

BUDHA DAL PUBLIC SCHOOL PATIALA
ANNUAL CURRICULUM PLAN SESSION 2026-27

TARGET GROUP: CLASS XII

SUBJECT: ECONOMICS

Working days	Theme/ Sub-theme	Learning Objectives		Activities/ resources	Expected learning outcome	Assessment
		Specific (content based)	Life skill, experiential learning, art integration etc			
5 days (April)	: Introduction (Indian Eco.) India on the eve of independence □ The situation of demographic, foreign trade, agriculture, industrial, infrastructure on the eve of independence.	1. To know the state of Economy on the Eve of Independence. 2. To know the state of Agricultural sector on the Eve of Independence. 3. To know the state of Industrial sector on the Eve of Independence. 4. To understand the demographic condition of people under British Rule. 5. To understand occupational structure during the British Rule. 6. To explain positive impact of British Rule in India	Critical thinking Awareness towards exploitation of Human Resources during British Rule. Understand Economic Backwardness and stagnant state of Indian Economy. Empathy towards Indian people.	A ppt presentation with video will be shown for better understanding of the chapter	Students will be able to: understand targeted exploitation of all sectors of economy by British government Students will be able to understand the state of agriculture, industry and international trade under the British rule Students will be able to understand the positive side effects of the British rule in India. SDGs – peace and justice	Questions will be given to the students for assessment

8 days (April)	Industry, agriculture and foreign trade 1950-90	1.To enable students to understand IPR 1956. 2. to compare pre and post 1991 economics policy 3. to understand foreign trade and agriculture pre 1991	Life skills; critical thinking Art integration; make project on green revolution	Ppt will be used	Appreciate govt policies and their positive impact on economy	Verbal questions will be asked
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10 days (April)	Money and Banking	The students will learn the concept of Functions of money, Demand for money, it's transaction & speculative motive. The students will understand supply of money, legal definitions, Narrow & broad money, creation of credit by banks system, instruments of monetary policy & RBI.	1. Decision making skill 2. Understanding of financial institutions 3. Understand the economic conditions. 4. Acquire and demonstrate analytical and problem-solving skills within money, banking, and financial market disciplines. 5. Inculcate economic values. 6. Critical thinking skill. 7. Futuristic approach 8. Concern for society Discipline 9. Awareness	Art Integration. Students will prepare project showing the banking working of the system in the economy. Students will prepare a report on the RBI Governor's speech during the lockdown period	• Acquire and demonstrate analytical and problem-solving skills within money, banking, and financial market disciplines. • Assess how monetary activities affect an economy. The structure of financial markets, the factors that shape them, and how they are regulated. • The nature and functions of money. • Assess the responses of the economy to both monetary and fiscal policy. • Basic purposes of the monetary and financial systems. • The roles of banks and other financial intermediaries. • Analyse how the RBI affects the economy. • Identify how money circulates by commercial banks and creates money • Discuss how one party to the transaction can make a decision at a	Worksheet will be provided including hints as home assignment
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					later time that will affect subsequent transfers of money. • The information about the future can reduce the uncertainty associated with future monetary value Assess how a financial crisis happens and how RBI should respond. At the time of inflation and deflation how the RBI applies their instruments.	
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25 days (May)	National Income and Related Aggregates 28 Periods What is Macroeconomics? Basic concepts in macroeconomics: consumption goods, capital goods, final goods, intermediate goods; stocks and flows; gross investment and depreciation. Circular flow of income (two sector model); Methods of calculating National Income - Value Added or Product method, Expenditure method, Income method. - Aggregates related to National Income: Gross National Product (GNP), Net National Product (NNP), Gross and Net Domestic Product (GDP and NDP) - at market price, at factor cost; Real and Nominal GDP. GDP and Welfare	The students will learn, Introduction, Meaning of circular flow, stock & flow, types of circular flow, circular flow in a simple economy. Domestic territory, normal residents, factor & transfer income, final & intermediate goods, consumption & capital goods, gross & net investment, depreciation, NIT & NFIA Introduction, Basic aggregates of National income (GDP, NDP, GNP, NNP at FC and MP) Introduction The students will learn basic, Items which are to be included in this method & will be able to calculate National Income by Value Added Method, Income Method and Expenditure Method	1. Decision making skill 2. Relate the topic with real world examples. 3. Understand the economic conditions. 4. Inculcate economic values. 5. Optimum utilization of resources 6. Critical thinking skill. 7. Futuristic approach 8. Understanding 9. Concern for society Discipline 10. Positive Attitude.	• Text pages of NCERT & Notes. Blackboard and Lecture Method • Students will be asked to check Economic Survey of India and find out which method is adopted for calculation of NI in India. • Students will prepare a flow chart on the flow of money supply • Flow chart on various methods of calculation of income	1. The students will learn, Introduction, Meaning of circular flow, stock & flow, types of circular flow, circular flow in a simple economy. 2. Domestic territory, normal residents, factor & transfer income, final & intermediate goods, consumption & capital goods, gross & net investment, depreciation, NIT & NFIA 3. Basic Items which are to be included in this method & will be able to calculate National Income by Value Added Methods income method and expenditure method. 4. Reconciliation of three methods, treatment of different items in national income & domestic income, nominal & real GDP	Similar questions as solved in class will be given as home assignment.
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25 days (July)	Determination of Income and Employment: AD AS	The students will understand the concept of Ex – ante & Ex – post, movement along a curve & shift of a curve, short run fixed analysis of the product market. A point on aggregate demand curve, aggregate supply, inflation, deflation, their impact on different groups, Effects of an autonomous change on equilibrium demand in the product market, meaning & multiplier mechanism.	1. Decision making skill 2. Understand the economic conditions. 3. Inculcate economic values. 4. Optimum utilization of resources 5. Critical thinking skill. 6. Futuristic approach 7. Concern for society Discipline 8. Problem solving skill	Text pages of NCERT & Notes Labor demand and supply will be discussed with the students. Participants will prepare a discussion of derived demand for and supply of labour. The demand side discussion will explain why profit maximizing employers will not offer more than the value of workers marginal product. The supply side discussion should highlight the opportunity cost the worker faces when considering whether to accept the wage offer.	• Understand the concept of AD and AS. • Concept of Equilibrium output in economy. • Understanding of essential concepts of Full Employment and Underemployment Equilibrium. Analyse Problems of Deficient and Excess demand and measures to correct them.	Similar questions as solved in class will be given as home assignment. in group discussions their participation will be assessed
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8 Days (August)	Economic Reforms Since 1991	1. To understand the background of the reform policies introduced in India in 1991. 2. To understand the mechanism through which reform policies were introduced. 3. To comprehend the process of Globalisation and its implications for India 4. To understand the concept of Sustainable Development 5. To analyse the impact of reforms on various sectors of the economy. 6. Concept of demonetisation and GST	Life skill: respect towards country's economic policies 'adapting to new trading environment. Art integration: drama [students will be asked to do role play on impact of LPG POLICY on social welfare of poor.	Pictures and logos of navrattans will be shown. Discussion about demonetisation etc	• Students will be able to understand the background of reform of economic policy • Students will be able to understand the need and features of Liberalisation, privatization, and globalization • Students will be able to compare the positive and negative impact	Students will participate in open discussion on demonetisation, GST, PRIVATISATION etc and based on their participation they will be assessed
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10 Days (August)	Government Budget and the Economy	The students will learn the Components of government budget, Revenue & capital account, measures of government deficit,	Life skills: 1.Decision making skill and understand the economic conditions. 2.Critical thinking skill. 3.Futuristic approach. 4.Concern for society Discipline. 5.Impact of taxes on economic growth 6. Analytical skill	The students will be asked to make a list the names of taxes their family members have paid recently. Record them and group them like property tax, sales tax, income tax etc. Students will research and think analytically on the following questions: What does our government spend money on? The students are supposed to create a list of revenue and spending. What political forces prevent change? Students will write a one-page reflection on the challenges of balancing government budget.	1. The Components of government budget, Revenue & capital account, measures of government deficit 2. Changes in government expenditure, changes in taxes & debt. 3. Types of budgets and their components. 4. How to find out the fiscal deficit, primary deficits and also come to understand the government planning on budget.	Assignment will be given to the students
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8 days (August)	Balance of Payment	The students will learn Determination of exchange rate, flexible exchange rates, fixed exchange rates, managed floating, Exchange rate management the international experience The students will understand the balance of payment, BOP surplus & Deficit, The foreign exchange market, introduction. The students will understand National income identity for an open economy, Equilibrium output & trade balance	1. Decision making skill 2. Relate the topic with real world examples. 3. Understand the economic conditions. 4. Inculcate economic values. 5. Critical thinking skill. Futuristic approach 6. Understanding of other economies 7. Behaviour of International market Students learn to search information through various	Role play on people of two countries trading with each other	1. The students will understand the balance of payment, BOP surplus & Deficit, The foreign exchange market. 2. Determination of exchange rate, flexible exchange rates, fixed exchange rates, managed floating, Exchange rate management and learn the international experience. 3. They will learn that how the exchange rate is decided in the in the international market, role of demand and supply. Role of RBI in international exchange market.	Verbal assessment by asking questions.
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6 days (October)	CURRENT CHALLENGES FACING INDIAN ECONOMY Human capital formation	1. To define the meaning of Human and Capital 2. To understand the concept of Human Resource, Human Capital Formation, Human Development. 3. To understand the link between Human Capital Formation and Economic Growth. 4. To analyse the need for government spending on health and education To critically evaluate the state of India's educational attainment. 6. To understand the problems of Human Capital Formation in India	1. Critical thinking 2. Awareness towards the strengthening of Human Capital 3. Understand need of labour laws	Sensitivity towards brain drain. Understand importance of education and training.	1. Source and role of human capital formation 2. Importance and objective of education and health in human capital formation. SDGs – decent work and economic growth.	The question will be solved through worksheet.
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5 Days (October)	Environment and sustainable development	1.To know the meaning and functions of Environment 2.To understand different Environmental crises- Global warming, Ozone. 3.Depletion and Overuse/misuse of Environmental resources. 4.To understand India's Environmental status. 5.To understand the causes of Environmental degradation. 6.To explain the causes or factors of Environmental degradation. 7.To know the features of Sustainable Development.	1.Critical thinking 2. carryout a no- plastic campaign 3.art integration-a project will be given on best out of waste [to understand importance of conservative use of resources]	A project will be given on this topic in groups and group will present it.	- Significance of environment - Basic elements of environmental degradation - State of environment of India Concepts of and Strategies for sustainable development	Students will be assessed through giving them open end questions and inviting suggestions.
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5 days (October)	Development experience of India - China - Pakistan	To understand comparative policies of India, China and Pakistan.	To compare their occupational structure; to analyse similarities and differences in their policies; to appreciate adoption of economic reforms by 3 economies.	Collage making and project work.	To have a comparative view of policies of India China and Pakistan; and appreciate these policies.	Assessment MCQ and competencies-based questions.
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5 days (October)	Employment: Growth, Informalisation and Other Issues.	1. To know the meaning of the term Employment. 2. To understand the growth and Changing structure of Employment. 3. To understand Informalisation of Workforce. 4. To know different types of unemployment. 5. To explain the causes of increasing unemployment in India. 6. To know the effects of unemployment in India. To know about effects of unemployment in India	• Life skill learned • Critical thinking • Art integration : creating a short play and act on it. • With this students will understand Importance of work to earn a living. • Enables to contribute to National income. • Social responsibility	Group discussion and quizzes	• Understanding about different types of employment and unemployment • Casualisation and informalisation of workforce • Understanding of economic and social consequences of unemployment Suggestions and government policies and programs to solve the problem of unemployment	Observation method : class participation and answering questions asked
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5 days (October)	Rural development	1.To know the challenges or key issues for rural development. 2.To understand the different sources of rural credit. 3.To understand Agricultural Marketing System. 4. To explain the causes of diversification of Agriculture in India. 5.To know the benefits of Organic farming. To understand the challenges of Organic farming	1.Life skills; empathise with rural people, problem solving ability created when they are asked suggestions how to explore new employment options in rural areas. - Art integration: create some useful products using local resources.	Discussion on A movie [sui dhaga) will be done in the class	□ Students will be able to understand the challenges of Rural Development. Understanding of the measures adopted by the Government to improve Marketing system.	Through the movie the students will be asked to identify the problems in rural areas and the solution for the same will be discussed in the class.
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