical exercises and examples</td>
<td>National income as State Income is described in both the papers very briefly, particularly dealing with the definition of term like GNP. GDP etc. the Chapters are descriptive and there is no provision of accounting exercises.</td>
</tr>
<tr>
<td><strong>Indian Economic Development</strong></td>
<td>This course cover a wide range of subjects from Indian economic reforms, socio-economic challenges to relation with neighbour countries</td>
<td>This course cover a wide range of subjects from Indian economic reforms, socio-economic challenges to relation with neighbour countries</td>
<td>Paper II is “Economic Development of India”. It includes chapters on Characteristic of an economy, Rural and agricultural development, Planning, Banking Human development and Basic Statistics. All these are put together in 2-3 page chapters. There is no scope for issues like, education, poverty, budget, unemployment etc.</td>
</tr>
</tbody>
</table>
Section III

What is happening in Economics Classroom in UP Board School?¹

In Economics classroom more importance is on how to complete the syllabi in given period. The main objective behind the teaching learning is to get good marks in board examination. Since last many years same teacher-centered lecture method of teaching is used, there is no scope for change. Every topic is taught using the simple text-book and question answer method. There is no place for discussion or problem solving methods. Economic theories are taught without relating it to real life as there is no provision for applied economics in the prescribed syllabi. Since last 8 years the syllabi has not changed. There is no proper distribution of coursework, some points of same topic like National Income, are in paper I while some are in paper II, it creates confusion, as the teacher find it difficult to handle with such topics. The exercises at the end of each chapter are simple question-answer based; there is no scope for project work or case study or numerical analysis. After completing a particular chapter the teacher asks the students to complete the exercise as home assignment. The question to be answered are selected by the teacher, the teacher selects the question from the point of view of the Board examination. The topics to be taught in class XI and XII are selected by the teacher itself. As the topics covered under the syllabi are not so controversial the teacher does not face any problem. Rote memorization is common.

Limitations of the U.P. Board Economics Syllabi (XI-XII):

Teaching economics as a separate subject has never begun at the high school level. The content of the intermediate syllabi has remained more or less the same since last 8 years.

¹ The observations mentioned here are based on the one week classroom observation of the Economics class XI, of few selected intermediate schools of district Mirzapur. U.P.
The Committee on Courses from time to time recommends the so-called recently written
text-books of course, without going through them. The assumption is that if a book has
been published in 2008 it must contain the latest thinking on the subject. No one has ever
considered whether economic theory at a formal level can be taught at all at the school
stage. It is beyond the comprehension of students between 13 and 16 years to appreciate
and assimilate the assumption on which theoretical concepts are based. These misgivings
are strengthened if we examine the standard of text-books prescribed for school students.
The authors of these books are successful in communicating economic theory only by
watering down the concepts to such an extent that nothing can be made of these concepts.
At intermediate level two academic years are devoted to teaching economics and hard
working teachers literally hammer these watered down concepts into the minds of young
students but without much success. It is not the complex question of medium which is
involved here much as that of standards. The position is the same in regard to teaching of
Indian economic development majority of the portion is covered by agricultural
economy. There is no definite course work for statistics, Micro economics and macro
economics. Some topic of macro economics are given in paper one and some in paper II
for example Money and its function is part of paper I (Principal of Economics) and
banking is given in Paper II (Economic Development of India). Statistics is also a part of
paper II which is completed in only four chapters. Further instead of dealing with the
current economic problems as well as the challenges the country is facing the course
deals with the very basic issues like type of economies, characteristics of Indian economy
which has much relevance at high school level. Student are bound to bear the curriculum
load as there is no proper division of course for class XI and XII, there are only two
papers (including a large number of chapters). Students are expected to complete half of
the course of both the papers in class XI and half in class XII. In board Examination they need to prepare the whole course work of class XI and class XII. Due to too much pressure and poor content the students at the most learn a few proverbs and slogans and just try to pass the examination. When they join college they continue to carry these wrong ideas in their heads and by using these proverbs, slogans and platitudes they manage to get their BA degree. Imagine, for instance, the entire economics of 15 years of planning in the country compressed into three pages. By feeding them with such stuff we make the students fit to digest only readymade intellectual pills for the rest of their lives.

**Call for Change:**

It is generally felt that, if a student is to study economics at university, it is infinitely preferable for him to have a sound ability to read sensibly, to write legibly, to calculate accurately, and to have some knowledge of history, literature, and language to be used for proper expression of thoughts. The present paper demonstrates that the Economics syllabi prescribed by UP Board is not sufficient enough to develop these skills. The acute inability of many students from state board schools, who arrive at the university, to understand the very basic concepts of economics is a well established fact. We are naturally anxious that this condition should be improved.

All Intermediate level students ought to be given some knowledge, however rudimentary, of the business world in which they will have to live as well as some instruction in economics. It is urged that, for self-management, if for no other reason, every child should know before leaving school what a corporation is, how it is formed, a little bit of accounting and budgeting, the current socio economic problems (illiteracy, poverty, unemployment, etc.) of the country where he lives. UP board text books are short of these topics and there is a very urgent need to incorporate these in the Syllabi.
Further economic history does not yet get the place it deserves in the UP Board secondary schools and it seems that there is no text-book existing which makes full use of the most recent developments in Indian economic history. The economic theories prescribed by UP Board appear so complex and erroneous that students and teachers would be well advised to omit those sections entirely. Plumpter (1934) in his paper on ‘Economics in Schools’ argued, “Economic theory appears to be a subject entirely unsuitable for schools…..Economic theory is definitely a "university subject."” This thought may be helpful to get an idea what should be taught and what not at intermediate stage.

The economics of current events is also missing in UP Board Text-books. The study of current economic affairs must be introduced in the schools. Every single topic in economics should be illustrated in one form or another by events known to each student whether he is rich or poor. The text books and division of course works for class XI and XII should be according to the recommendations of NCF 2005. The curriculum load needs to be reduced. The medium of instruction should be both English and Hindi; so that the students can apply anywhere in the country or abroad for higher education, the standard of course work should be in line with that of the syllabi referred at university level so that the students can easily correlate their previous knowledge with the new one. Some basic economics concepts like what is money, how a bank functions etc should be incorporated as an integral part of other subjects like mathematics, and civics and geography at upper primary level itself. It would help the learner to understand the functioning of an economy, very easily as he enters into the higher level of education.

If the student are properly taught, and if the subjects are properly arranged at school level there would be no problem to the student to carry forward their economics
education. Its subject-matter is probably more useful to a citizen, and remains longer with him. The essential gain from the study of economics arises from abandoning studies of the memory, and temptations to cramming, and getting into a work in which pupils are obliged to apply principles to everyday affairs, and in which their intellectual machinery is forced to work.

Beyond all subjects economics is nearest to the life of each individual. It deals with principles applying to activities to which men give more real thought than any other discipline. Hence, if the student is not interested in a subject like economics the blame must largely fall on the Board itself who bears the responsibility of the preparation of curriculum, its revision and modification from time to time. The State Board of Education should imbibe the model curricula, and pedagogical approaches suggested in the NCF 2005. There is an urgent need of certain committees for monitoring as well as supervision of the course work, standard of curriculum and text book, and teaching of economics in schools. These committees may help to bridge the communication gap between the professionals who create syllabi and text book and the teachers and learners who try to adjust with the prescribed notions. It is then that we may think of a better tomorrow for education of economics in our country.

References:


