



*Introductory
Microeconomics*

Textbook in Economics for Class XII



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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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-centered system of education outlined in the National Policy of Education (1986).

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

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

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

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

New Delhi
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Director
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Contents

| | |
|--|-----------|
| Foreword | iii |
| 1. INTRODUCTION | 1 |
| 1.1 A Simple Economy | 1 |
| 1.2 Central Problems of an Economy | 2 |
| 1.3 Organisation of Economic Activities | 4 |
| 1.3.1 The Centrally Planned Economy | 4 |
| 1.3.2 The Market Economy | 5 |
| 1.4 Positive and Normative Economics | 6 |
| 1.5 Microeconomics and Macroeconomics | 6 |
| 1.6 Plan of the Book | 6 |
| 2. THEORY OF CONSUMER BEHAVIOUR | 8 |
| 2.1 The Consumer's Budget | 8 |
| 2.1.1 Budget Set | 9 |
| 2.1.2 Budget Line | 10 |
| 2.1.3 Changes in the Budget Set | 12 |
| 2.2 Preferences of the Consumer | 13 |
| 2.2.1 Monotonic Preferences | 14 |
| 2.2.2 Substitution between Goods | 14 |
| 2.2.3 Diminishing Rate of Substitution | 15 |
| 2.2.4 Indifference Curve | 15 |
| 2.2.5 Shape of the Indifference Curve | 16 |
| 2.2.6 Indifference Map | 17 |
| 2.2.7 Utility | 17 |
| 2.3 Optimal Choice of the Consumer | 18 |
| 2.4 Demand | 20 |
| 2.4.1 Demand Curve and the Law of Demand | 21 |
| 2.4.2 Normal and Inferior Goods | 24 |
| 2.4.3 Substitutes and Complements | 25 |
| 2.4.4 Shifts in the Demand Curve | 25 |
| 2.4.5 Movements along the Demand Curve and Shifts in the Demand Curve | 26 |
| 2.5 Market Demand | 27 |
| 2.6 Elasticity of Demand | 27 |
| 2.6.1 Elasticity along a Linear Demand Curve | 29 |
| 2.6.2 Factors Determining Price Elasticity of Demand for a Good | 31 |
| 2.6.3 Elasticity and Expenditure | 32 |
| 3. PRODUCTION AND COSTS | 36 |
| 3.1 Production Function | 36 |
| 3.2 The Short Run and the Long Run | 38 |

| | | |
|-----------|---|-----------|
| 3.3 | Total Product, Average Product and Marginal Product | 38 |
| 3.3.1 | Total Product | 38 |
| 3.3.2 | Average Product | 39 |
| 3.3.3 | Marginal Product | 39 |
| 3.4 | The Law of Diminishing Marginal Product and the Law of Variable Proportions | 40 |
| 3.5 | Shapes of Total Product, Marginal Product and Average Product Curves | 41 |
| 3.6 | Returns to Scale | 42 |
| 3.7 | Costs | 42 |
| 3.7.1 | Short Run Costs | 43 |
| 3.7.2 | Long Run Costs | 47 |
| 4. | THE THEORY OF THE FIRM UNDER PERFECT COMPETITION | 52 |
| 4.1 | Perfect competition: Defining Features | 52 |
| 4.2 | Revenue | 53 |
| 4.3 | Profit Maximisation | 55 |
| 4.3.1 | Condition 1 | 55 |
| 4.3.2 | Condition 2 | 56 |
| 4.3.3 | Condition 3 | 56 |
| 4.3.4 | The Profit Maximisation Problem: Graphical Representation | 57 |
| 4.4 | Supply Curve of a Firm | 58 |
| 4.4.1 | Short Run Supply Curve of a Firm | 58 |
| 4.4.2 | Long Run Supply Curve of a Firm | 59 |
| 4.4.3 | The Shut Down Point | 60 |
| 4.4.4 | The Normal Profit and Break-even Point | 60 |
| 4.5 | Determinants of a Firm's Supply Curve | 61 |
| 4.5.1 | Technological Progress | 61 |
| 4.5.2 | Input Prices | 61 |
| 4.5.3 | Unit Tax | 62 |
| 4.6 | Market Supply Curve | 62 |
| 4.7 | Price Elasticity of Supply | 64 |
| 4.7.1 | The Geometric Method | 65 |
| 5. | MARKET EQUILIBRIUM | 69 |
| 5.1 | Equilibrium, Excess Demand, Excess Supply | 69 |
| 5.1.1 | Market Equilibrium: Fixed Number of Firms | 70 |
| 5.1.2 | Market Equilibrium: Free Entry and Exit | 78 |
| 5.2 | Applications | 82 |
| 5.2.1 | Price Ceiling | 82 |
| 5.2.2 | Price Floor | 83 |
| 6. | NON-COMPETITIVE MARKETS | 86 |
| 6.1 | Simple Monopoly in the Commodity Market | 86 |
| 6.1.1 | Market Demand Curve is the Average Revenue Curve | 87 |
| 6.1.2 | Total, Average and Marginal Revenues | 90 |
| 6.1.3 | Marginal Revenue and Price Elasticity of Demand | 91 |
| 6.1.4 | Short Run Equilibrium of the Monopoly Firm | 91 |
| 6.2 | Other Non-perfectly Competitive Markets | 95 |
| 6.2.1 | Monopolistic Competition | 95 |
| 6.2.2 | How do Firms behave in Oligopoly? | 96 |
| | Glossary | 101 |

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