

प्रेषक,

सचिव,  
उत्तराखण्ड विद्यालयी शिक्षा परिषद्  
रामनगर(नैनीताल)।

सेवा में,

समस्त मुख्य शिक्षा अधिकारी  
उत्तराखण्ड।

पत्रांक: उ०वि०शि०प०/शोध एवं पाठ्यक्रम/ए०-168/42-58/2022-23 दिनांक 18 मई 2022  
विषय: इण्टरमीडिएट स्तर पर कक्षा 12 में इतिहास एवं अर्थशास्त्र विषयों में आन्तरिक मूल्यांकन (प्रोजेक्ट) के सम्बन्ध में।

महोदय,

उपर्युक्त विषयक शासन के पत्र सं०-524/xxiv-4/2021- 01(01)2016 देहरादून दिनांक 10 मई 2021 के द्वारा इण्टरमीडिएट स्तर पर इतिहास एवं अर्थशास्त्र विषयों में आन्तरिक मूल्यांकन (प्रोजेक्ट) की व्यवस्था को सत्र 2021-22 से लागू कर दिया गया है। सत्र 2021-22 से कक्षा 11 में इतिहास एवं अर्थशास्त्र विषयों में 20 अंकों के प्रोजेक्ट का विद्यालय स्तर पर आन्तरिक मूल्यांकन किये जाने हेतु मुख्य शिक्षा अधिकारी के माध्यम से उत्तराखण्ड विद्यालयी शिक्षा परिषद् से सम्बद्ध समस्त विद्यालयों को निर्देश परिषद् के पत्रांक उ०वि०शि०प०/शोध एवं पाठ्यक्रम/ए०-168 /176-192 /2021-22 दिनांक 23 सितम्बर 2021 द्वारा प्रेषित किये गये थे। सत्र 2022-23 से इण्टरमीडिएट स्तर पर कक्षा 12 में इतिहास एवं अर्थशास्त्र विषयों में 100 अंकों की सैद्धान्तिक परीक्षा के स्थान पर 80 अंकों की सैद्धान्तिक परीक्षा तथा 20 अंकों का आन्तरिक मूल्यांकन (प्रोजेक्ट) कार्य सम्पन्न किया जाना निर्धारित है। सत्र 2022-23 से कक्षा 12 में परिषदीय परीक्षा 100 अंकों के स्थान पर 80 अंकों की ली जायेगी।

कक्षा 12 हेतु सैद्धान्तिक परीक्षा एवं आन्तरिक मूल्यांकन (प्रोजेक्ट) हेतु पाठ्यक्रम का यूनितवार अंक विभाजन आपको इस आशय से प्रेषित किया जा रहा है। कि आप अपने जनपद के उत्तराखण्ड विद्यालयी शिक्षा परिषद् से सम्बद्ध समस्त विद्यालयों के संस्थाध्यक्षों को तदनुसार कार्यवाही हेतु तत्काल अवगत कराना सुनिश्चित करेंगे।

संलग्नक:- उपरोक्तानुसार।

भवदीय

(बी०एम०एस०रावत)

अपर सचिव  
उत्तराखण्ड विद्यालयी शिक्षा परिषद्  
रामनगर (नैनीताल)।

पृ०सं०: उ०वि०शि०प०/शोध एवं पाठ्यक्रम/ए०-168/42-58 /2022-23 दिनांक उक्तवत्।

प्रतिलिपि निम्नांकित की सेवा में सूचनार्थ एवं आवश्यक कार्यवाही हेतु प्रेषित-

1. महानिदेशक, विद्यालयी शिक्षा उत्तराखण्ड, देहरादून।
2. सभापति,, उत्तराखण्ड विद्यालयी शिक्षा परिषद्/निदेशक, माध्यमिक शिक्षा उत्तराखण्ड देहरादून।
3. अपर शिक्षा निदेशक गढ़वाल मण्डल पौड़ी/कुमाँयू मण्डल नैनीताल।

(बी०एम०एस०रावत)

अपर सचिव  
उत्तराखण्ड विद्यालयी शिक्षा परिषद्  
रामनगर (नैनीताल)।

## कक्षा 12 (इतिहास एवं अर्थशास्त्र )

सत्र 2022-23 से कक्षा 12 में इतिहास (History) तथा अर्थशास्त्र (Economics) विषय में केवल लिखित परीक्षा के स्थान पर 80 अंकों की सैद्धान्तिक परीक्षा का आयोजन व 20 अंको का आन्तरिक मूल्यांकन ( प्रोजेक्ट) किया जायेगा ।

सम्पूर्ण विषय की परीक्षा में उत्तीर्ण होने के लिए सैद्धान्तिक परीक्षा तथा आन्तरिक मूल्यांकन दोनों में अलग-अलग उत्तीर्ण होना आवश्यक होगा ।

सैद्धान्तिक भाग में उत्तीर्ण होने के लिए न्यूनतम 26 अंक तथा आन्तरिक मूल्यांकन में उत्तीर्ण होने के लिए न्यूनतम 7 अंक प्राप्त करने आवश्यक होंगे ।

### HISTORY (110)

### CLASS XII

(सैद्धान्तिक)

Time : 3 Hours

#### One Paper

Marks : 80

Units	Marks
<b>Section A: Archaeology &amp; Ancient India</b> Units 1 – 4	20
<b>Section B: Medieval India</b> Units 5 – 9	25
<b>Section C: Modern India</b> Units 10 – 15	25
<b>Unit 16 : Map Work</b>	10

### Class XII: Themes in Indian History

Themes	Objectives
<b>SECTION A: ARCHAEOLOGY &amp; ANCIENT INDIA</b> <b>1. The Story of the First Cities: Harappan Archaeology</b>  <b>Broad overview:</b> Early urban centres <b>Story of discovery:</b> Harappan civilization  <b>Excerpt:</b> Archaeological report on a major site <b>Discussion:</b> how it has been utilized by archaeologists/historians	<ul style="list-style-type: none"><li>• Familiarize the learner with early . urban centres as economic and social institutions.</li><li>• Introduce the ways in which new data can lead to a revision of . existing notions of history.</li><li>• Illustrate how archaeological reports are analyzed and interpreted by scholars.</li></ul>

<p><b>2. Political and Economic History: How Inscriptions tell a story.</b>  <b>Broad overview:</b> Political and economic history from the Mauryan to the Gupta period  <b>Story of discovery:</b> Inscriptions and the decipherment of the script. Shifts in the understanding of political and economic history.  <b>Excerpt:</b> Asokan inscription and Gupta period and grant.  <b>Discussion:</b> Interpretation of inscriptions by historians</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with major trends in the political and economic history of the subcontinent.</li> <li>• Introduce inscriptional analysis and the ways in which these have shaped the understanding of political and economic processes</li> </ul>
<p><b>3. Social Histories: Using the Mahabharata</b>  <b>Broad overview:</b> Issues in social history, including caste, class, kinship and gender  <b>Story of discovery:</b> Transmission and publications of the Mahabharat  <b>Excerpt:</b> from the Mahabharata, illustrating how it has been used by historians.  <b>Discussion:</b> Other sources for reconstructing social history.</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with issues in social history.</li> <li>• Introduce strategies of textual analysis and their use in reconstructing social history.</li> </ul>
<p><b>4. A History of Buddhism: Sanchi Stupa</b>  <b>Broad overview:</b> (a) A brief review of religious histories of Vedic religion, Jainism, Vaisnavism, Saivism. (b) Focus on Buddhism  <b>Story of discovery:</b> Sanchi stupa  <b>Excerpt:</b> Reproduction of sculptures from Sanchi  <b>Discussion:</b> Ways in which sculpture has been interpreted by historians, other sources for reconstructing the history of Buddhism</p>	<ul style="list-style-type: none"> <li>• Discuss the major religious developments in early India.</li> <li>• Introduce strategies of visual analysis and their use in reconstructing histories of religion.</li> </ul>
<p><b>SECTION B: MEDIEVAL INDIA</b>  <b>5. Agrarian Relations: The Ain-i- Akbari</b>  <b>Broad overview:</b> (a) Structure of agrarian relations in the 16th and 17th centuries. (b) Patterns of change over the period.  <b>Story of Discovery:</b> Account of the compilation and translation of <i>Ain-i-Akbari</i>  <b>Excerpt:</b> from the <i>Ain-i-Akbari</i>  <b>Discussion:</b> Ways in which historians have used the text to reconstruct history.</p>	<ul style="list-style-type: none"> <li>• Discuss developments in agrarian relations.</li> <li>• Discuss how to supplement official documents with other sources.</li> </ul>

<p><b>6. The Mughal Court: Reconstructing Histories through Chronicles</b>  <b>Broad Overview:</b> (a) Outline of political history 15th-17th centuries. (b) Discussion of the Mughal court and politics.  <b>Story of Discovery:</b> Account of the production of court chronicles, and 'their subsequent translation and transmission.  <b>Excerpts:</b> from the <i>Akbarnama</i> and <i>Padshahnama</i>.  <b>Discussion:</b> Ways in which historians have used the texts to reconstruct political histories.</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the major landmarks in political history</li> <li>• Show how chronicles and other sources are used to reconstruct the histories of political institutions.</li> </ul>
<p><b>7. New Architecture: Hampi</b>  <b>Broad Overview:</b> (a) Outline of new buildings during Vijayanagar period-temples, forts, irrigation facilities. (b) Relationship between architecture and the political system..  <b>Story of Discovery:</b> Account of how Hampi was found  <b>Excerpt:</b> Visuals of buildings at Hampi  <b>Discussion:</b> Ways in which historians have analyzed and interpreted these structures</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the new buildings that were built during the time.</li> <li>• Discuss the ways in which architecture can be analyzed to reconstruct history.</li> </ul>
<p><b>8. Religious Histories: The Bhakti-Sufi tradition</b>  <b>Broad Overview:</b> (a) Outline of religious developments during this period. (b) Ideas and practices of the Bhakti-Sufi saints.  <b>Story of Transmission:</b> How Bhakti-Sufi compositions have been preserved.  <b>Excerpt:</b> Extracts from selected Bhakti Sufi works.  <b>Discussion:</b> Ways in which these have been interpreted by historians.</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with religious developments.</li> <li>• Discuss ways of analyzing devotional literature as sources of history.</li> </ul>
<p><b>9. Medieval Society Through Travellers' Accounts</b>  <b>Broad Overview:</b> Outline of social and cultural life as they appear in travellers'  <b>Story of their writings:</b> A discussion of where they travelled, why they travelled, what they wrote, and for whom they wrote.  <b>Excerpts:</b> from Alberuni, Ibn Batuta, Bernier.  <b>Discussion:</b> What these travel accounts can tell us and how they have been interpreted by historians.</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the accounts. salient features of social histories described by the travellers.</li> <li>• Discuss how travellers' accounts can be used as sources of social history.</li> </ul>

<p><b>SECTION C: MODERN INDIA</b>  <b>10. Colonialism and-Rural Society: Evidence from Official Reports</b>  <b>Broad overview :</b> (a). Life of zamindars, peasants and artisans in the late 18 century (b) East India Company, revenue settlements and surveys. (c) Changes over the nineteenth century.  <b>Story of official records:</b> An account of why official investigations into rural societies were under taken and the types of records and reports produced.</p>	<ul style="list-style-type: none"> <li>• Discuss how colonialism affected Zamindars, peasants and artisans.</li> <li>• Understand the problems and limits of using official sources for understanding the lives of people.</li> </ul>
<p><b>Excerpts:</b> From Firminger's Fifth Report, Accounts of Frances Buchanan-Hamilton, and Deccan Riots Report,  <b>Discussion:</b> What the official records tell and do not tell, and how they have been used by historians.</p>	
<p><b>11. Representations of 1857</b>  <b>Broad Overview:</b> (a) The events of 1857-58. (b) How these events were recorded and narrated.  <b>Focus:</b> Lucknow.  <b>Excerpts:</b> Pictures of 1857. Extracts from contemporary accounts.  <b>Discussion:</b> How the pictures of 1857 shaped British opinion of what had happened.</p>	<ul style="list-style-type: none"> <li>• Discuss how the events of 1857 are being reinterpreted.</li> <li>• Discuss how visual material can be used by historians</li> </ul>
<p><b>12. Colonialism and Indian Towns: Town Plans and Municipal Reports</b>  <b>Broad Overview:</b> The growth of Mumbai, Chennai, hill stations and cantonments in the 18th and 19th century.  <b>Excerpts:</b> Photographs and paintings. Plans of cities. Extract from town plan reports. Focus on Kolkata town planning.  <b>Discussion:</b> How the above sources can be used to reconstruct the history of towns. What these sources do not reveal.</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with the history of modern urban centres.</li> <li>• Discuss how urban histories can be written by drawing on different types of sources.</li> </ul>
<p><b>13. Mahatma Gandhi through Contemporary Eyes</b>  <b>Broad Overview:</b> (a) The nationalist movement 1918 - 48, (b) The nature of Gandhian politics and leadership.  <b>Focus:</b> Mahatma Gandhi in 1931.  <b>Excerpts:</b> Reports from English and Indian language newspapers and other contemporary writings.  <b>Discussion:</b> How newspapers can be a source of history.</p>	<ul style="list-style-type: none"> <li>• Familiarize the learner with significant elements of the nationalist movement and the nature of Gandhian leadership.</li> <li>• Discuss how Gandhi was perceived by different groups.</li> <li>• Discuss how historians need to read and interpret newspapers, diaries and letters as historical source.</li> </ul>

<p><b>14. Partition through Oral Sources</b>  <b>Broad Overview:</b> (a) The history of the 1940s; (b) Nationalism. Communalism and Partition.  <b>Focus:</b> Punjab and Bengal.  <b>Excerpts:</b> Oral testimonies of those who experienced partition.  <b>Discussion:</b> Ways in which these have been analyzed to reconstruct the history of the event.</p>	<ul style="list-style-type: none"> <li>• Discuss the last decade of the national movement, the growth of communalism and the story of Partition.</li> <li>• Understand the events through the experience of those who lived through these years of communal violence.</li> <li>• Show the possibilities and limits of oral sources.</li> </ul>
<p><b>15. The Making of the Constitution</b>  <b>Broad Overview:</b> (a) Independence and the new nation state. (b) The making of the constitution. .  <b>Focus:</b> The Constitutional Assembly debates.  <b>Excerpts:</b> from the debates  <b>Discussion:</b> What such debates reveal and how they can be analyzed.</p>	<ul style="list-style-type: none"> <li>• Familiarize students with the history of the early years after independence.</li> <li>• Discuss how the founding ideals of the new nation state were debated and formulated.</li> <li>• Understand how such debates and discussions can be read by historians.</li> </ul>
<p><b>16. Map Work on Units 1-15</b></p>	

**HISTORY - 110**  
**Class XII**  
**Project work**

**PROJECT WORK**

**MM-20**

**OBJECTIVES**

Project work will help students:

- To develop skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.
- To develop skill to comprehend, analyze, interpret, evaluate historical evidence, and understand the limitation of historical evidence.
- To develop 21st century managerial skills of co-ordination, self-direction, and time management.
- To learn to work on diverse cultures, races, religions, and lifestyles.
- To learn through constructivism-a theory based on observation and scientific study.
- To inculcate a spirit of inquiry and research.
- To communicate data in the most appropriate form using a variety of techniques.
- To provide greater opportunity for interaction and exploration.
- To understand contemporary issues in context to our past.
- To develop a global perspective and an international outlook.
- To grow into caring, sensitive individuals capable of making informed, intelligent, and independent choices.
- To develop lasting interest in history discipline

## GUIDELINES TO TEACHERS

- The teachers must ensure that the project work assigned to the students individually/ In-groups and discussed at different stages right from assigning topic, draft review to finalization.
- Students should be facilitated in terms of providing relevant materials, suggesting websites, obtaining of required permission for archives, historical sites, etc.
- The Project Work should be suitably spaced from April to November in classes XI and XII so that students can prepare for Final Examination.
- The teachers must ensure that the students submit original work.
- Project report should be **Handwritten** only. (Eco-friendly materials can be used by students)

### The following steps are suggested:

- 1) Teacher should design and prepare a list of 15-20 projects and should give an option to a student to choose a project as per his/her interest.
- 2) The project must be done individually / In-groups.
- 3) The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project work.
- 4) The teacher should play the role of a facilitator and should closely supervise the process of project completion, and should guide the children by providing necessary inputs, resources etc. to enrich the subject content.
- 5) The Project Work needs to enhance cognitive, affective, and psychomotor domains in the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning. Art integrated **Activities** , experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020) The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to visually impaired candidates.
- 6) Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches. Secondary sources may also be used after proper authentication.
- 7) Evaluation will be done by internal examiner.

## FEW SUGGESTIVE TOPICS FOR CLASS XII PROJECTS

1. The Indus Valley Civilization-Archeological Excavations and New Perspectives
2. The History and Legacy of Mauryan Empire
3. "Mahabharat"- The Great Epic of India
4. The History and Culture of the Vedic period
5. Buddha Charita
6. A Comprehensive History of Jainism
7. Bhakti Movement- Multiple interpretations and commentaries.
8. "The Mystical Dimensions of Sufism
9. Global legacy of Gandhian ideas
10. The Architectural Culture of the Vijayanagar Empire
11. Life of women in the Mughal rural society
12. Comparative Analysis of the Land Revenue Systems introduced by the Britishers in India
13. The Revolt of 1857- Causes; Planning & Coordination; Leadership, Vision of Unity
14. The Philosophy of Guru Nanak Dev
15. The Vision of Kabir

16. Any historical site located in your area.
17. An insight into the Indian Constitution
18. Any other project.

*(Projects are an imperative component in enhancing students learning with the related themes. In the research project, students can go beyond the textbook and explore the world of knowledge. They can conceptualize under the embedded themes. Forms of rubrics are a significant aspect and to be discussed in the classroom itself for clear understanding of concept & for assessment.)*

### 1. Expected Checklist for the Project Work:

- Introduction of topic/title
- Identifying the causes, events, consequences and/or remedies
- Various stakeholders and effect on each of them
- Advantages and disadvantages of situations or issues identified
- Short-term and long-term implications of strategies suggested during research
- Validity, reliability, appropriateness, and relevance of data used for research work and for presentation in the project file
- Presentation and writing that is succinct and coherent in project file
- Citation of the materials referred to, in the file in footnotes, resources section, bibliography etc.

### 2. Assessment of Project Work:

- Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.
- The aspects of the project work to be covered by students can be assessed during the academic year.
- 20 marks assigned for Project Work can be divided in the following manner:

### 3. PROJECT WORK: 20 Marks

The teacher will assess the progress of the project work in the following manner

Month	Periodic Work	Assessment Rubrics	Marks
April -July	Instructions about Project Guidelines, Background reading Discussions on Theme and Selection of the Final Topic, Initiation/ Synopsis	Introduction, Statement of Purpose/Need and objectives of the study, Hypothesis/Research Question, Review of Literature, Presentation of Evidence, Methodology, Questionnaire, Data Collection.	3
August - October	Planning and organization: forming an action plan, feasibility, or baseline study, Updating/modifying the action plan, Data Collection	Significance and relevance of the topic; challenges encountered while conducting the research.	7
November - January	Content/data analysis and interpretation.  Conclusion, Limitations, Suggestions, Bibliography, Annexures and overall presentation of the project.	Content analysis and its relevance in the current scenario.  Conclusion, Limitations, Bibliography, Annexures and Overall Presentation.	2



January/ February	<b>Final Assessment and VIVA by Internal Examiner.</b>	Internal Viva based on the project	8
		<b>TOTAL</b>	<b>20</b>

#### **4. Viva-Voice**

- At the end, each learner will present the research work in the Project File to the Internal examiner.
- The questions should be asked from the Research Work/ Project File of the learner.
- The Internal Examiner should ensure that the study submitted by the learner is his/her own original work.

In case of any doubt, authenticity should be checked and verified.

**ECONOMICS (112)**  
**CLASS XII**

(सैद्धान्तिक)

Time : 3 Hours

One Paper

Marks : 80

Units	Marks
<b>Part A : Introductory Microeconomics</b>	
1 Introduction	04
2. Consumer Equilibrium and Demand	15
3. Producer Behaviour and Supply	15
4. Forms of Market and Price Determination	06
5. Simple applications of Tools of demand and supply	-
	40
<b>Part B : Introductory Macroeconomics</b>	
6. National Income and Related Aggregates	10
7. Money and Banking	08
8. Determination of Income and Employment	10
9. Government Budget and the Economy	06
10. Balance of Payments	06
	40

**Part A : Introductory Microeconomics**

**Unit 1: Introduction**

What is an economy? Central problems of an economy : what, how and for whom to produce; concepts of production possibility frontier and opportunity cost.

Distinctions between (a) planned and market economies, (b) positive and normative perspectives in economics, and (c) microeconomics and macroeconomics .

(Non-evaluative topics: Some basic tools in the study of economics - equation of a line, slope of a line, slope of a curve.)

**Unit 2: Consumer Equilibrium and Demand**

Consumer's equilibrium – meaning of utility, marginal utility, law of diminishing marginal utility, conditions of consumer's equilibrium using marginal utility analysis.

Indifference curve analysis of consumer's equilibrium-the consumer's budget (budget set and budget line), preferences of the consumer (indifference curve, indifference map) and conditions of consumer's equilibrium.

Demand, market demand, determinants of demand, demand schedule, demand curve, movement along and shifts in the demand curve; price elasticity of demand - factors affecting price elasticity of demand; measurement of price elasticity of demand – (a) percentage-change method and (b) geometric method (linear demand curve); relationship between price elasticity of demand and total expenditure.

**Unit 3: Producer Behaviour and Supply**

Production function: Total Product, Average Product and Marginal Product.

Returns to a Factor.

Cost and Revenue: Short run costs - total cost, total fixed cost, total variable cost; Average fixed cost, average variable cost and marginal cost-meaning and their relationship.

Revenue - total, average and marginal revenue.

Producer's equilibrium-meaning and its conditions-under (a) total revenue-total cost approach and (b) marginal revenue-marginal cost approach.

Supply, market supply, determinants of supply, supply schedule, supply curve, movements along and shifts in supply curve, price elasticity of supply; measurement of price elasticity of supply – (a) percentage change method and (b) geometric methods.

#### **Unit 4: Forms of Market and Price Determination**

Perfect competition - meaning and features.

Market Equilibrium under perfect competition – Determination of equilibrium price, Effects of shifts in demand and supply.

Non - Competitive Markets - monopoly, monopolistic competition, oligopoly - their meanings and features.

#### **Unit 5: Simple applications of Tools of demand and supply (not to be examined)**

### **Part B : Introductory Macroeconomics**

#### **Unit 6: National Income and related aggregates**

Macroeconomics: Its meaning.

Some basic concepts of macroeconomics: consumption goods, capital goods, final goods, intermediate goods; stocks and flows; gross investment and depreciation.

Circular flow of income; Methods of calculating National Income – Value Added or Product method, Expenditure method, Income method.

Concepts and 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; National Disposable Income (gross and net), Private Income, Personal Income and Personal Disposable Income; Real and Nominal GDP. GDP and Welfare

#### **Unit 7: Money and Banking**

Money – its meaning and function.

Supply of money – Currency held by the public and net demand deposits held by commercial banks.

Money creation by the commercial banking system.

Central banking and its functions (example of the Reserve Bank of India).

#### **Unit 8: Determination of Income and Employment**

Aggregate demand and its components.

Propensity to consume and propensity to save (average and marginal).

Short-run fixed price in product market, equilibrium output; investment or output multiplier and the multiplier mechanism.

Meaning of full employment and involuntary unemployment.

Problems of excess demand and deficient demand; measures to correct them - change in government spending, availability of credit.

#### **Unit 9: Government Budget and the Economy**

Government budget - meaning, objectives and components.

Classification of receipts - revenue receipt and capital receipt; classification of expenditure - revenue expenditure and capital expenditure.

Various measures of government deficit - revenue deficit, fiscal deficit, primary deficit: their meaning and implications.

Fiscal policy and its role (**non-evaluative topic**).

#### **Unit 10: Balance of Payments**

Balance of payments account - meaning and components; balance of payments deficit-meaning.

Foreign exchange rate – meaning of fixed and flexible rates and managed floating.

Determination of exchange rate in a free market.

**ECONOMICS - 112**  
**Class XII**  
**Project work**

**PROJECT WORK**

**MM-20**

**Guidelines for Project Work in Economics**

**Objectives** of the project work are to enable learners to:

- probe deeper into theoretical concepts learnt in classes XI and XII
- analyse and evaluate real world economic scenarios using theoretical constructs and arguments
- demonstrate the learning of economic theory
- follow up aspects of economics in which learners have interest
- develop the communication skills to argue logically

**Expectations** of the project work are that:

- learners will complete only **ONE** project in each academic session
- project should be of 3,500-4,000 words (excluding diagrams & graphs), preferably hand-written
- it will be an independent, self-directed piece of study

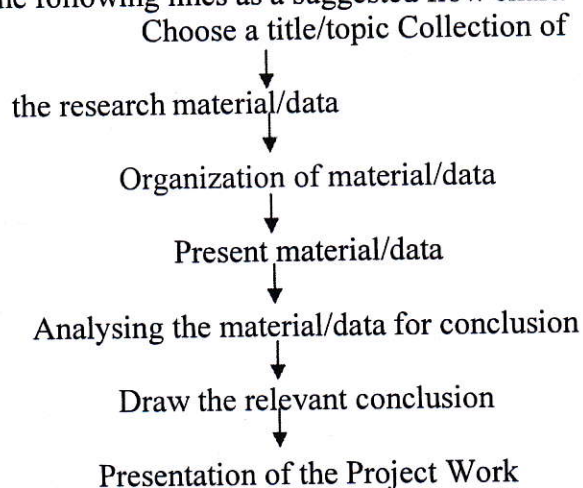
**Role of the teacher:**

The teacher plays a critical role in developing thinking skills of the learners. A teacher should:

- help each learner select the topic based on recently published extracts from the news media, government policies, RBI bulletin, NITI Aayog reports, IMF/World Bank reports etc., after detailed discussions and deliberations of the topic
- play the role of a facilitator and supervisor to monitor the project work of the learner through periodic discussions
- guide the research work in terms of sources for the relevant data
- educate learner about plagiarism and the importance of quoting the source of the information to ensure authenticity of research work
- prepare the learner for the presentation of the project work
- arrange a presentation of the project file

## **Scope of the project:**

Learners may work upon the following lines as a suggested flow chart:



## **Expected Checklist:**

- Introduction of topic/title
- Identifying the causes, consequences and/or remedies
- Various stakeholders and effect on each of them
- Advantages and disadvantages of situations or issues identified
- Short-term and long-term implications of economic strategies suggested in the course of research
- Validity, reliability, appropriateness and relevance of data used for research work and for presentation in the project file
- Presentation and writing that is succinct and coherent in project file
- *Citation of the materials referred to, in the file in footnotes, resources section, bibliography etc.*

## **Mode of presentation/submission of the Project:**

At the end of the stipulated term, each learner will present the research work in the Project File to the Internal examiner. **The questions should be asked from the Research Work/ Project File of the learner. The Internal Examiner should ensure that the study submitted by the learner is his/her own original work.** In case of any doubt, authenticity should be checked and verified.

## Marking Scheme :

Marks are suggested to be given as –

S. No.	Heading	Marks Allotted
1.	Relevance of the topic	3
2.	Knowledge Content/Research Work	6
3.	Presentation Technique	3
4.	Viva-voce	8
	Total	20 Marks

## *Suggestive List of Projects:*

Class XII	
• Micro and Small Scale Industries	• Food Supply Channel in India
• Contemporary Employment situation in India	• Disinvestment policy of the government
• Goods and Services Tax Act and its Impact on GDP	• Health Expenditure (of any state)
• Human Development Index	• Inclusive Growth Strategy
• Self-help group	• Trends in Credit availability in India
• Monetary policy committee and its functions	• Role of RBI in Control of Credit
• Government Budget & its Components	• Trends in budgetary condition of India
• Exchange Rate determination – Methods and Techniques	• Currency War – reasons and repercussions
• Livestock – Backbone of Rural India	• Alternate fuel – types and importance
• Sarwa Siksha Abhiyan – Cost Ratio Benefits	• Golden Quadrilateral- Cost ratio benefit
• Minimum Support Prices	• Relation between Stock Price Index and Economic Health of Nation
• Waste Management in India – Need of the hour	• Minimum Wage Rate – approach and Application
• Digital India- Step towards the future	• Rain Water Harvesting – a solution to water crises
• Vertical Farming – an alternate way	• Silk Route- Revival of the past
• Make in India – The way ahead	• Bumper Production- Boon or Bane for the farmer
• Rise of Concrete Jungle- Trend Analysis	• Organic Farming – Back to the Nature
• Effect of equilibrium prices in local market (Taking real life situation or recent news)	• Opportunity cost as economic tool (taking real life situation)
• Effect of price change on a complementary good (taking prices from real life visiting local market)	• Demand and supply of any goods / services /factors.
• Any other newspaper article and its evaluation on basis of economic principles	• <b>Any other topic</b>