



# BISHOP SCOTT BOYS' SCHOOL

**C** - Curriculum

**D** - Development &

**L** - Learning

**O** - Objectives

12

ECONOMICS





**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	<p>PART A : Introductory Macroeconomics</p> <p>UNIT 2- MONEY AND BANKING</p>	<ul style="list-style-type: none"><li>To enable the students understand the concept of money supply and its components</li><li>To make them understand the meaning of banking credit creation process of commercial bank and function of Central banks</li></ul>	<p>Role-Playing : Central Bank vs Commercial banks</p> <ul style="list-style-type: none"><li>Divide the class into two groups: one representing the Central Bank and other representing Commercial Banks.</li><li>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.</li></ul>	15	
April	<p>PART B: INDIAN ECONOMIC DEVELOPMENT</p> <p>UNIT-6 DEVELOPMENT EXPERIENCE (1947-90) AND ECONOMIC REFORMS</p>	<p>Students will know and understand</p> <ul style="list-style-type: none"><li>To enable the students to know the Colonial Exploitation of the Indian Economy under the British Rule.</li><li>To enable the students to know the features of Indian Economy on the Eve of Independence.</li><li>To enable the students to</li></ul>	<p>Debate on Economic Reforms</p> <ul style="list-style-type: none"><li>Divide the class into two groups.</li><li>Assign a topic related to economic reforms, such as "Economic reforms since</li></ul>	28	

	SINCE 1991	understand the conditions of different sectors on the eve of Independence.	<p>1991 have been successful in achieving economic growth" or "Economic reforms have widened income inequality and increased poverty".</p> <ul style="list-style-type: none"> <li>- Ask each group to prepare arguments for or against the topic.</li> <li>- Hold a debate in class, allowing each group to present their arguments.</li> <li>- Encourage the rest of the class to participate and ask questions.</li> </ul>		
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>				



Month	Course Description	Learning Outcome	Activity	No. of Periods	Portion for PT & TERM Assessment
MAY + JUNE	PART A : Introductory Macroeconomics  UNIT 1 : NATIONAL INCOME AND RELATED AGGREGATES	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• To explain the circular flow of income.</li> <li>• To understand the concept of aggregates.</li> <li>• To calculate national income using three different methods.</li> </ul>	<p>Calculating National Income</p> <ul style="list-style-type: none"> <li>- Divide the class into small groups.</li> <li>- Provide each group with a set of data on the production of goods and services in a hypothetical economy.</li> <li>- Ask each group to calculate the national income using the three methods: Product Method, Income Method, and Expenditure Method.</li> <li>- Encourage groups to present their calculations and discuss any differences or similarities</li> </ul>	30	
JULY	PART A : Introductory Macroeconomics  UNIT 4: GOVERNMENT BUDGET AND THE ECONOMY	<ul style="list-style-type: none"> <li>• To make student understand the Meaning of Government budget and its objectives.</li> <li>• To make the students understand the Structure of Government budget.</li> <li>• To enable the students to understand the concept of Budgetary deficit and its types.</li> </ul>	<p>Debate on Fiscal Policy</p> <ul style="list-style-type: none"> <li>- Divide the class into two groups.</li> <li>- 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".</li> <li>- Ask each group to prepare arguments for or against the</li> </ul>	17	<p><b>PT – 1 PORTION</b></p> <p>PART A : INTRODUCTORY MACROECONOMICS</p> <p>UNIT 2- MONEY AND BANKING</p> <p>PART B: INDIAN ECONOMIC DEVELOPMENT</p> <p>UNIT-6 DEVELOPMENT EXPERIENCE (1947-90) AND ECONOMIC REFORMS</p>

			<p>topic.</p> <ul style="list-style-type: none"> <li>- Hold a debate in class, allowing each group to present their arguments.</li> <li>- Encourage the rest of the class to participate and ask questions.</li> </ul>		SINCE 1991
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"> <li>• To enable the students to know the concept and significance of human capital formation , rural development ,employment and sustainable economic development.</li> <li>• To enable the students to know the problems related to human capital formation , rural development, employment and sustainable economic development.</li> </ul>	<p>Case Study on Economic Challenges</p> <ul style="list-style-type: none"> <li>- Divide the class into small groups.</li> <li>- 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.</li> <li>- Ask each group to analyze the case study and identify the causes and consequences of the challenge.</li> <li>- Ask each group to present their findings in class.</li> </ul>	50	

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September	PART B: INDIAN ECONOMIC DEVELOPMENT UNIT 7: CURRENT CHALLENGES FACING INDIAN ECONOMY				<b>TERM – 1 PORTION</b>  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"> <li>• Understand the economic development patterns of India, China and Pakistan.</li> <li>• Compare the key indicators of development among these countries.</li> <li>• Analyze the factors influencing different development trajectories.</li> </ul>	Debate on Development Strategies <ul style="list-style-type: none"> <li>- Divide the class into two groups.</li> <li>- Assign a topic related to development strategies, such as "India's development strategy has been more successful than its neighbors".</li> <li>- Ask each group to prepare arguments for or against the topic.</li> <li>- Hold a debate in class, allowing</li> </ul>	12	



			<p>each group to present their arguments.</p> <ul style="list-style-type: none"> <li>- Encourage the rest of the class to participate and ask questions</li> </ul>		
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"> <li>• Aggregate demand and its components.</li> <li>• Short-run equilibrium output.</li> <li>• Problems of excess demand and deficient demand.</li> </ul>	<p>Creating a Diagram to Show the Determination of Equilibrium Income and Employment</p> <ul style="list-style-type: none"> <li>- Divide the class into small groups.</li> <li>- Ask each group to create a diagram to show the determination of equilibrium income and employment, including the aggregate demand and aggregate supply curves.</li> <li>- Encourage groups to include explanations and analysis of the diagram.</li> <li>- Ask each group to present their diagram in class.</li> </ul>	30	<p><b>PT – 2 PORTION</b></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 COMPARISON 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"> <li>• Balance of payment</li> <li>• Its components</li> <li>• Concept of foreign exchange rate</li> <li>• Flexible and fixed exchange rate</li> </ul>	<p>Role-Play on Exchange Rate Management</p> <ul style="list-style-type: none"> <li>- Divide the class into small groups.</li> <li>- Assign a scenario related to exchange rate management, such as a central bank trying to stabilize the exchange rate.</li> <li>- Ask each group to role-play different stakeholders, such as central bankers, exporters, and</li> </ul>	18	

		<ul style="list-style-type: none"> <li>• Managed floating</li> <li>• Concepts of depreciation and Devaluation</li> <li>• Concept of Appreciation and Revaluation</li> </ul>	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.		
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December	PART A : Introductory Macroeconomics  UNIT 5: BALANCE OF PAYMENTS				

