



**GOVERNMENT OF SINDH
SCHOOL EDUCATION & LITERACY DEPARTMENT**

Karachi, dated the 1st, October, 2025.

NOTIFICATION

NO. SELD/HCW/18/2018: In compliance with the Section 3, sub-section (4), (e) of Sindh School Education Standards & Curriculum Act 2014, Sindh Act No. IX of 2015. School Education & Literacy Department, Government of Sindh is pleased to accord **No Objection Certificate for 'Sindh Curriculum for Economics, Grade XI (Commerce Group), in accordance to develop Textbooks aligned with the Newly Developed Curriculum for (Commerce Group),** after review by the Curriculum Development & Review Committee constituted for Economics subject for Grade XI, notified by School Education & Literacy Department, Government of Sindh.

**- ZAHID ALI ABBASI-
SECRETARY TO GOVERNMENT OF SINDH**

NO. SELD/HCW/18/2018:

Karachi, dated the 1st, October, 2025.

A copy for information and necessary action to:

1. The Chairman, Sindh Textbook Board, Jamshoro.
2. The Director, Directorate of Curriculum, Assessment & Research, Jamshoro.
3. The Director, Directorate of Non-Formal Education, Sindh Karachi
4. The P.S to Secretary School Education & Literacy Department, Govt: of Sindh, Karachi.
5. The official website.
6. The office file.



SECTION OFFICER (CURRICULUM) 1/X
For SECRETARY TO GOVERNMENT OF SINDH.



Sindh Curriculum

ECONOMICS

(Commerce Group)

Grade XI

2025



GOVERNMENT OF SINDH
SCHOOL EDUCATION & LITERACY DEPARTMENT
DIRECTORATE OF CURRICULUM, ASSESSMENT & RESEARCH SINDH

Preamble

In line with our constitutional commitment to quality education for all and in alignment with the National Curriculum of Pakistan, the Directorate of Curriculum, Assessment and Research (DCAR) Sindh introduces the new Sindh Curriculum for Economics XI (Commerce Group) 2025. In a world where knowledge evolves at an unprecedented pace, this Curriculum reaffirms our commitment to equipping the children of Sindh with contemporary knowledge, critical thinking, 21st century skills, competencies in technology and artificial intelligence empowering them to thrive provincially, nationally and globally.

This curriculum marks a deliberate shift from rote memorization to conceptual understanding, analytical thinking, student-centered approaches and real-world application. Our aim is to foster creativity, strengthen problem-solving abilities and inspire a passion for lifelong learning. While aligned with national standards and global best practices, this Curriculum remains deeply rooted in the rich cultural and social context of Sindh.

The Curriculum serves as a comprehensive roadmap for all stakeholders, including educators, textbook developers, assessment experts and school leaders. It features clearly articulated standards, benchmarks and grade-wise Student Learning Outcomes (SLOs) that act as measurable milestones for student progress. With strong vertical and horizontal alignment, the curriculum builds on prior learning, promotes cross-disciplinary connections and prepares students for both academic achievement and real-life challenges.

To ensure effective implementation, the Curriculum provides detailed guidelines for instruction, textbook and teacher guide development and student assessment. These components work in harmony to support a coherent and practical application of the curriculum across classrooms.

The development of this curriculum was a deeply collaborative and consultative process involving a diverse group of experts, practicing teachers, academicians and partners from both the public and private sectors. Their collective insight was instrumental in shaping a Curriculum that is contextually relevant, age appropriate and responsive to the needs of learners.

The ink never dries on a curriculum, it is an ongoing journey. As such, this is a living document, open to periodic review and refinement. We welcome and encourage feedback from all users to ensure it continues to evolve in line with the educational aspirations of Sindh.

Noor Ahmed Khoso

Director,

Directorate of Curriculum,
Assessment & Research (DCAR)
Sindh, Jamshoro

1. Introduction

In alignment with the constitutional commitment of the Directorate of Curriculum, Assessment & Research (DCAR) Sindh to quality education for all, this curriculum addresses the critical need for a modernized and rigorous Economics curriculum for Grade XI (Commerce Group). In an era defined by rapid globalization, technological disruption, and complex socio-economic challenges, economic literacy is not merely an academic subject but an essential toolkit for informed citizenship and professional success. This curriculum is designed to cultivate a profound understanding of economic principles, fostering analytical prowess, critical thinking, and responsible decision-making that are indispensable for navigating personal finances, contributing to national policy debates, and driving sustainable economic development.

The curriculum is crafted to be both intellectually stimulating and practically relevant, linking core theoretical models to real-world economic phenomena in Pakistan and beyond. By mastering economic reasoning, students will learn to analyze market behavior, evaluate government policies, understand financial systems, and comprehend the forces shaping global trade. The learning journey is structured to be progressive, starting with the fundamental problem of scarcity and individual choice (microeconomics) and building toward the analysis of aggregate outcomes like national income, inflation, and growth (macroeconomics), ensuring a seamless transition from the behavior of individual agents to the functioning of the entire economy.

1.1 Rationale

The development of this Curriculum is driven by the urgent need to equip students with the knowledge, skills, and ethical grounding required to thrive in a rapidly evolving global economy. The Directorate of Curriculum, Assessment & Research (DCAR) Sindh is committed to aligning education with the demands of modern economics, ensuring students are prepared for dynamic career paths in policy analysis, finance, and development. This curriculum bridges the gap between traditional learning and the modern, technology-driven economic landscape.

The driving force behind this curriculum is the recognition that economics is the foundation of informed decision-making in resource allocation, trade, and sustainable development. In an era of globalization, digital transformation, and technological advancements, students must master foundational economic principles and innovative analytical tools to succeed. This curriculum is designed to foster economic proficiency, critical thinking, and ethical responsibility, enabling students to navigate local and global economic challenges, contribute to sustainable growth, and adapt to emerging trends like behavioral economics and digital finance.

1.2 Vision and Aims of the Curriculum

Our vision is to develop economically literate, analytically skilled, and ethically conscious individuals who can thoughtfully analyze economic issues, make informed decisions, and participate actively in shaping a prosperous and sustainable economic future for Sindh and Pakistan.

This curriculum aims to empower students with the following knowledge, skills, and values:

Knowledge and Conceptual Understanding

- Understand the fundamental economic problem of scarcity and its implications for individual and societal choice.

- Master core economic concepts, models, and terminologies, including supply and demand, market structures, national income, inflation, and fiscal policy.
- Recognize the interconnectedness of microeconomic and macroeconomic principles and their application to real-world situations.

Skills

- Develop higher-order thinking to critically analyze economic data, interpret graphs and models, and evaluate the effectiveness of economic policies.
- Apply quantitative skills to calculate measures such as opportunity cost, elasticity, GDP, and inflation rates.
- Strengthen investigative and reasoning skills through case studies, data interpretation exercises, and the analysis of contemporary economic issues.

Attitudes and Values

- Internalize the importance of rational decision-making based on cost-benefit analysis and evidence.
- Foster a sense of ethical responsibility and civic engagement when considering the social and distributive impacts of economic policies.
- Cultivate an appreciation for the role of sound economic management in achieving sustainable development and improving standards of living.

1.3 Guiding Principles

This curriculum marks a deliberate shift from rote memorization of economic definitions to a conceptual, application-based, and student-centered approach. Its design is guided by the following principles:

- **Focus on Conceptual Understanding:** Emphasizing a deep grasp of economic reasoning and models over simple recall, enabling students to apply principles like marginal analysis to new situations.
- **Inquiry-Based and Student-Centered Learning:** Engaging students as active participants who explore economic case studies, analyze market trends, and construct their own understanding through guided inquiry and problem-solving.
- **Skills-Based Education:** Balancing theoretical knowledge with the development of 21st-century skills, including quantitative analysis, critical evaluation, and logical argumentation, essential for modern assessments.
- **Outcome-Focused Design:** Structuring the curriculum around clear and measurable Standards, Benchmarks, and Student Learning Outcomes (SLOs) to ensure a logical and progressive learning path from Grade XI to XII.
- **Integration and Coherence:** Building on knowledge from previous grades while creating clear connections with related subjects like Principles of Commerce and Accounting.
- **Relevance and Context:** Prioritizing the application of economic concepts to the specific context of Pakistan's economy, using local examples and case studies to ground learning in reality.

1.4 Curriculum Development Process

This curriculum is the product of a rigorous, collaborative, and multi-stage development process led by the Directorate of Curriculum, Assessment & Research (DCAR) Sindh. A dedicated Provincial Review Committee, comprising practicing economics teachers, academicians, curriculum specialists, and assessment professionals, guided this comprehensive undertaking.

The process began with a thorough needs assessment, which included a critical review of the existing syllabus, a comparative analysis against national and international economic education standards, and extensive consultations with the Sindh Textbook Board and teacher trainers. Crucially, this research phase incorporated widespread feedback from teachers and other key stakeholders to ensure the curriculum is both academically sound and practically implementable.

Informed by this evidence, the committee established the curriculum's core philosophy, domains, standards, and benchmarks. This foundation guided the iterative cycles of drafting, reviewing, and refining the core syllabus, including its learning outcomes, assessment scheme, and guidelines for textbooks, teaching strategies, and professional development. This approach ensured the final document is relevant, high-quality, and fully aligned with the educational aspirations of Sindh.

1.5 Major Changes and Key Features

This revised curriculum introduces significant enhancements to deepen student learning. It features a robust set of **Student Learning Outcomes (SLOs)** that are specific, observable, and measurable, emphasizing analytical and evaluative skills over memorization. The content is organized in a logical **progression**, as detailed in the Progression Grid, building from microeconomic foundations in Grade XI to more advanced macroeconomic and thematic analysis in Grade XII.

Key contemporary themes such as **financial literacy**, **sustainable development**, and **the role of policy** are integrated throughout the domains. The document provides **detailed guidelines** for creating textbooks that promote active learning, for implementing a variety of **authentic assessment strategies**, and for the mandatory **Teacher's Guide** and **Practical/Project Manual**. Furthermore, it includes a **domain-wise weightage table** and **cognitive level breakdown** to guide instruction and examination. A strong emphasis is placed on using examples and data from **Sindh and Pakistan's economy** to ensure contextual relevance. Finally, a comprehensive framework for the **Continuous Professional Development (CPD)** of teachers is outlined to support the shift to student-centered pedagogical approaches.

1.6 Organization of the Curriculum Document

The curriculum is organized into a clear, multi-level structure to ensure ease of use and implementation:

- **Domains:** The ten broad thematic areas of economics (e.g., Nature and Scope of Economics, Theory of Consumer Behavior, Inflation and Unemployment).
- **Standards:** Overarching goals that define what students should know and be able to do within each domain.

- **Benchmarks:** Key checkpoints that describe the knowledge and skills students are expected to achieve by the end of the course.
- **Student Learning Outcomes (SLOs):** Specific, grade-level competencies that are observable and measurable, providing clear targets for teaching and assessment.

These components are supported by detailed sections on **Assessment and Evaluation, Teaching and Learning Strategies, Guidelines for Textbook Development, and Continuous Professional Development (CPD)**, which together form a complete and cohesive framework for modern economics education in Sindh.

2. Progression Grid

Domain A: Nature and Scope of Economics

Standard 1: Foster a foundational understanding of economic principles, enabling students to recognize the pervasive influence of economics in shaping individual choices and broader societal decisions.

Benchmark I: By the end of this domain, students will be able to analyze fundamental economic concepts and their application to real-world scenarios, utilizing basic digital tools for economic modeling:

- Gain a fundamental understanding of economics and its significance
- Familiarize with essential economic concepts such as scarcity, opportunity cost, and the economic problem.
- Differentiate between microeconomics and macroeconomics, explain their respective scopes.

Student Learning Outcomes (SLOs): Students will be able to:

[SLO: ECO-A-01]: Define economics and explain its role in studying how people make choices to satisfy their needs and unlimited wants with limited resources.

[citing the perspectives of economists like Adam Smith, Dr. Alfred Marshall, Prof. Lionel Robbins and Lord J.M. Keynes]

[SLO: ECO-A-02]: Explain the concept of Economic Laws.

[SLO: ECO-A-03]: Explain Deductive and Inductive Methods of Economic Analysis and differentiate between them.

[SLO: ECO-A-04]: Differentiate between Microeconomics and Macroeconomics.

[SLO: ECO-A-05]: Explain the importance of studying both Microeconomics and Macroeconomics.

[SLO: ECO-A-06]: Analyze a local economic issue (e.g., water scarcity, choice between agriculture and industry) using the concept of opportunity cost.

[SLO: ECO-A-07]: Use digital tools (e.g., a simple spreadsheet) to create a model illustrating a basic economic problem, such as trade-offs in a personal or community budget.

Domain B: Theory of Consumer Behavior

Standard 1: Students will be able to

Equip students with the ability to dissect consumer decision-making processes, cultivating analytical skills to discern the factors guiding purchasing choices within various market contexts.

Benchmark: By the end of this domain, students will be able to analyze consumer decision-making through utility theory and elasticity, applying these concepts to evaluate market behavior and firm strategies for goods and services in Pakistan:

- Understand the concept of utility and how consumers aim to maximize their utility, or satisfaction, when making consumption choices.
- Understand the concept of marginal utility and total utility
- Grasp the idea of Law of Diminishing Marginal Utility
- Analyze the Law of Equi-Marginal Utility
- Understand the Demand and Supply
- Analyze the Laws of Demand and Supply (Law, Assumptions and Exceptions)
- Elasticity of Demand and Supply (their measurement and Categories)

Student Learning Outcomes (SLOs): Students will be able to:

[SLO: ECO-B-01]: Define Total Utility and Marginal Utility and differentiate between them.

[SLO: ECO-B-02]: State the Law of Diminishing Marginal Utility, discuss its limitations and apply the law to critique the pricing strategy of a popular consumer good in Pakistan (e.g., mobile data packages, snack foods).

[SLO: ECO-B-03]: Explain the Law of Equi-Marginal Utility, discuss its limitations and evaluate a personal or household consumption choice using the principle of the Law of Equi-Marginal Utility.

[SLO: ECO-B-04]: Illustrate the Law of Demand with a diagram and state its assumptions and exceptions.

[SLO: ECO-B-05]: Analyze how recent changes in Pakistani consumer incomes or tastes have caused a shift in demand for a specific product (e.g., motorcycles, branded clothing).

[SLO: ECO-B-06]: Define elasticity of demand and supply and describe their different types.

[SLO: ECO-B-07]: Calculate the price elasticity of demand for a selected agricultural product from Sindh (e.g., cotton, rice) using hypothetical or published data and interpret its implications for farmers' revenue.

[SLO: ECO-B-08]: Compare the assumptions of rational consumer choice with one example of a behavioral bias (e.g., framing effect) observed in local markets.

Domain C: Theory of Production

Standard 1: Students will be able to Analyze the role and characteristics of the factors of production in the process of creating goods and services.

Benchmark I: By the end of this domain, students will be able to evaluate the characteristics, functions, and significance of the four factors of production, analyzing their role and productivity within the context of key industries in Sindh and Pakistan.

Student Learning Outcomes (SLOs): Students will be able to:

[SLO: ECO-C-01]: Explain Land as a factor of production and its peculiarities.

[SLO: ECO-C-02]: Explain Labor as a factor of production and its peculiarities.

[SLO: ECO-C-03]: Describe the factors affecting the efficiency and division of labor. Analyze the challenges and opportunities related to labor productivity in a key industry in Sindh (e.g., textile manufacturing, agriculture)

[SLO: ECO-C-04]: Explain the meaning of Capital as a factor of production and describe the process of capital formation. Analyze the role of foreign direct investment (FDI) in the capital formation process of Pakistan

[SLO: ECO-C-05]: Analyze the role of the Entrepreneur in combining factors of production.

[SLO: ECO-C-06]: Propose a business idea that effectively combines the four factors of production to address a local need in your community.

Domain D: Cost and Revenue Curves

Standard 1: Students will be able to Analyze the concepts of cost and revenue and their graphical representations to understand their critical role in firm decision-making and price determination.

Benchmark I: By the end of this domain, students will be able to analyze cost and revenue concepts and their graphical representations to understand their critical role in firm decision-making and price determination, utilizing digital tools for analysis.

Student Learning Outcomes (SLOs):

[SLO: ECO-D-01]: Define cost curves and differentiate between fixed, variable, total, average, and marginal costs.

[SLO: ECO-D-02]: Explain the importance of cost and revenue analysis in microeconomics and analyze how a small business in Pakistan (e.g., a tailoring shop, a small restaurant) might classify its fixed and variable costs.

[SLO: ECO-D-03]: Define and differentiate between total, average, and marginal revenue.

[SLO: ECO-D-04]: Graph and interpret typical cost curves (TFC, TVC, TC, AFC, AVC, ATC, MC).

[SLO: ECO-D-05]: Calculate average and marginal costs from given dataset and use the analysis to propose a strategy for cost minimization for a firm.

[SLO: ECO-D-06]: Utilize spreadsheet software to graph cost curves from a data table and analyze the impact of a change in a variable cost (e.g., raw material price increase) on the firm's equilibrium.

Domain E: Laws of Returns

Standard 1: Students will evaluate the laws governing returns to factors and returns to scale to understand input-output relationships in the short run and long run.

Benchmarks: By the end of this domain, students will be able to evaluate the laws governing input-output relationships, distinguishing between short-run returns to a factor and long-run returns to scale and assessing their implications for business growth and national policy.

Student Learning Outcomes (SLOs):

[SLO: ECO-E-01]: State the Law of Diminishing Returns and evaluate its limitations.

[SLO: ECO-E-02]: Explain the concept of Increasing Returns to Scale and differentiate it from the law of diminishing returns. Justify how one is a short-run phenomenon affecting variable inputs, while the other is a long-run strategy involving the scale of all operations.

[SLO: ECO-E-03]: State the Law of Variable Proportion and explain its importance. Analyze a case study to identify examples of the Law of Variable Proportions in action.

[SLO: ECO-E-04]: Describe the Laws of Constant and Increasing Returns to Scale. Formulate a policy recommendation for Pakistan to achieve increasing returns in its core industries, justifying its impact on economic growth and competitiveness.

Domain F: Equilibrium of firm under Perfect Competition, Monopoly and Oligopoly

Standard 1: Students will be able to Compare and contrast different market structures to understand how firms determine price and output under varying degrees of competition.

Benchmark I: By the end of this domain, students will be able to analyze and compare how firms achieve equilibrium and determine price and output in perfect competition, monopoly, and oligopoly market structures evaluating the economic implications for consumers and the impact of modern digital trends on market competition

Student Learning Outcomes (SLOs):

[SLO: ECO-F-01]: Define and distinguish between Monopoly and Perfect Competition.

[SLO: ECO-F-02]: State the characteristics of Perfect Competition.

[SLO: ECO-F-03]: Determine the equilibrium position of a firm in Perfect Competition in the short run.

[SLO: ECO-F-04]: Explain how price is determined under Perfect Competition in the short run. Analyze the price and output decisions of a perfectly competitive firm in a local market (e.g., the market for a specific vegetable in a mandi).

[SLO: ECO-F-05]: Determine the price-output equilibrium under Monopoly. Evaluate the economic implications of a natural monopoly in Pakistan (e.g., a utility company) on consumer choice and pricing.

[SLO: ECO-F-06]: Define Oligopoly and describe its characteristics. Investigate an oligopoly market in Pakistan (e.g., mobile telecommunications, automotive) and explain how the actions of one firm impact the others.

[SLO: ECO-F-07]: Explain price-output determination under Collusive Oligopoly. Debate the impact of digital platforms and algorithmic pricing on the nature of competition in modern oligopoly markets (e.g., automobile and airline industries).

Domain G: Concepts of National Income

Standard 1: Cultivate student proficiency in the methods used to measure a nation's economic activity, enabling them to interpret key economic indicators and draw meaningful insights into broader economic trends.

Benchmark I: By the end of this domain, students will be able to analyze a nation's economic performance using various national income concepts and measurements, while evaluating the challenges involved in their calculation and interpreting data trends for Pakistan.

Student Learning Outcomes (SLOs):

[SLO: ECO-G-01]: Define and distinguish between Gross Domestic Product, Gross National Product, Net National Product, National Income, Personal Income, and Disposable Income.

[SLO: ECO-G-02]: Analyze Pakistan's recent GDP growth data from the Pakistan Economic Survey to identify the leading contributing sector.

[SLO: ECO-G-03]: Calculate National Income using the Product/Value Added Method and describe the precautions of this approach.

[SLO: ECO-G-04]: Calculate National Income using the Income Method and describe the precautions of this approach.

[SLO: ECO-G-05]: Calculate National Income using the Expenditure Method and describe the precautions of this approach.

[SLO: ECO-G-06]: Discuss the difficulties involved in measuring National Income. Evaluate the challenges in accurately measuring National Income in Pakistan, considering factors like the large informal sector and subsistence farming.

[SLO: ECO-G-07]: Use digital tools to graph Pakistan's GDP growth trend over the last decade and correlate it with a key social indicator (e.g., literacy rate, poverty headcount).

[SLO: ECO-G-08]: Define inflation and describe its different types. Analyze recent inflation trends in Pakistan using data from the State Bank of Pakistan and identify its primary type and potential causes.

Domain H: Monetary Standards and Theory of Money and Prices

Standard 1: Students will Examine the functions and evolution of money, and analyze theories connecting money supply to price levels and understand the role of money in financial transactions and its impact on economic growth.

Benchmark I: By the end of this domain, students will be able to evaluate the functions and evolution of money, analyze the theories linking money supply to price levels, and examine the potential of digital currencies.

[Barter System and its demerits, money, its functions, and its evolution from barter systems to modern currencies, components of the money supply, including M1 and M2, Quantity Theory of Money (Statement of the theory, equation of the theory, and critical evaluation on the theory)]

Student Learning Outcomes (SLOs):

[SLO: ECO-H-01]: Define the Barter System and evaluate its drawbacks.

[SLO: ECO-H-02]: Describe different kinds of Money. Trace the evolution of money, analyzing the potential role of digital currencies (e.g., Central bank digital currencies -

CBDCs) as the next stage.

[SLO: ECO-H-03]: State the functions of money.

[SLO: ECO-H-04]: Describe the characteristics of good money. Analyze the suitability of Pakistan's currency against the characteristics of good money.

[SLO: ECO-H-05]: Explain the Quantity Theory of Money and its assumptions.

Domain I: Public Finance

Standard 1: Deepen comprehension of the government's economic role through the exploration of taxation, expenditure, and fiscal policies, enabling students to recognize the impact of public finance on economic well-being.

Benchmark I: By the end of this domain, students will be able to analyze the sources of public revenue, evaluate the principles and impact of Pakistan's tax system, and propose reforms for improved fairness and efficiency.

[Various sources of public revenue, Tax and types of taxes, Canons / Principles of Taxes (by Adam Smith), Essentials of a good tax system, Direct and Indirect Taxation.]

Student Learning Outcomes (SLOs):

[SLO: ECO-I-01]: State the various sources of Public Revenue.

[SLO: ECO-I-02]: Define tax and classify the major taxes in Pakistan's Federal Budget as proportional, progressive, or regressive and justify the classification.

[SLO: ECO-I-03]: State and explain the Canons of Taxation as proposed by Adam Smith.

[SLO: ECO-I-04]: Describe the essentials of a good tax system. Evaluate Pakistan's current tax system against the essentials of a good tax system.

[SLO: ECO-I-05]: Define and differentiate between Direct and Indirect Taxes.

[SLO: ECO-I-06]: Describe the merits and demerits of Direct and Indirect Taxes. Debate the merits and demerits of Pakistan's reliance on Indirect Taxes, considering equity and efficiency.

[SLO: ECO-I-07]: Propose a reform to the tax system in Pakistan that could improve its fairness and efficiency.

Domain J: International Trade

Standard 1: Instill a nuanced understanding of international trade dynamics, empowering students to navigate the complexities of global economic interactions, assess benefits, and grasp challenges.

Benchmark I: By the end of this domain, students will be able to evaluate the theories, benefits, and drawbacks of international trade for Pakistan and analyze the causes and policy solutions for disequilibrium in a nation's balance of payments.

[Concept of international trade, Theory of Comparative Cost, economic benefits of international trade and its disadvantages, balance of trade and balance of payments, Equilibrium and Disequilibrium of balance of payments, Correction of disequilibrium in Balance of Payments]

Student Learning Outcomes (SLOs):

[SLO: ECO-J-01]: Analyze the conditions under which international trade is beneficial for a developing economy like Pakistan.

[SLO: ECO-J-02]: Describe the Theory of Comparative Cost.

[SLO: ECO-J-03]: Critically evaluate the Theory of Comparative Cost in the context of modern global value chains.

[SLO: ECO-J-04]: Evaluate the impact of a current Pakistani trade policy (e.g., incentives for IT exports) on a specific local industry.

[SLO: ECO-J-05]: Define and differentiate between Pakistan's Balance of Trade and Balance of Payments using data from the last fiscal year.

[SLO: ECO-J-06]: Define equilibrium and disequilibrium in the Balance of Payments. Diagnose the primary causes of a recent disequilibrium in Pakistan's Balance of Payments.

[SLO: ECO-J-07]: Describe the methods for correcting a disequilibrium in the Balance of Payments. Design a policy to correct a current account deficit.

3. Assessment and Evaluation

Assessment is a continuous process that systematically collects, analyzes and utilizes data on students' learning progress and performance to improve educational results. It combines formative assessment, which deliver ongoing feedback to enhance teaching and learning, with summative assessment, which measure overall accomplishment at the conclusion of instructional phases.

The primary objective of assessment is to evaluate student's learning outcomes, emphasizing deep understanding, conceptual connections and the application of practical skills rather than rote memorization. It provides educators with valuable insights into instructional effectiveness and facilitates evidence-based decisions to promote student development. Modern assessment practices prioritize mitigating the issues associated with conventional examinations by employing varied and inclusive techniques that encourage analytical reasoning and genuine knowledge expression.

Guiding principles include ensuring strong connections among curriculum, instruction and assessment, incorporating multiple viewpoints and emphasizing equity to address diverse learning preferences. Assessment should help students become independent learners, work together effectively and use real-life evidence to build a complete understanding of progress.

3.1 Shift in Assessment

This shift is critical for developing the advanced capabilities needed to devise viable marketing plans, analyze e-commerce trends, manage business operations, and execute professional business communication. These capabilities are measured by performance-based assessments such as developing a comprehensive marketing plan for a local enterprise, creating a portfolio of professional business letters for various commercial scenarios, or designing a complete e-commerce and social media strategy for a new online startup.

Modern curricula emphasize outcomes such as inquiry, logical reasoning, problem solving, decision-making and teamwork, which are essential for success in a rapidly changing world. Achieving these outcomes requires instruction to shift toward meaningful learning experiences, with assessment practices evolving in parallel to evaluate them effectively.

Traditional assessments, typically standardized multiple-choice or short-response formats, are useful for gauging foundational knowledge and basic skills. However, they often fall short in assessing higher-order abilities like critical thinking, creativity and practical application and may inadvertently promote rote memorization rather than deeper engagement.

To bridge this gap, educators are increasingly adopting authentic and alternative assessments, such as performance tasks, portfolios, self-reflections and peer evaluations. These approaches situate learning in real-world contexts, employ diverse tools for a more comprehensive understanding of student progress and provide continuous feedback. Research highlights their effectiveness in capturing the depth of learning and instructional impact, while also enhancing motivation by making education more relevant and empowering for students.

3.2 Integrating Assessment into the Learning Process: A Framework for Implementation

To achieve comprehensive curriculum implementation, assessment must be seamlessly embedded within instruction, serving as a dynamic tool for knowledge construction. This integration requires assessments that facilitate open-ended discussions for idea refinement, value diverse viewpoints by acknowledging multiple valid responses, employ multimodal formats extending beyond traditional paper-and-pencil tests, promote age-appropriate skills in analysis, comparison, generalization, prediction and adaptation, encourage collaboration and teamwork in competency demonstration and remain ongoing and cumulative to track longitudinal growth.

Educators should utilize varied methods, such as oral questions, surveys, school-related problem-solving tasks, situational analyses and diverse written formats, including multiple-choice, constructed-response and extended-response questions, to inform daily instructional planning. Based on outcomes, teachers may proceed to new topics, offer remediation, assign reinforcement activities, or modify approaches. Feedback must align with instructional strategies, emphasizing clarification of learning needs and prioritizing improvement over mere grading. In early grades, the emphasis lies on guiding learning and monitoring end-of-year progress, rather than exclusively categorizing performance.

This integration follows a cyclical framework adaptable to teachers' expertise and students' needs:

1. **Define Outcomes:** Select targeted learning outcomes from the curriculum.
2. **Design Assessments:** Determine purpose of assessment (e.g., formative or summative), select appropriate methods and identify the types of assessment data to be collected.
3. **Align Activities:** Develop instructional experiences that incorporate assessment tasks.
4. **Deliver and Assess:** Execute learning activities with embedded assessment.
5. **Collect, Analyze Data:** Gather and interpret assessment evidence to derive meaningful insights into student progress.
6. **Provide Feedback and Refine the Instruction:** Use insights to deliver actionable guidance and adjust teaching strategies.

This framework accommodates diverse learning styles, monitors progress constructively and enhances instruction by highlighting strengths and areas for development. It cultivates an inclusive environment through teacher-student collaboration, student participation in record-keeping and the use of clear, accessible language.

3.3 Roles of Assessors in the Assessment Process

Assessment processes gain fairness and comprehensiveness through the integration of multiple perspectives, ensuring a balanced and thorough evaluation of student learning.

The following outlines key assessors and their roles:

- **Teacher:** Designs and implements assessments using diverse tools, observes individual or group performance and delivers expert feedback to inform and refine instructional strategies.
- **Self-Assessment (Student):** Enables students to reflect on their own work against established criteria, often through logs or journals to document progress, fosters accountability, critical thinking and lifelong learning skills, requires teacher facilitation, particularly in early grades.
- **Peer Assessment:** Involves students evaluating peers' work via checklists or rating scales, develops critical judgment, collaboration and additional insights for teachers, demands clear criteria and accountable participation.
- **Group Assessment:** Involves groups evaluating other groups or individuals, encourages teamwork and collective feedback, extending principles of peer assessment to collaborative settings.

3.4 Classroom Assessment Strategies

Assessment is integrated into daily classroom activities through observation, analysis of student work and active engagement, enabling educators to determine thought processes and rectify misconceptions. Contemporary strategies emphasize continuous feedback, identifying strengths and areas for improvement to facilitate adaptive instruction. The following outlines key strategies, their descriptions and primary benefits:

Strategy	Description	Primary Benefits
Observation	Involves systematic monitoring of student engagement, behavior and skill demonstration during activities (like Jigsaw, Think-pair-share)	Provides real-time insights to support a student-centered learning environment.
Performance-Based & Authentic Assessment	Requires students to apply knowledge and skills by completing authentic, real-world tasks (e.g., projects, presentations, simulations) that demand judgment, innovation and higher-order thinking.	Offers genuine measurement of deep understanding and practical skills beyond rote memorization.
Questioning/Interviews	Entails dynamic dialogues to explore understanding and verbal articulation.	Enhances critical thinking and practical application of concepts.
Journals/Learning Logs/Reflections	Allows students to document thoughts, progress and insights using textual or visual formats.	Reveals individual learning styles, attitudes and fosters self-awareness.
Portfolios	Comprises curated collections of student work that illustrate growth,	Facilitates longitudinal tracking and sharing of

	developed through student-teacher collaboration and reflective practices.	developmental progress.
Paper-and-Pencil Tasks	Utilizes written formats such as multiple-choice questions (MCQs), constructed-response questions (CRQs) and elaborated-response questions (ERQs) to assess knowledge and application.	Supports both formative and summative objectives, with rubrics ensuring transparent evaluation.

3.5 Assessment Tools

These instruments interpret evidence to judge performance levels, using criteria for progress measurement.

Tool	Description	Usage Notes
Checklist	Lists observable criteria for behaviors and skills; student-involved creation possible.	Simple tracking of expectations.
Rating Scales	Criteria judged on scales (e.g., always/rarely or 1-5).	Quantifies performance degrees.
Scoring Rubrics	Detailed criteria across levels (e.g., 2-5 points); holistic (overall) or analytic (element-specific).	Provides in-depth feedback; time-intensive to develop.
Inventories	Surveys or questionnaires on prior knowledge, experiences and interests.	Informs baseline understanding.
Anecdotal Notes	Brief narratives of observations on learning and needs.	Captures nuanced details; requires organization.

3.6 Bloom's Taxonomy for Assessment

The assessment objectives are directly aligned with the curriculum's competencies, standards, benchmarks and Student Learning Outcomes (SLOs). Assessments will be designed to measure the extent to which students can demonstrate the following abilities:

Cognitive Domain (Based on Bloom's Taxonomy)	Description of Assessed Abilities Students can:	Action Verbs for Assessment (Examples)
The Foundations (Knowledge & Understanding)	recall and recognize facts, terminology, definitions, concepts and principles. They can explain, describe and interpret phenomena, laws, models and theories in their own words.	Recall, Recognize, Define, List, Describe, Explain, Interpret, Summarize
Higher-Order Thinking (Application & Analysis)	apply knowledge and principles to both familiar and unfamiliar situations. They can analyze information by breaking it down into constituent parts, identifying patterns and drawing logical inferences.	Apply, Use, Analyze, Break down, Compare, Contrast, Classify, Identify patterns
Higher-Order Thinking (Synthesis, Evaluation & Creation)	synthesize information from multiple sources to construct arguments, critically evaluate and justify judgments based on evidence, propose innovative solutions, design investigations and create original work.	Synthesize, Evaluate, Justify, Create, Propose, Design, Construct, Critique

Practical & Investigative Skills (Performance Assessment)	plan and conduct investigations safely and effectively. They can use tools, collect, record and present data accurately and analyze experimental results to draw valid conclusions and identify limitations.	Plan, Conduct, Collect, Record, Present, Measure, Demonstrate, Interpret results
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3.7 Scheme of Assessment

Following a comprehensive analysis of the number, complexity and cognitive demands of the Student Learning Outcomes (SLOs) across each domain, the proposed assessment scheme ensures alignment with the specified SLOs, cognitive levels and content weightages outlined in this curriculum for all formal examinations. All formal examinations will be aligned with the SLOs, cognitive levels and content weightages specified in this curriculum.

Domain-Wise Weightage Table

Sr. No.	Domain Title	No. of SLOs	Depth	Weightage (%)	Justification
1.	A: Nature and Scope of Economics	7	Medium	7%	Foundational. Establishes core terminology and concepts. Weightage reflects a mix of foundational outcomes (define, explain) and applied outcomes (analyze, utilize digital tools).
2.	B: Theory of Consumer Behavior	8	High	10%	High cognitive demand. SLOs require application of laws, analysis of market shifts, and calculation/interpretation of elasticity for local goods, demanding deep analytical skills.
3.	C: Theory of Production	6	High	10%	Applied and creative. SLOs move beyond explanation to analyzing local industry challenges, evaluating FDI, and proposing innovative business ideas, requiring synthesis and creation.
4.	D: Cost and Revenue Curves	6	High	10%	Quantitative and analytical. SLOs require graphing, calculation, strategic proposal, and use of spreadsheet software for analysis, representing a high level of application and evaluation.
5.	E: Laws of Returns	4	High	8%	High-order evaluation. Despite fewer SLOs, they require evaluating limitations, differentiating complex concepts, analyzing case studies, and formulating justified policy recommendations.
6.	F: Market Structures (Perfect Competition, Monopoly, Oligopoly)	7	High	12%	Critical and modern analysis. SLOs require comparing structures, evaluating implications, investigating real Pakistani markets, and debating the impact of algorithmic pricing. This is a complex, high-weightage domain.
7.	G: Concepts of National Income	8	High	12%	Macroeconomic core. SLOs involve complex calculation using three methods, analyzing national

					data trends, and evaluating measurement challenges, which is central to understanding macroeconomic performance.
8.	H: Monetary Standards and Theory of Money and Prices	5	Medium	8%	Conceptual and analytical. A mix of defining concepts, analyzing currency suitability, and examining inflation trends. Slightly lower weight due to the foundational nature of some core concepts.
9.	I: Public Finance	7	High	12%	Policy-focused and evaluative. SLOs require classifying, evaluating, debating, and proposing reforms to Pakistan's tax system, representing applied civic economic literacy.
10.	J: International Trade	7	High	11%	Global perspective with local application. SLOs demand critical evaluation of theory, analysis of local policy impact, diagnosis of BoP issues, and design of solutions, requiring high-order thinking.
	Total	64		100%	

Depth Key:

- **Low:** Primarily knowledge and comprehension (Define, list, state, describe).
- **Medium:** Mix of knowledge, comprehension and application (Explain, differentiate, classify, discuss).
- **High:** Dominated by application, analysis, evaluation and creation (Analyze, evaluate, design, utilize, examine).

Cognitive Domain Weightage (Based on Bloom's Taxonomy)

This breakdown reflects the practical nature of the subject, where applying knowledge is paramount.

Cognitive Level	Approximate Weightage	Description of Assessed Abilities
Knowledge (K)	20%	Recalling facts, terms and definitions (e.g., defining business, types of retailers, functions of money).
Comprehension/Understanding (U)	30%	Explaining ideas and concepts (e.g., explaining the marketing mix, differentiating between business types, describing procedures).
Application, Analysis & Higher Order (A+)	50%	Highest weightage. Applying knowledge to real-world contexts (e.g., designing an ad campaign, writing business letters, analyzing e-commerce models, evaluating strategies).
Total	100%	

The Examination

The examination comprises of total 75 marks with **Theory paper (60 marks-80% of total)** along with a **Project-Based Assessment (15 marks-20% of total)** involving at least one term-long integrated project and its exhibition/presentation in the end of year (of 7.5 marks of formative assessment awarded by subject teacher and 7.5 marks in the end awarded by the panelists). The panelists may include representative(s) from local business, institutions etc.

The Project Journal will be developed by Sindh Textbook Board in collaboration of Secondary Boards and subject experts. The project will be either selected from project journal or assigned by the subject teacher. Each assigned project should be in line with curriculum outcomes.

Grade	Component	Paper & Marks	Duration	Structure & Breakdown
XI	1. Theory	Paper I: 60 Marks	3 Hours	Sec I (12 marks): 12 compulsory MCQs of one mark each. This may include MCQ of various types to evaluate abilities and skills as detailed in assessment scheme (From the knowledge understanding, application and beyond). Sec II (24 marks): It should contain at least eight Restricted response questions (RRQs) of 2 to 4 marks (use variable marks value if required) to provide entire syllabus coverage. To be answered within the limited space provided in the answer Booklet. No choices. Sec III (24 marks): should contain at least three extended response questions (ERQs) (of 8 marks each) including numerical problems, may have one choice.
	2. Project (PBA)	Long Term Project & Exhibition: 15 Marks	Flexible	At least one compulsory integrated project assigned by teacher or selected from Project Journal.

4. Teaching and Learning Strategies

This curriculum endorses a student-centered philosophy and aligned with the principles of modern assessment. The primary objective is to facilitate a shift from the passive transmission of information to the active construction of knowledge, mirroring the assessment focus on deep comprehension and application over rote memorization.

Instruction must be designed to cultivate the competencies outlined in this curriculum, preparing students to think critically, solve problems and collaborate. The teacher's role evolves from that of a knowledge dispenser to a facilitator of learning, a guide who engineers an environment where inquiry, exploration and authentic engagement thrive. **Teachers and**

institutions are encouraged to continuously explore and build linkages with local businesses and institutions to create avenues for their students' hands on learning and project based learning. This approach ensures a direct connection between curriculum, instruction and assessment, rooting all learning in the rich cultural context of Sindh while preparing students for provincial, national and global challenges.

4.1 A Shift in Teaching and Learning methods

As assessment evolves beyond conventional testing methods, teaching must also move towards more genuine and captivating learning experiences. This paradigm shift moves the classroom from a teacher-centered model focused on content delivery to a learner-centered model focused on skill development and conceptual understanding. Instead of relying solely on lectures and textbook drills that prepare students for simple recall (MCQs, basic CRQs), instruction will prioritize real-world problems, hands-on projects and collaborative tasks. This shift is critical for developing the advanced capabilities such as critical analysis, innovation and teamwork that are measured by the performance-based, portfolio and authentic assessments already outlined. By making learning relevant and empowering, these instructional methods enhance student motivation and more accurately prepare them to demonstrate the full depth of their learning.

4.2 Core Instructional Approaches necessary for Assessment shift

To achieve the aims of this curriculum, our classrooms should become dynamic hubs of active learning, moving beyond simple instruction to create experiences that directly build the skills needed for modern assessment. This is accomplished through a blend of three core approaches.

1. Inquiry-Based and Problem-Based Learning (IBL & PBL)

The learning journey begins by placing a genuine problem or a compelling question at its heart. Through **IBL & PBL**, students become active investigators. Teachers act as facilitators, posing authentic problems and guiding students as they identify issues, formulate hypotheses, gather data and present evidence-based conclusions. This fosters critical thinking and problem-solving, directly preparing them to construct the arguments needed for sophisticated **Performance Tasks** and **Extended-Response Questions (ERQs)**.

2. Collaborative and Cooperative Learning

The above investigative process is rarely a solo journey. Learning becomes a vibrant, social activity through **Collaborative and Cooperative Learning**. By working in pairs and groups to explore concepts and solve problems, students develop essential 21st-century skills like communication, teamwork and leadership. This collaborative spirit fosters a culture where giving and receiving constructive feedback is normal, directly preparing students for **Peer Assessment** and providing teachers with rich opportunities for **Observation-based** evaluation.

3. STEAM (Science, Technology, Engineering, Arts and Mathematics) Integration

Ultimately, this collaborative inquiry can culminate in the exciting, interdisciplinary world of **STEAM integration**. This approach breaks down the traditional walls between the disciplines, fostering 21st century skills, promoting holistic learning and enhancing engagement, challenging students to apply knowledge from multiple fields to design, create and innovate. These projects are more than just assignments; they are a form of **Authentic Assessment** in themselves. The innovative models, creative designs and powerful presentations produced serve as ideal artifacts for **Portfolios**, showcasing a depth of

understanding that is effectively evaluated using **Performance-Based Assessments and Scoring Rubrics**.

4.3 Instructional Strategies and Their Role in Assessment

Within these core approaches, a diverse range of strategies can be used to cater to different learning goals and prepare students for specific assessment formats.

Strategy	Description	Alignment with Assessment
Interactive Lecturing	Combines direct instruction with embedded activities like Q&A sessions, quick polls and “turn-and-talk” discussions to ensure active engagement.	Builds foundational knowledge and comprehension, preparing students for MCQs and Constructed-Response Questions (CRQs) while providing formative feedback.
Demonstrations	Teacher-led or student-led demonstrations of concepts or processes that make abstract ideas concrete and stimulate critical thinking.	Prepares students for Practical/ Performance Assessments by modeling procedures and skills that will be evaluated. Supports Observation-based assessment.
Differentiated Instruction	Tailoring content, processes and products to accommodate the diverse learning needs, interests and readiness levels of each student.	Ensures equity in learning, a core principle of the assessment philosophy. Allows all students a fair opportunity to meet learning outcomes measured by varied assessments.
Concept Mapping & Visual Tools	Students visually organize concepts and show relationships, helping them structure thinking and make connections between complex information.	Develops analytical skills needed for ERQs and Performance Tasks. The maps themselves can be assessed as part of a Portfolio to show conceptual growth.
Use of Technology & Digital Resources	Integrating digital tools, simulations, virtual labs and multimedia enhances understanding, conducts research and presents findings creatively.	Supports the creation of diverse evidence for Portfolios. Develops digital literacy skills often required in modern Performance Tasks.
Role-Playing & Simulations	Students act out scenarios or engage in simulations to explore different viewpoints and practice skills in safe, real-world contexts.	A powerful form of Authentic Assessment that allows teachers to observe and evaluate decision-making, communication and application of knowledge in real-time.

4.4 Enriching the Learning Environment: Resources for Authentic Instruction

While the approved textbook is a primary resource, it is not the sole tool for instruction. To implement the authentic and inquiry-based approaches described above, teachers must utilize a wide range of learning resources to create a rich and stimulating environment. These resources are not merely supplementary, they are essential for preparing students for modern assessment.

Digital and Online Resources: Educational websites, simulations, videos and interactive platforms provide dynamic content for inquiry-based learning and project work.

Reference Materials: Books, journals and other print media encourage deeper research and support the development of arguments required in ERQs and reports.

Community Resources: Educational tours (e.g., to industries, financial institutions) and guest speakers from professional fields provide an authentic, real-world context that bridges classroom learning with the skills evaluated in performance-based assessments.

5. Guidelines for textbook and learning materials development

This curriculum calls for a fundamental shift from passive information intake to the active creation of knowledge, positioning the textbook as the catalyst for this transformation. The textbook's role moves beyond delivering facts, it is meant to spark curiosity, foster critical thinking and nurture intellectual independence. To realize this vision, the textbook must serve as the foundation of a comprehensive learning package. This package must include a mandatory Teacher's Guide and a Practical/Project Manual, both enhanced with digital resources, to connect educational philosophy with practical classroom application. Altogether, this system guarantees that every student's learning experience is active, engaging, ethically grounded and deeply relevant to life in Sindh.

5.1 Prerequisites for Authors and Development Teams

The creation of learning materials according to these guidelines requires a shift from traditional content writing to modern pedagogical design. Subject matter expertise alone is insufficient. All prospective authors, illustrators and editors must complete a mandatory training by the STBB and DCAR to achieve this highly technical goal of translating these guidelines into practice, including instructional design, developing higher-order thinking questions, creating concept maps and integrating formative assessment. Only certified individuals and teams will be eligible to develop textbooks for this curriculum.

5.2 Core Principles of Content Development

The foundation of all content is strong accuracy and authenticity. All information, including facts, theories and data, must be meticulously fact-checked to be up-to-date and free from error, reflecting recent developments in the field.

Building upon this foundation, the content must be structured with pedagogical precision. Every Student Learning Outcome (SLO) must be addressed at its prescribed cognitive level, while the concepts content itself flows logically from simple to complex and from concrete to abstract. This structure must demonstrate clear vertical continuity with previous grades and horizontal coherence across subjects, ensuring a seamless learning journey free from unnecessary overlap.

To be truly meaningful, this well-structured and accurate content must connect directly to the student's world. Authors are required to prioritize examples, applications, case studies and problems drawn from the local environment and daily life in Sindh and Pakistan. This contextual relevance is interwoven with a firm commitment to the ethical and social values outlined in this curriculum, including integrity, respect for diversity and gender equality, while strictly adhering to copyright law. To further enrich this learning experience, authors will infuse

approved concepts from other key curriculum frameworks, such as DRR, LSBE and AI, as directed by the Government of Sindh.

5.3 The Textbook: Structure and features

Each chapter must be structured as an engaging and effective learning journey, incorporating modern pedagogical features. The following structure should be adapted for each chapter:

A. Chapter Opening:

The opening of each chapter must immediately capture the student's interest by using compelling titles, high-quality visuals and thought-provoking "trigger questions" to spark their curiosity. This initial engagement is immediately followed by a clear articulation of the chapter's Student Learning Outcomes (SLOs), providing a transparent roadmap for students, teachers and assessors. Finally, the learning is grounded in a concise introduction that establishes the topic's real-world relevance to society, technology and daily life, in line with STEAM principles.

B. Chapter Body:

As students navigate the chapter's content, they are guided by a clear hierarchy of color-coded headings and typographic cues, such as bolded key terms and italicized concepts. Immediate comprehension is supported by placing definitions in the margins at their first appearance. The learning experience is deepened through a variety of interactive elements such as **feature boxes** for important formulas, laws, or theorems; **Tidbits / Did You Know?** for interesting facts; **Points to Ponder** to encourage deeper, critical reflection along with a rich variety of high-quality, purposeful visuals, including diagrams, charts, infographics and contextually relevant photographs.

To ensure active engagement and retention, embed "**Self-Test**" or "**Checkpoint**" questions after major sections to allow students to pause and assess their understanding before moving on. Actively link new concepts to previous learning from earlier chapters or grades through explicit call-out boxes or notes.

Integration of supplementary digital tools and resources (such as QR codes linking to videos or simulations) is encouraged. However, these resources are considered **supplementary enhancements and must not be essential for achieving the core SLOs**. To ensure equity for students without digital access, for every digital resource provided, a non-digital alternative or a detailed description of its content and learning objective must be included in the Teacher's Guide.

C. Chapter Ending:

The chapter's conclusion is designed to consolidate and assess learning in two distinct phases. Conclude the with a bullet-point summary that reviews the main concepts, directly relating back to the chapter's SLOs, followed by a **concept map** that visually illustrates the relationships between the key ideas.

Following this, the assessment section provides a comprehensive evaluation of student learning, with a strict emphasis on higher-order thinking skills. The exercise must include:

1. **Multiple Choice Questions (MCQs):** Including reasoning-based and multi-select questions.
2. **Constructed Response Questions (CRQs):** Short-answer questions requiring explanations.

3. **Extended Response Questions (ERQs):** Longer questions requiring analysis, evaluation, or detailed problem-solving.
4. **Numerical and Practical Problems including project ideas:** Application-based questions reflecting real-world scenarios and including project ideas are encouraged where possible. Assessment must follow a principle of progressive difficulty and be explicitly aligned with the chapter's SLOs. Finally, to support student autonomy, solutions for numerical problems are required at the end of the book.

D. End-of-Textbook Reference Materials

The end of the textbook should provide comprehensive support resources for both students and teachers, ensuring the book is a complete learning package.

Component	Description and Guidelines
Appendices	Include supplementary information essential for the student's work but not required within the main text. This may include Lists of key formulas or equations, DATA tables (e.g., log tables, periodic table, constants) and relevant charts or detailed technical diagrams.
Answers to Problems	Provide answers to all numerical and objective-type questions from the end-of-chapter exercises on a unit-wise basis. This allows students to self-assess their work and check for correctness.
Comprehensive Glossary	A complete alphabetical list of all key terms used throughout the textbook with their clear, concise definitions. This goes beyond the in-chapter "Running Glossary" and serves as a master reference.
Bibliography and Suggested Reading	A formal list of all sources cited in the textbook. Additionally, provide a curated list of high-quality, accessible books and relevant, verified websites for students and teachers who wish to explore topics further.
Comprehensive Index	An alphabetical index of all key terms, concepts and important names used in the book, with corresponding page numbers for easy navigation and reference.

5.4 Guidelines for Illustrations, Layout and Design

Visual design is critical to a textbook's effectiveness. Illustrators and designers must work in close collaboration with authors to ensure all visual elements serve a clear pedagogical purpose.

Purpose over Decoration: Every illustration must be functional, it should clarify a concept, illustrate a process, or provide essential context. Avoid generic or decorative images.

Clarity and Accuracy: Diagrams and charts must be clear, simple and accurately labeled with appropriate SI units where applicable. All visuals must have concise, descriptive captions.

Inclusivity and Authenticity: Visuals must reflect the diversity of Pakistani society (including gender, culture and ability) and be free of stereotypes. Authentic, local imagery is strongly preferred.

Professional Layout: The page layout must be clean, modern and readable, with ample white space. Typography must be consistent and legible.

5.5 Mandatory Supplementary Materials

A. The Teacher's Guide

To ensure the successful implementation of the curriculum, every textbook must be the part of a complete learning package. The Teacher's Guide is the single most critical tool for ensuring the successful implementation of this curriculum. It is **not an optional supplement but a mandatory, core component** of the learning package. It must be developed concurrently with the student textbook, not as an afterthought and will be given equal priority, timeline and resources during the development and review process. The quality of the Teacher's Guide will be a primary criterion for the approval of the entire textbook package.

Its purpose is to serve as a professional guide that empowers teachers to shift from traditional instruction to the active, inquiry-based facilitation required by this curriculum. To this end, it must include the following components for each chapter:

Chapter-wise Pedagogical Guidance:

A clear mapping of the chapter's content to the specific Student Learning Outcomes (SLOs), benchmarks and competencies. Suggested, flexible lesson plans that cover learning objectives, estimated timings and a list of required materials (with an emphasis on low-cost, locally available resources). Detailed, easy-to-follow instructions for implementing the core instructional approaches, such as facilitating inquiry-based projects, managing collaborative group work and guiding STEAM activities.

Practical tips, guiding questions to ask students to promote higher-order thinking and strategies for addressing common student misconceptions. Concrete strategies for supporting struggling learners and challenging advanced students within the same lesson.

Comprehensive Assessment Support:

Clear guidance on when and how to conduct formative assessment during lessons, including what to look for during observations and how to use "Self-Test" questions effectively with detailed marking schemes and scoring rubrics for all end-of-chapter Constructed-Response Questions (CRQs), Extended-Response Questions (ERQs) and performance tasks. This is essential for ensuring consistent and fair evaluation of higher-order skills. A complete solutions key with clear, worked-out answers for all numerical problems and objective questions.

Content and Resource Support:

Concise background information on complex topics to enhance the teacher's own subject matter mastery. For every digital resource (e.g., QR code) mentioned in the student textbook, the Teacher's Guide must provide a detailed description of its content and a viable non-digital alternative activity to ensure equity for all students.

B. Practical / Project Manual:

To fully realize the curriculum's paradigm shift from passive learning to active knowledge construction, a separate **Practical / Project Journal/Manual** must be developed for subjects where hands-on application is central to learning. This manual is not envisioned as a traditional "practical notebook" of prescribed, step-by-step procedures. Instead, it is a critical tool designed to facilitate the hands-on, inquiry-based and problem-solving activities that are central to developing higher-order learning.

Purpose and Philosophy:

The primary purpose of the Project Manual is to serve as the bridge between the conceptual knowledge presented in the textbook and its application in authentic, real-world contexts. It is the space where students engage in the *process* of learning by investigating, designing, creating and reflecting. Every task within this manual must be designed to cultivate the competencies outlined in this curriculum, such as critical thinking, collaboration, creativity and communication.

Core Components and Structure:

The manual should be structured to correspond with the chapters or units of the student textbook. For each major topic, it should provide tasks that may include:

Open-ended problems that require students to apply principles from any other disciplines including Science, Technology, Engineering, Arts and Mathematics to design, build and test a solution for a specific, often local, problem.

Real-world scenarios from local, national, or global contexts that require students to analyze complex situations, evaluate different perspectives and propose justified solutions or courses of action.

Extended projects that guide students through the process of conducting research on a topic of interest, gathering information from multiple sources, synthesizing their findings and presenting their work in a formal manner.

Essential Features for Implementation:

To be effective, the Practical / Project Manual must include:

Templates and organizers to help students structure their work, such as project proposal forms, data collection tables and guides for writing a formal report or reflection.

Each major task must be accompanied by a clear scoring rubric or checklist, enabling students to understand the expectations for success and facilitating fair and consistent teacher evaluation. This also provides a direct tool for **Self and Peer Assessment**.

The tasks in this manual are designed to generate the primary evidence for **Performance-Based Assessments** and to produce the key artifacts that will be included in student **Portfolios**.

Some tasks should be explicitly designed for group work, with clear guidelines on roles, responsibilities and collaborative processes.

For any activity involving hands-on materials or equipment, clear, comprehensive safety guidelines must be provided.

6. Continuous Professional Development (CPD)

The success of this curriculum does not depend on the quality of this document alone, but on the capacity of our teachers to bring its vision to life. The paradigm shift from passive instruction to active, inquiry-based learning requires a profound transformation in professional practice. Therefore, Continuous Professional Development (CPD) is not an optional add-on but the central engine for implementing this curriculum.

The primary purpose of this CPD framework is to bridge the gap between the curriculum's ambitious vision and the daily realities of the classroom. It is designed to empower every

teacher with the pedagogical skills, assessment literacy and confidence needed to move from a "knowledge dispenser" to a "facilitator of learning." This framework is a commitment to investing in our teachers as the primary agents of educational change.

6.1 Guiding Principles of the CPD Framework

All professional development activities under this curriculum will be guided by the following principles:

- Every CPD module and activity must be directly and explicitly linked to the curriculum's core components: the Student Learning Outcomes (SLOs), the inquiry-based teaching strategies, the authentic assessment methods and the pedagogical features of the new textbooks.
- CPD will prioritize hands-on, experiential learning over theoretical lectures. Teachers will engage in the same collaborative, problem-based activities they are expected to facilitate with their students.
- One-off workshops are insufficient. The CPD model is designed as a continuous, cumulative journey of learning, practice, reflection and refinement, integrated into the teacher's professional life.
- The ultimate goal of all CPD is to build the capacity of teachers to engineer learning environments that foster critical thinking, collaboration and creativity, as outlined in the "Teaching and Learning Strategies" section.
- All training will be adapted to the diverse realities of Sindh's schools, providing strategies for both high-resource and low-resource environments.
- Teachers must be trained on the *concepts* of digital accounting, not just how to use one specific software.

6.2 Core Components of the CPD Framework

The CPD program is structured around five interconnected components, ensuring a holistic approach to professional growth.

Component	Purpose	Key Activities & Strategies
1. Deconstructing the Curriculum	To ensure teachers deeply understand the philosophy, structure and expectations of the new curriculum.	<ul style="list-style-type: none"> • Interactive sessions on the "Paradigm Shift" in teaching and assessment. • Workshops on unpacking SLOs and aligning them with cognitive levels. • Collaborative mapping of vertical and horizontal curriculum linkages.
2. Mastering Authentic Pedagogy	To equip teachers with the practical skills to implement the core instructional approaches.	<ul style="list-style-type: none"> • Experiential workshops where teachers engage in Inquiry-Based, Problem-Based and STEAM projects as learners. • Micro-teaching sessions to practice facilitating collaborative learning. • Developing and sharing lesson plans that integrate the strategies from the curriculum.
3. Implementing Modern Assessment	To build teacher competency in designing, administering and interpreting a variety of authentic assessments.	<ul style="list-style-type: none"> • Hands-on training to create and use scoring rubrics, checklists and rating scales. • Collaborative sessions to design Performance Tasks and ERQs aligned with SLOs.

		<ul style="list-style-type: none"> Workshops on building and evaluating student portfolios and providing effective formative feedback.
4. Leveraging the New Textbook and Teacher's Guide	To ensure teachers can effectively use the new learning materials as catalysts for active learning.	<ul style="list-style-type: none"> Practical training on using the textbook's pedagogical features (trigger questions, concept maps, tiered exercises). Mandatory sessions on using the Teacher's Guide to plan lessons, differentiate instruction and implement activities. Guidance on supplementing the textbook with low-cost, locally available resources.
5. Building a Community of Practice	To foster a sustainable culture of collaboration, peer support and continuous improvement.	<ul style="list-style-type: none"> Establishing school-based or cluster-based Professional Learning Communities (PLCs). Implementing structured peer observation and feedback cycles. Creating online forums for teachers to share resources, challenges and successes.

6.3 Implementation Model

To ensure manageable and effective implementation, the CPD rollout will follow a phased approach:

Phase 1: Foundation and Awareness: Focus on building a deep understanding of the curriculum's "paradigm shift." All teachers will be trained on the core philosophies of teaching and assessment and how to navigate the new textbooks and Teacher's Guides. The goal is universal awareness and buy-in.

Phase 2: Deep Implementation and Coaching: Focus on intensive, hands-on practice. This phase will involve subject-specific training, in-school coaching and peer-learning support to help teachers master the core pedagogical and assessment strategies in their own classrooms.

Phase 3: Innovation and Leadership (Ongoing): Focus on sustainability. This phase will identify and train a cadre of Master Teachers and school-based instructional leaders who can provide ongoing, localized CPD support to their colleagues, ensuring the system continues to grow and adapt.

6.4 Proposed Roles and Responsibilities

The success of the entire curriculum hinges on success of this phased approach of CPD, this will serve as foundation but a detailed rollout plan with clear funding, timelines, and accountability is essential.

College Education Department / School Education & Literacy Department, Government of Sindh (Collaboration with Relevant attached departments): To provide strategic direction, allocate dedicated funding for CPD and establish a robust certification and monitoring system.

Teachers: To be active and committed participants in their own professional growth, willing to experiment with new strategies, reflect on their practice and collaborate with their peers.

6.5 Monitoring and Impact Evaluation

The success of the CPD program will be measured not by the number of workshops conducted, but by its observable impact on classroom practice and student learning.

Classroom Observation Data: To track the shift from teacher-led lectures to student-centered, inquiry-based activities.

Analysis of Teacher-Developed Materials: To evaluate the quality of lesson plans, assessment tasks and rubrics created by teachers.

Analysis of Student Work: To assess the quality and depth of thinking demonstrated in student portfolios, projects and ERQs as a direct outcome of improved instruction.

Teacher and Student Feedback: To gather qualitative data on the effectiveness of the training and its impact on classroom engagement and motivation.

7 Educational Resources

To fully realize the active, inquiry-based vision of this curriculum, learning must extend beyond the textbook. A dynamic blend of digital, physical and human resources is essential to create the authentic, real-world learning experiences that foster business proficiency and critical thinking.

Technology & Digital Tools: Technology should be used to simulate real business environments and analyze authentic data, not just for drills.

- **Simulate Business Operations:** Utilize spreadsheets (e.g., Excel, Google Sheets) or simple accounting software to model business transactions, generate basic financial statements and manage inventory, providing students with risk-free, practical experience.
- **Access Expert Tutorials:** Leverage online platforms like Khan Academy for tutorials on specific commerce topics (e.g., "The Marketing Mix," "Introduction to E-commerce"), ideal for flipped classroom models or student self-paced review.
- **Analyze Real Market Data:** Download and analyze the annual reports of Sindh-based and Pakistani companies listed on the Pakistan Stock Exchange (PSX), connecting theoretical concepts to the live local and national economy.

Educational Tours: Transform abstract theory into tangible understanding by connecting the classroom to the commercial heart of Sindh.

- **Process:** Carefully align each visit with a specific curriculum domain (e.g., a wholesale market for Marketing, a port facility for International Trade, a local factory for Business Organization). Secure necessary permissions and prepare students with a focused task sheet or set of investigative questions.
- **Student Task:** The goal is active investigation. Students should observe and inquire: "What channels of distribution do you see here?" "What documentation is used for import/export?" "How is the office management system organized?" The subsequent analysis and formal report become a cornerstone performance task for assessment.

Guest Speakers: Bridge the gap between classroom learning and professional practice by bringing the commerce sector into the school.

- **Bring Role Models:** Invite entrepreneurs, marketing managers, finance officers, logistics coordinators and e-commerce specialists from local businesses and industries, making a conscious effort to include diverse role models to inspire all students.
- **Format:** Structure sessions as focused interactions, in-person or virtual, followed by a dedicated Q&A. Encourage speakers to discuss real-world challenges, ethical dilemmas they have faced and the impact of digital trends on their profession.

Libraries & Reading: Cultivate the analytical and critical thinking skills that underpin success in commerce.

- **Go Beyond Textbooks:** Curate a collection that includes biographies of renowned Pakistani business leaders, case studies of local companies (e.g., success stories) and relevant articles on business ethics and market trends from reputable sources.
- **Active Reading:** Integrate this material into learning through book reviews, critical analysis of business news articles, or research projects into a company's history and business model. These activities develop the discerning analytical skills essential for a commerce professional.

8 Provincial Review Committee (PRC) for Commerce Group Curricula

No	Name of the Expert
1	Dr. Jawed Ahmed Chandio, Professor & Dean, Faculty of Commerce & Business Administration, University of Sindh, Jamshoro.
2	Dr. Hakim Ali Mahesar, Professor and Director, Institute of Commerce, University of Sindh
3	Dr. Sadia Anwar Memon, Associate Professor, Institute of Commerce, University of Sindh, Jamshoro.
4	Mr. Noor Ahmed Khoso, Directorate of Curriculum, Assessment and Research Sindh, Jamshoro
5	Mr. Muhammad Ismail Ansari, Assistant Professor, Government Elementary College of Education (W), Thatta
6	Dr. Huma Shahid, Professor, Iqra University Karachi
7	Mr. Muhammad Aslam, Principal, Government Degree Boys College Yousuf Goth Surjani Town
8	Mr. Faraz Siddiqui, Associate Professor, Government college of commerce and economics, Karachi
9	Ms. S Nudrat Ameer, Assistant Professor, Government Degree Science and Commerce College FB Area block 16 Karachi
10	Mr. Abbas Ali Shah, Lecturer, Government Degree College, Razzakabad, Karachi
11	Mr. Alexander Ismat (Ziauddin College Karachi – Intermediate and A-Levels)
12	Mr. Shahzad Saleem, Assistant Professor, APWA Govt Degree college for Women, Karimabad, Karachi.
13	Mr. Abdul Rehman Indhar, Assistant Subject Specialist, Sindh Textbook Board, Jamshoro
14	Mr. Intiaz Kumbhar, Associate Professor, Government Elementary College of Education, Lyari, Karachi
15	Mr. Muhammad Yousif Channa, Subject Specialist, Directorate of Curriculum, Assessment and Research Sindh, Jamshoro
16	Mr. Zaheer Ali Abbasi, Subject Specialist, Directorate of Curriculum, Assessment and Research Sindh, Jamshoro