

STATISTICS FOR ECONOMICS

Textbook for Class XI



11098



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

11098 – STATISTICS FOR ECONOMICS

Textbook for Class XI

ISBN 81-7450-497-4

First Edition

February 2006 Phalgun 1927

Reprinted

December 2006 Pausa 1928

December 2007 Pausa 1929

January 2009 Magha 1930

January 2010 Magha 1931

January 2011 Magha 1932

January 2012 Magha 1933

December 2012 Agrahayana 1934

February 2015 Magha 1936

April 2016 Chaitra 1938

December 2016 Pausa 1938

January 2018 Magha 1939

December 2018 Agrahayana 1940

September 2019 Bhadrapada 1941

January 2021 Pausa 1942

November 2021 Agrahayana 1943

PD 15T RSP

© National Council of Educational
Research and Training, 2006

₹ 65.00

Printed on 80 GSM paper with NCERT
watermark

Published at the Publication Division
by the Secretary, National Council of
Educational Research and Training, Sri
Aurobindo Marg, New Delhi 110 016
and printed at Gopsons Paper Limited,
Plot No. 123&124, Vallur Village,
Ambattur, Virudhur Nagar, Sivakasi,
Tamil Nadu - 626 005

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FOREWORD

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

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

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

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development team

responsible for this book. We wish to thank the Chairperson of the advisory group for Social Sciences textbooks at Higher Secondary Level, Professor Hari Vasudevan and the Chief Advisor for this book, Professor Tapas Majumdar for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to them and their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairmanship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi
20 December 2005

Director
National Council of Educational
Research and Training

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ACKNOWLEDGEMENTS

Acknowledgements are due to Savita Sinha, *Professor and Head*, Department of Education in Social Sciences and Humanities, for her support in developing this textbook.

The Council is also thankful to J. Khuntia, *Senior Lecturer*, School of Correspondence Courses, Delhi University; T.M. Thomas, *Associate Professor*, Deshbandhu College, Delhi University; M.V. Srinivasan and Jaya Singh, *Lecturer*, DESSH, NCERT, for helping in finalising the textbook.

Special thanks are due to Vandana R. Singh, *Consultant Editor*, for going through the manuscript and suggesting relevant changes.

The Council also gratefully acknowledges the contributions of Amjad Husain and Girish Goyal, *DTP Operators*; Dillip Kumar Agasti, *Proofreader*; Dinesh Kumar, *In-charge*, Computer Station, in shaping this book. The contribution of the Publication Department, NCERT, in bringing out this book is also duly acknowledged.

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity and to promote among them all;

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)