

CLASS: X

SUBJECT: ECONOMICS (2026-27)

COURSE OBJECTIVE: The aims of Social Science in school education can be summarized as follows: as per NCF-2023

a. Develop the disciplinary knowledge and understanding of how society functions through interplay of historical, geographical, social, economic, and political factors.

This can be enabled through:

i. An understanding of continuity and change in human civilization, its causation and effect, and its impact on modern life, ii. An understanding of the interaction between nature and human beings, the spatial patterns arising out of this interaction, and its effect on human life, iii. Awareness and understanding of the diversity of people and their practices in different societies, regions, and cultures within societies, iv. An awareness of various social, political, and economic institutions, their origin, functioning and transformations over time.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society.

These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative, ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes, iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem - solving attitude, iv. Skills to collect, organize, analyze, represent, and present data and information on various historical, geographical, and socio-political issues, v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

c. Foster ethical, human, and Constitutional values:



As the DNEP 2019 emphasizes, to foster a “democratic outlook and commitment to liberty and freedom; equality, justice, and fairness; embracing diversity, plurality, and inclusion; humaneness and fraternal spirit; social responsibility and the spirit of service; ethics of integrity and honesty; scientific temper and commitment to rational and public dialogue; peace; social action through Constitutional means; unity and integrity of the nation, and a true rootedness and pride in India with a forward-looking spirit to continuously improve as a nation.

TERM-I CLASS-XSUBJECT: ECONOMICS

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
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NO. OF

April	Development • The traditional notion of development; National Income and Per-capita Income. • Growth of NI – critical appraisal of existing development indicators (PCI, IMR, SR and other income and health indicators) • Comparing Different countries • The need for health and educational development • Human Development Indicators (in brief, as a holistic measure of development). • The approach to this theme: Use case study of three states (Kerala, Punjab and	• Explain the meaning of development and some macroeconomic concepts. • Examine the significance of designing suitable developmental goals in shaping the nation. • Examine the importance of per capita income and compare the per capita income of various countries to infer about reasons for the variance. • Analyze the HDI in relation to PCI. • Examine the need for Sustainable development • How and why people should be healthy and provided with Education? • Describe the role of public facilities in	PPTs/Slideshow/Videos/Webinar/Media (1.1.12) News Paper articles/Printed photographs from Newspapers & Magazines (1.1.10) Sketching from nature and surrounding (1.1.3) Exercises in creation of plot and conflict based on: (i) episodes and happenings in day-to-day life situations: (ii) episodes from stories from textbooks or story books; (iii) short scenes from classical dramas. (4.2.4)	8
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MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	PERIODS
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NO. OF

	Bihar) or take a few countries (India, China, Sri Lanka and one developed country) • Public Facilities • Sustainable Development Portfolio Activity: EduScope: Visualizing Education Disparities" Using the data from the NCERT book, create bar graphs to compare the literacy rates and net attendance ratios (for secondary education) across different states, such as Haryana, Kerala, and Bihar.	development of a nation. • Analyze the role of education and health in development of people.	Interactive Panel Activity: 1. https://youtu.be/OAKAPfWTnRc 2. Analysis of real-time data from census reports, economic indicators, and social statistics using interactive charts. Zero Waste Activity: Discussion Question - What does development mean to YOU?" Students come one by one and write one word or short phrase (income, health, freedom, education, equality, safety, etc.) Learning outcome: Students visually see that development is multi-dimensional, not just income.	
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				NO. OF
MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	PERIODS



				NO. OF
May-June	Sectors of the Indian Economy: - Classification based on nature of economic activities – primary, secondary and tertiary sector - Changing role of the primary, secondary and tertiary sectors in India and their comparison with the world. - Where are most of the people employed? - How to create more employment? Portfolio Activity: Economic Snapshot: Capturing the Heart of India's Sectors In this activity, students choose an economic sector to explore and capture one photo for each sub-sector (e.g., primary, secondary, tertiary) in their local	- Analyse and evaluate the economic activities in different sectors and how they contribute to the overall growth and development of the Indian economy. - Identify problems in different sectors and propose solutions based on their understanding of the sectors. - Analyse the major employment generating sectors and observe the challenges faced in an effort to provide employment to all. - Convert tables relating to GDP, and employment, in primary, secondary and tertiary sectors into pie, bar and line diagrams.	PPTs/Slideshow/Videos/Webinar/Media (1.1.12) News Paper articles/Printed photographs from Newspapers & Magazines (1.1.10) Sketching from nature and surrounding (1.1.3) Use of pencils, colors, Painting surfaces such as papers of various kinds and quality, like smooth, rough, thick, thin, etc. (1.1.9) Interactive Panel Activity: 1. https://youtu.be/X41smgNDepo 2. Collaborative Mind Maps using	8



				NO. OF
MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	PERIODS
	area. They will write brief captions explaining how each photo represents the sector and its contribution to the economy. Finally, students will compile the photos into a photo essay reflecting on the importance of each sector.		digital whiteboard apps like Jamboard or Miro	
July	Revision for PT1			



				NO. OF
	Sectors of the Indian Economy: - Classification of the economy on basis of types of employment – Organized and Unorganized sectors. - Working conditions of the two sectors- Organized and Unorganized. - Classification based on ownership of assets – Private and Public sector.	- Examines the role of Unorganised sector in impacting PCI currently and proposes suggestive steps to reduce the unorganised sector for more productive contributions to GDP - Explain the difference between private and public sector enterprises - Discuss the role of public sector in the economic development of a nation. - Examine and infer the essential role of the Public and Private sectors the present trends of PPP and efficacy of the	PPTs/Slideshow/Videos/Webinar/Media (1.1.12) News Paper articles/Printed photographs from Newspapers & Magazines (1.1.10) Sketching from nature and surrounding (1.1.3)	2
MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	PERIODS
		initiative.	Interactive Panel Activity: https://youtu.be/dj36pNgvxn8	



				NO. OF
	Money and credit: • Money as a medium of exchange Modern forms of money • Loan activities of banks	• Examine money as a medium of exchange in all transactions of goods and services since ancient times to the present times. • Analyse the role of financial institutions from a common person's view point, the modern forms of money, the loan activities of banks, the various terms of credit & the main sources of credit. • Explain the basic concept of insurance. • Appreciate the importance of insurance as a security tool.	PPTs/Slideshow/Videos/Webinar/Media (1.1.12) News Paper articles/Printed photographs from Newspapers & Magazines (1.1.10)	2
August	Money and credit • Role of credit • Sources of credit – Formal and	• Analyse the different sources of credit. • Analyse the role of R.B.I and Commercial bank.	Community Partnership Program – Crop Carnival – This program will enlighten students on the History of the crops, the Economic Value and the Geographical area and conditions	8



MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF
				PERIODS
	Informal • Reserve Bank of India • Self-help groups Portfolio Activity: Discovering Money: A Global Exploration: Each student will pick a currency and research its country of origin, including the name of the currency, the symbol, and notable images or figures featured on the currency (e.g., historical figures, landmarks, or national symbols).	• Identify the significance and role of selfhelp groups in the betterment of the economic condition of rural people/women. • What is the role of financial institutions from point of view of day to day life? • Review sources of credit and their impact. Discuss various solutions for easy access to credit with low interest rates.	required. Interactive Panel Activity: 1. https://youtu.be/21qR7iXjhVo 2. Gamified Quiz using interactive quiz tools like Kahoot, Quizizz, or Mentimeter for revision. Zero Waste Activity: Discussion: Analyzing the environmental impact of global supply chains and fast fashion. Promote local, sustainable alternatives.	
September	Revision for MT			4

TERM-II CLASS-X SUBJECT: ECONOMICS

MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
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October	Globalization : - What is Globalization? - Factors that have enabled Globalisation. Portfolio Activity: Research on Government Schemes for Globalisation and Local Production Research and identify two additional government schemes, besides the Production-Linked Incentive (PLI) Scheme, that aim to promote globalization while securing local production in India. Include details such as the scheme's objectives, sectors targeted, and its impact on both domestic and foreign companies.	- Explain the basics of trade. - Examine the concept of globalization and its definition, evolution, and impact on the global economy. - Explore the details of the key drivers of globalization, such as advances in communication and transportation technology, the growth of international trade, and the role of institutions such as the World Trade Organization. - Examines the significance of role of G20 and its significance in the light of India's present role	PPTs/Slideshow/Videos/Webinar/Media (1.1.12) News Paper articles/Printed photographs from Newspapers & Magazines (1.1.10) Community Partnership Activity – Financial Literacy Camp: Provide students with insights into the history of money, explore geographical maps of coinage, and teach practical skills related to saving, investments, and digital payments through interactive workshops and engaging activities. This activity aims to enhance students' financial awareness and equip them with essential money management skills.	6
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MONTH	COURSE DESCRIPTION	LEARNING OUTCOME	ACTIVITY	NO. OF PERIODS
October	Globalization : • Production across the countries • Chinese toys in India • World trade organisation • The Struggle For a Fair Globalisation (To be covered in multidisciplinary project)	• Appreciate the importance of Globalization in the contemporary world. • Discuss the role of Multinational Corporations in the modern world. • Analyse the transformation that has taken place in production across countries. • What is the role played by foreign trade and MNCs in country's development? • Explain the challenging role of WTO.	□ Exercises in creation of plot and conflict based on: (i) episodes and happenings in day-to-day life situations: (ii) episodes from stories from textbooks or story books; (iii) short scenes from classical dramas. (4.2.4) Interactive Panel Activity: https://youtu.be/ZLqrBmMdiH0 https://youtu.be/txuvc6ZOBRA?t=13	8
November	Revision for Pre Boards			
December	Pre-Board Exams			

January	
February & March	CBSE Board Exams-2026-27

ASSESSMENT PATTERN

The academic year is divided into two terms. Students will be evaluated through formal assessments as well as through their day-to-day performance under the Continuous and Comprehensive Evaluation (CCE).

Four formal assessments will be conducted in the academic session, twice during each term:

Type of Assessment	Date	Duration of Written Assessment	Max Marks	Portion to be tested
Pre Mid-Term Assessment (Written & Continuous Assessment) (PA-I)	29-06-26 TO 07-07-26	90 Minutes	Written – 10/40 marks (Social Science)	1. Development 2. Sectors of the Indian Economy- Only Classification based on nature of economic activities (Till page-29)

Term Assessment (Mid Term Examination)	14-09-26 TO 30-09-26	3 HOURS	Written –20/ 80 marks (Social Science),	1. Development 2. Sectors of the economy 3. Money and Credit
Pre-Board I & II	16-12-26 TO 30-12-26 & 18-01-27 TO 30-01-27	3 HOURS	Written – 80 marks (Social Science), Economics- 20 marks	COMPLETE SYLLABUS 1. Development 2. Sectors of the economy 3. Money and Credit 4. Globalization and the Indian economy
CBSE Annual Examination (Written Assessment)	Feb-March	3 hours	Written – 80 marks (Social Science), Economics- 20 marks	COMPLETE SYLLABUS

- Pre Mid-Term Assessment (PT1)- This will include part syllabus of Term-1
- Mid-Term Assessment (MT)- This is cumulative in nature and includes the entire syllabus of Term-1.
- Post Mid-Term Assessment (PT2)- This will include part syllabus of Term-2 only.
- Annual Examination (AE)- This will be cumulative in nature and will include the entire syllabus of Term-1 and Term-2.

Evaluation of Academic Subjects: ECONOMICS, Class: X

CCE will comprise of continuous assessment based on the following criteria:

TERM -1

Term	Sl.No	Name of the Activity and Description	Evaluation criteria/Rubrics	Duration of assessment	Learning Outcome
1	1.	Multiple Assessment 1. Breaking It Down: A Current Affairs Analysis (SWOT/ T-Analysis) 2. History Activity	Quantity of facts - 3 Accuracy of content -3 Sequence of content - 2 Clarity – 2 -	1 Period for each activity	1. Engage with current affairs in a meaningful way, to demonstrate critical thinking, analysis, and clear writing. 2. -
	2.	Subject Enrichment Project Work -Sustainable Development/Current Social	Research Work- 2 Presentation & Content relevance- 1	5 periods (As per CBSE)	☐ To create awareness about different disasters, their consequences and management • To prepare tin advance to face such situations

Term	Sl.No	Name of the Activity and Description	Evaluation criteria/Rubrics	Duration of assessment	Learning Outcome
		Issues/ Consumer's Right (Only Introduction and Questionnaire)	Competencies- 2 • Creativity • Analytical skills • Evaluation • Synthesizing		• To ensure participation in disaster risk reduction plans • To create awareness and preparedness among the community.
	3.	Class Work/ Home Work Record/ Class Participation and Response_____	Completeness- 2 Presentation- 2 Accuracy- 3 Timeliness- 4 Originality- 3	Term-I	Understand key concepts: Identify and explain core ideas covered in the lesson. Apply knowledge: Solve problems or exercises using learned concepts. Analyze and interpret: Break down complex information into simpler components. Demonstrate critical thinking: Provide reasoned arguments or explanations for your answers. Practice problem-solving: Complete exercises that reinforce the lesson's skills. Reflect on learning: Summarize main points and clarify any uncertainties.

TERM-2

Term	S. No	Name of the Activity and Description	Evaluation criteria/Rubrics	Duration of assessment	Learning Outcome
2	1.	Multiple Assessment 1. Geography Activity 2. Political Science Activity	- -	1 Period for each activity	- -
	2.	Subject Enrichment Complete Social Science Project (Sustainable Development/Current Social Issues/ Consumer's Right)	Research Work- 2 Presentation & Content relevance- 1 Competencies- 2 ● Creativity ● Analytical skills ● Evaluation ● Synthesizing	5 Periods (As per CBSE)	□ To create awareness about different disasters, their consequences and management. ● To prepare tin advance to face such situations. ● To ensure participation in disaster risk reduction plans. ● To create awareness and preparedness among the community.



Term	S. No	Name of the Activity and Description	Evaluation criteria/Rubrics	Duration of assessment	Learning Outcome
					components. Demonstrate critical thinking: Provide reasoned arguments or explanations for your answers. Practice problem-solving: Complete exercises that reinforce the lesson's skills. Reflect on learning: Summarize main points and clarify any uncertainties.
	3.	Class Work/ Home Work Record/ Class Participation and Response_____	Completeness- 2 Presentation- 2 Accuracy- 3 Timeliness- 4 Originality- 3	Term -II	Understand key concepts: Identify and explain core ideas covered in the lesson. Apply knowledge: Solve problems or exercises using learned concepts. Analyze and interpret: Break down complex information into simpler

THE DETAILS OF WRITTEN ASSESSMENT (COMPLETE SOCIAL SCIENCE)

Cognition Level	%	What does it mean
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Remembering and Understanding	30%	Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas
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What are the skills being evaluated?

This section includes the cognition levels at which the students would be evaluated, marks distribution in terms of percentage for each cognition level and the commonly used terminology for framing questions under each cognition level.

Applying	13.25%	Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way
Formulating, Analysing	50%	Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Map Skill	6.25%	Map Skill

How will the students be evaluated?(Blue Print)

Section	Marks for each Questions			No. of Questions			Total Marks		
	History	Geography	Economics + Civics	History	Geography	Economics + Civics	History	Geography	Economics + Civics
Section – A (Objective type open ended)	3	3	3+3	5	7	5+5	3	3	3+3
Section – B (Very Short Answer)	1	-	2+2	1	-	1+1	2	-	2+2
Section	Marks for each Questions			No. of Questions			Total Marks		
	History	Geography	Economics+ civics	History	Geography	Economics+ civics	History	Geography	Economics+ civics
Section –C (Short Answer)	-	3	-	-	1	-	-	3	-

Section –D (Long Answer)	5	5	5+5	1	1	1	5	5	5
Section – E (Map Skill Question)	-	-	-	-	-	-	-	-	--
TOTAL				5	5	5+5	10	10	10+10

This section includes the structure of question paper and the marks distribution pattern for various types of questions.

(PA-1)

History (10 marks) + Geography (10 marks) + Economics (10 marks) + Civics (10 marks) : Total=40 (Duration: 90 minutes)

Section	Marks for each Questions			No. of Questions			Total Marks		
	History	Geography	Economics+ civics	History	Geography	Economics+ civics	History	Geography	Economics+ civics
Section – A (Objective type open ended (MT)/ MCQ (PB1& 2)	3	3	3+3	3	3	3+3	3	3	3+3
Section – B (Very Short Answer)	1		2+2	1	-	1+1	2	-	2+2
Section – C (Short Answer)	-	3	-	-	1	-	-	3	
Section –D (Long Answer)	5	5	5+5	1	1	1+1	5	5	5+5

Section	Marks for each Questions			No. of Questions			Total Marks		
	History	Geography	Economics+ civics	History	Geography	Economics+ civics	History	Geography	Economics
Section –E (Case Based)	-	4			3			4	
Section –F(Map Skill questions)	1	3	-	2	1	-	2	3	-
TOTAL				22	8	9	40	20	20

MID-TERM and PB- 1 + 2

History (20 marks) + Geography (20 marks) + Economics (20 marks)+Civics(20) : Total= 80 (Duration: 3 Hrs.) **GUIDELINES FOR INTERNAL ASSESSMENT: 20**

MARKS

Type of Assessment	Description	Marks Allocated
Periodic Assessment	Pen Paper Test	5
Multiple Assessment	Refer to the table for CCE criteria	5
Subject Enrichment Activity	Project Work on Consumer Rights OR Social Issues OR Sustainable Development	5

Portfolio	Class work, Work done (activities/ assignments) reflections, narrations, journals, etc. Achievements of the student in the subject throughout the year. Participation of the student in different activities like heritage India quiz	5
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