



BISHOP SCOTT BOYS' SCHOOL
STUDENT CURRICULUM MANUAL

Subject : ECONOMICS(030)

Class : XII

Academic Plan : 2025 -26

Month	Course Description	Learning Outcome	Activity	No. of Periods	Portion for PT & TERM Assessment
April	PART A : Introductory Macroeconomics UNIT 2- MONEY AND BANKING	<ul style="list-style-type: none"> To enable the students understand the concept of money supply and its components To make them understand the meaning of banking credit creation process of commercial bank and function of Central banks 	Role-Playing : Central Bank vs Commercial banks <ul style="list-style-type: none"> Divide the class into two groups: one representing the Central Bank and other representing Commercial Banks. The Central Bank group will decide on policies like CRR,SLR repo rate etc, and the Commercial Banks group will react accordingly by adjusting loan rates, deposits and lending practices. 	15	
April	PART B: INDIAN ECONOMIC DEVELOPMENT UNIT-6 DEVELOPMENT EXPERIENCE (1947-90) AND ECONOMIC REFORMS SINCE 1991	Students will know and understand <ul style="list-style-type: none"> To enable the students to know the Colonial Exploitation of the Indian Economy under the British Rule. To enable the students to know the features of Indian Economy on the Eve of Independence. To enable the students to 	Debate on Economic Reforms - Divide the class into two groups. - Assign a topic related to economic reforms, such as "Economic reforms since 1991 have been successful	28	

		<p>understand the conditions of different sectors on the eve of Independence.</p>	<p>in achieving economic growth" or "Economic reforms have widened income inequality and increased poverty".</p> <ul style="list-style-type: none"> - Ask each group to prepare arguments for or against the topic. - Hold a debate in class, allowing each group to present their arguments. - Encourage the rest of the class to participate and ask questions. 		
Month	Course Description	Learning Outcome	Activity	No. of Periods	Portion for PT & TERM Assessment
May	<p>PART B: INDIAN ECONOMIC DEVELOPMENT</p> <p>UNIT-6 DEVELOPMENT EXPERIENCE (1947-90) AND ECONOMIC REFORMS SINCE 1991</p>				

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MAY + JUNE	PART A : Introductory Macroeconomics UNIT 1 : NATIONAL INCOME AND RELATED AGGREGATES	Students will be able to: <ul style="list-style-type: none"> • To explain the circular flow of income. • To understand the concept of aggregates. • To calculate national income using three different methods. 	Calculating National Income <ul style="list-style-type: none"> - Divide the class into small groups. - Provide each group with a set of data on the production of goods and services in a hypothetical economy. - Ask each group to calculate the national income using the three methods: Product Method, Income Method, and Expenditure Method. - Encourage groups to present their calculations and discuss any differences or similarities 	30	
JULY	PART A : Introductory Macroeconomics UNIT 4: GOVERNMENT BUDGET AND THE ECONOMY	<ul style="list-style-type: none"> • To make student understand the Meaning of Government budget and its objectives. • To make the students understand the Structure of Government budget. • To enable the students to understand the concept of Budgetary deficit and its types. 	Debate on Fiscal Policy <ul style="list-style-type: none"> - Divide the class into two groups. - Assign a topic related to fiscal policy, such as "Fiscal policy is an effective tool for economic growth" or "Fiscal policy can lead to inflation and fiscal deficits". - Ask each group to prepare arguments for or against the topic. - Hold a debate in class, allowing each group to 	17	PT – 1 PORTION PART A : INTRODUCTORY MACROECONOMICS UNIT 2- MONEY AND BANKING PART B: INDIAN ECONOMIC DEVELOPMENT UNIT-6 DEVELOPMENT EXPERIENCE (1947-90) AND ECONOMIC REFORMS SINCE 1991

			<p>present their arguments. - Encourage the rest of the class to participate and ask questions.</p>		
Month	Course Description	Learning Outcome	Activity	No. of Periods	Portion for PT & TERM Assessment
August	<p>PART B: INDIAN ECONOMIC DEVELOPMENT</p> <p>UNIT 7: CURRENT CHALLENGES FACING INDIAN ECONOMY</p>	<p>Students will know and understand</p> <ul style="list-style-type: none"> • To enable the students to know the concept and significance of human capital formation , rural development ,employment and sustainable economic development. • To enable the students to know the problems related to human capital formation , rural development, employment and sustainable economic development. 	<p>Case Study on Economic Challenges</p> <ul style="list-style-type: none"> - Divide the class into small groups. - Assign a case study on a specific economic challenge facing India, such as the impact of demonetization or the effects of the COVID-19 pandemic on the economy. - Ask each group to analyze the case study and identify the causes and consequences of the challenge. - Ask each group to present their findings in class. 	50	

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September	PART B: INDIAN ECONOMIC DEVELOPMENT UNIT 7: CURRENT CHALLENGES FACING INDIAN ECONOMY				TERM – 1 PORTION PART A : Introductory Macroeconomics UNIT 1 : NATIONAL INCOME AND RELATED AGGREGATES UNIT 2- MONEY AND BANKING UNIT 4: GOVERNMENT BUDGET AND THE ECONOMY PART B: INDIAN ECONOMIC DEVELOPMENT UNIT-6 DEVELOPMENT EXPERIENCE (1947-90) AND ECONOMIC REFORMS SINCE 1991 UNIT 7: CURRENT CHALLENGES FACING INDIAN ECONOMY
October	PART B: INDIAN ECONOMIC DEVELOPMENT UNIT 8: DEVELOPMENT EXPERIENCE OF INDIA – A COMPARISON WITH NEIGHBOURS	Students will be able to: <ul style="list-style-type: none"> • Understand the economic development patterns of India, China and Pakistan. • Compare the key indicators of development among these countries. • Analyze the factors influencing different development trajectories. 	Debate on Development Strategies <ul style="list-style-type: none"> - Divide the class into two groups. - Assign a topic related to development strategies, such as "India's development strategy has been more successful than its neighbors". - Ask each group to prepare arguments for or against the topic. - Hold a debate in class, allowing each group to present their arguments. - Encourage the rest of the class to participate and ask questions 	12	

November	<p>PART A : Introductory Macroeconomics</p> <p>UNIT 3 : DETERMINATION OF INCOME AND EMPLOYMENT</p>	<p>Students will be able to understand the topics</p> <ul style="list-style-type: none"> • Aggregate demand and its components. • Short-run equilibrium output. • Problems of excess demand and deficient demand. 	<p>Creating a Diagram to Show the Determination of Equilibrium Income and Employment</p> <ul style="list-style-type: none"> - Divide the class into small groups. - Ask each group to create a diagram to show the determination of equilibrium income and employment, including the aggregate demand and aggregate supply curves. - Encourage groups to include explanations and analysis of the diagram. - Ask each group to present their diagram in class. 	30	<p>PT – 2 PORTION</p> <p>PART A : Introductory Macroeconomics</p> <p>UNIT 3 : DETERMINATION OF INCOME AND EMPLOYMENT</p> <p>PART B: INDIAN ECONOMIC DEVELOPMENT</p> <p>UNIT 8: DEVELOPMENT EXPERIENCE OF INDIA – A COMPARISION WITH NEIGHBOURS</p>
	<p>PART A : Introductory Macroeconomics</p> <p>UNIT 5: BALANCE OF PAYMENTS</p>	<p>After studying the chapter students will be able to:-</p> <p>Familiarize with the concept of</p> <ul style="list-style-type: none"> • Balance of payment • Its components • Concept of foreign exchange rate • Flexible and fixed exchange rate • Managed floating • Concepts of depreciation and Devaluation • Concept of Appreciation and Revaluation 	<p>Role-Play on Exchange Rate Management</p> <ul style="list-style-type: none"> - Divide the class into small groups. - Assign a scenario related to exchange rate management, such as a central bank trying to stabilize the exchange rate. - Ask each group to role-play different stakeholders, such as central bankers, exporters, and importers. - Ask each group to discuss and come up with a plan to manage the exchange rate. - Encourage the rest of the class to participate and ask questions. 	18	

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December	PART A : Introductory Macroeconomics UNIT 5: BALANCE OF PAYMENTS				