



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 Principles of Commerce, 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 Principles of Commerce 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.



SCHOOL EDUCATION &
LITERACY DEPARTMENT
GOVERNMENT OF SINDH



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



Sindh Curriculum

PRINCIPLES OF COMMERCE

(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 Principles of Commerce Grade-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, this curriculum addresses the critical need for an updated and modern Principles of Commerce Curriculum for HSC Grade-XI (Commerce Group). In a rapidly globalizing and technologically advanced economy, commerce serves as the foundational framework for business operations, trade and economic interactions. Therefore, this curriculum is designed to cultivate proficiency in this framework, fostering business literacy, ethical practices and innovative thinking that are essential for navigating markets, entrepreneurship and sustainable economic development.

The curriculum is designed to be practical and relevant, linking core concepts to real-world career paths in marketing, international trade, finance, office management and e-commerce. By mastering commerce principles, students will learn to analyze business environments, manage operations efficiently and engage in effective commercial correspondence while upholding legal and ethical standards. The learning journey is structured to be progressive, starting with the fundamentals of commerce and business organization for a small local enterprise and building toward the complexities of global trade, digital platforms and financial systems, transitioning from traditional methods to modern tools such as e-commerce technologies and artificial intelligence.

1.1 Rationale

The development of this Commerce Curriculum is driven by the recognition that the nature of commerce, the backbone of all economic activity, must evolve to meet the demands of a modern global economy. As Sindh and Pakistan navigate the challenges of digital transformation, integrated global markets and technological advancements, the need for agile and innovative business practices has become paramount. Consequently, the required skill set for professionals has shifted decisively from understanding static trade principles to mastering the dynamic interplay of e-commerce, digital marketing and supply chain management. This curriculum directly addresses this evolution by integrating timeless foundational principles of business and trade with essential modern competencies in digital strategy and entrepreneurship, preparing students to become innovative and ethical leaders in the local and global marketplace.

1.2 Vision and Aims of the Curriculum

Our vision is to develop business-proficient and ethically responsible professionals who excel in navigating the complexities of commerce, leveraging innovative thinking and digital expertise to drive sustainable economic progress in a globalized world. We will achieve this through a dynamic curriculum that moves beyond rote learning to build deep conceptual understanding and analytical expertise, equipping graduates to lead and innovate in an interconnected global economy.

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

Knowledge and Conceptual Understanding

- Understand the purpose of commerce in businesses, economies and society, including its branches such as marketing, international trade and e-commerce.
- Master core commerce concepts, principles and terminologies, including business organization, financial systems, office management and commercial correspondence.

- Recognize the interdisciplinary connections between commerce, economics, technology (e.g., digital marketing and AI) and business ethics.

Skills

- Develop higher-order thinking to critically analyze business scenarios, solve operational problems and make logical, data-driven decisions.
- Master practical commerce techniques using both manual processes and digital tools, such as developing marketing strategies, managing import/export procedures and drafting business letters.
- Strengthen investigative and collaborative skills through hands-on simulations, case studies and group projects.

Attitudes and Values

- Internalize the principles of integrity, transparency and ethical accountability in all commercial practices.
- Foster respect for diversity, social responsibility and regulatory compliance in business.
- Cultivate an appreciation for sustainable commercial strategies and a commitment to lifelong learning in a constantly evolving economic landscape.

1.3 Guiding Principles

This curriculum marks a deliberate shift from rote memorization to a student-centered, skills-focused approach. Its design is guided by the following principles:

- **Focus on Conceptual Understanding:** Emphasizing a deep understanding of core processes, like the functions of commerce and business organization, over the simple recall of definitions, enabling students to apply principles in new situations.
- **Inquiry-Based and Student-Centered Learning:** Engaging students as active participants who explore commercial case studies, analyze trade dynamics and construct their own understanding through guided inquiry.
- **Skills-Based Education:** Balancing content knowledge with the development of 21st-century skills, including analytical thinking, digital literacy and ethical judgment, to prepare students for modern, performance-based 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.
- **Integration and Coherence:** Building on knowledge from previous grades while creating clear connections with related subjects like Accounting, Economics and Business Studies.
- **Depth over Breadth:** Prioritizing mastery of foundational concepts such as entrepreneurship, marketing mix and e-commerce models to build lasting expertise.

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 Provincial

Review Committee, comprising practicing 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 curricula, a comparative analysis against regional and international 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 ground the curriculum in real-world needs.

Informed by this evidence, the committee established the curriculum's core philosophy, standards and benchmarks. This foundation guided the iterative cycles of drafting, reviewing and refining the core syllabus, including its learning outcomes, assessment patterns 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 updated curriculum brings important changes to improve student learning. It features clearer and more measurable learning goals that emphasize hands-on skills, like designing a basic advertising campaign and drafting business correspondence. The material is arranged in a logical, step-by-step sequence, as shown in the Progression Grid, allowing students to start with basic ideas in Grade XI such as fundamental concepts of commerce and advance to more complex subjects in Grade XII, like advanced business methods. Throughout the curriculum, key themes like ethical principles, digital citizenship and modern skills are integrated seamlessly. The document also offers strong guidance for developing engaging textbooks, practical guides and reliable assessments. It includes specific weightings for each domain to help with teaching and evaluation. Additionally, it promotes using examples and case studies from the local business scene in Sindh. Finally, a clear plan for ongoing teacher training is provided to help educators adopt approaches that focus on students.

1.6 Organization of the Curriculum Document

The curriculum is organized into clear levels to ensure ease of use: **Domains:** Broad subject areas (e.g., Fundamental Concepts of Commerce, Business Organization). **Standards:** Overarching goals for what students should know and be able to do within a domain. **Benchmarks:** Key checkpoints of learning that students are expected to achieve at certain stages. **Student Learning Outcomes (SLOs):** Specific, grade-level skills and knowledge that are observable and measurable.

These components, along with detailed sections on assessment, teaching strategies, textbook development and Continuous Professional Development (CPD) of educators, work together to form a complete and cohesive framework for modern commerce education.

2. Progression Grid

Domain A: Fundamental Concepts of Commerce

Standard 1: Students will understand the key concepts of commerce and digital trends, learn how to establish and organize a business and be able to apply this understanding to real-life business situations. Students will also explore the functions of commerce, including transportation and

warehousing, advertising and their role in facilitating trade.

Benchmark I: Students should be able to describe the fundamentals of commerce and its branches, analyze the steps for establishing a business and evaluate the role of entrepreneurship, transportation, warehousing and advertising in a country's economy.

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

[SLO:POC-11-A-01]: Define business, commerce and economics with relevant examples for each.

[SLO:POC-11-A-02]: Differentiate between business, profession and employment citing key characteristics of each.

[SLO:POC-11-A-03]: Describe the basic principles and concepts of commerce, including manufacturing and trading of goods and services.

[SLO:POC-11-A-04]: Define entrepreneurship and analyze its main features and importance for a country's economy.

[SLO:POC-11-A-05]: Describe the importance of commerce in everyday life and the economy.

[SLO:POC-11-A-06]: Define various branches of commerce, including E-commerce, international trade, retail and wholesale.

[SLO:POC-11-A-07]: Analyze the impact of digital trends, such as online shopping, mobile payments and social media marketing, on the commerce industry.

[SLO:POC-11-A-08]: Discuss the essential qualities and skills needed to be a successful businessperson, such as leadership, decision-making and innovation.

[SLO:POC-11-A-09]: Develop a foundational plan to effectively start a small scale business.

[SLO:POC-11-A-10]: Explain the significance of transportation and warehousing in the supply chain, describing how they contribute to efficient logistics and customer satisfaction.

[SLO:POC-11-A-11]: Evaluate different transportation modes and warehouse strategies to optimize business operations and reduce costs.

[SLO:POC-11-A-12]: Identify services that support trade (e.g., banking, insurance, transport).

[SLO:POC-11-A-13]: Define advertising and explain its main objectives, examining its importance in promoting business growth, building brand awareness and attracting customers.

[SLO:POC-11-A-14]: Compare different advertising channels, including online, print, television and social media.

[SLO:POC-11-A-15]: Design a basic advertising campaign that aligns with business goals, target audience preferences and industry trends.

Domain B: Business Organization

Standard 1: Students will be able to understand the concepts of different business organizations and to identify the requirements and procedures for forming various business organizations.

Benchmark I: Students will be able to describe and compare various forms of business ownership and propose a suitable form of business organization based on given conditions.

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

[SLO:POC-11-B-01]: Define sole proprietorship and describe its merits and demerits.

[SLO:POC-11-B-02]: Define partnership and describe its merits and demerits.

[SLO:POC-11-B-03]: Describe the kinds of partners and state the rights and responsibilities of each partner in a partnership firm.

[SLO:POC-11-B-04]: Enlist the contents of a Partnership Deed/Agreement.

[SLO:POC-11-B-05]: Describe the various methods of termination of a partnership.

[SLO:POC-11-B-06]: Explain the concept of a joint stock company, its features and its kinds.

[SLO:POC-11-B-07]: Differentiate between a partnership firm, a Private Limited Company and a Public Limited Company.

[SLO:POC-11-B-08]: Discuss the advantages and disadvantages of a Joint Stock Company.

[SLO:POC-11-B-09]: State the formation/ incorporation procedure and required documents for a Joint Stock/Public limited Company (with reference to the Companies Act, 2017).

[SLO:POC-11-B-10]: Differentiate between the Memorandum of Association and the Articles of Association.

[SLO:POC-11-B-11]: Describe the Prospectus of a Joint Stock company

[SLO:POC-11-B-12]: Define cooperative societies and describe its advantages and disadvantages.

[SLO:POC-11-B-13]: Define Public sector enterprises (State owned enterprises- SOEs) and describe their importance.

Domain C: Marketing

Standard 1: Students will be able to acquire foundational knowledge of marketing concepts, the marketing mix and channels of distribution, including the role of digital marketing and artificial intelligence.

Benchmark I: Students will be able to state the key concepts of marketing, describe the marketing mix (Four Ps) and analyze the impact of emerging technologies on marketing practices.

Benchmark II: Students will be able to define wholesaling and retailing, Describe the services of wholesalers and retailers and their importance in the distribution chain.

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

[SLO:POC-11-C-01]: Define marketing and its functions.

[SLO:POC-11-C-02]: Explain the concept of the marketing mix (often called the Four Ps).

[SLO:POC-11-C-03]: Explain the core concepts of Artificial Intelligence (AI) and its fundamental

applications in marketing.

[SLO:POC-11-C-04]: Draw the structure of "Channels of Distribution" and identify the role of middlemen in the distribution process and differentiate between direct and indirect channels of distribution with suitable examples.

[SLO:POC-11-C-05]: Define retailing and wholesaling with examples.

[SLO:POC-11-C-06]: Differentiate between retailers and wholesalers.

[SLO:POC-11-C-07]: Describe the functions of a retailer.

[SLO:POC-11-C-08]: Explain the types of retailers and identify different types of retail shops in a city.

[SLO:POC-11-C-09]: Explain the services rendered by wholesalers to manufacturers and retailers.

[SLO:POC-11-C-10]: Explain the role of digital marketing and E-commerce in contemporary marketing strategies.

[SLO:POC-11-C-11]: Analyze how AI tools and technologies are transforming marketing strategies and operations in modern commerce by critically examining specific applications such as recommendation engines (e.g., on Amazon, Daraz) for sales and retention, chatbots for customer support, AI-driven inventory and logistics management, and programmatic advertising for targeted audience analysis.

Domain D: International Trade

Standard 1: Students will be able to acquire knowledge of Import and Export, Trade procedures with reference to Pakistan and the role and impact of multinational companies.

Benchmark I: Students should be able to explain the procedure of foreign trade (export and import), including the relevant documentation.

Benchmark II: Students should be able to understand the various aspects of multinational companies including their merits and demerits.

Student Learning Outcomes (SLOs):

[SLO:POC-11-D-01]: Explain the concept of local (home trade) and foreign trade.

[SLO:POC-11-D-02]: Describe the import and export procedures (with reference to Pakistani law).

[SLO:POC-11-D-03]: Enlist and explain the documents used in import and export procedures.

[SLO:POC-11-D-04]: Explain the basic concepts of multinational companies.

[SLO:POC-11-D-05]: Discuss the importance of multinational business in Pakistan, along with examples.

[SLO:POC-11-D-06]: Describe the merits and demerits of multinational companies.

Domain E: Finance

Standard 1: Students will develop a fundamental understanding of financial systems in commerce, including the roles of consumer and business finance, as well as capital market instruments such as shares and bonds/debentures. This includes both conventional and Islamic financial concepts, enabling learners to make informed decisions in personal and business financial matters.

Benchmarks: Students should be able to: Distinguish between consumer and business finance, understand their sources, uses and kinds. Understand Islamic modes of finance, such as Musharakah and Mudarabah. Explain various types of capital, shares and bonds/debentures.

Student Learning Outcomes (SLOs):

[SLO:POC-11-E-01]: Define the term Finance and differentiate between consumer and business finance.

[SLO:POC-11-E-02]: Describe the types of Finance and define the short-term and long-term finance.

[SLO:POC-11-E-03]: Describe the basic concepts of Islamic finance, including Musharakah and Mudarabah.

[SLO:POC-11-E-04]: Define the terms capital, shares and its kinds, debentures\bonds and its kinds.

[SLO:POC-11-E-05]: Differentiate between shares and debentures.

[SLO:POC-11-E-06]: State how a company issues shares or debentures to raise funds.

Domain F: Office Management

Standard 1: Students will be able to acquire practical office skills, including efficient filing and understand the principles of office administration and organization.

Benchmark I: Students should be able to: Explain administrative principles, differentiate between key concepts and analyze the functions of business departments.

Benchmark II: Students should be able to: Demonstrate practical office management skills, including efficient filing and tactical activities.

Benchmark III: Students should be able to: Understand the various types of modern office equipment used in different offices.

Student Learning Outcomes (SLOs):

[SLO:POC-11-F-01]: Differentiate between the key concepts of administration and organization.

[SLO:POC-11-F-02]: Describe the different functions and roles of departments in a business organization.

[SLO:POC-11-F-03]: Describe filing systems and plan methods to manage office workflow.

[SLO:POC-11-F-04]: Explain the role of indexing, copying and duplication.

[SLO:POC-11-F-05]: State the uses of modern office equipment.

Domain G: E-commerce

Standard 1: Students will be able to describe the role of E-commerce, as well as the models and strategies of online business, including the use of modern e-commerce technologies.

Benchmark I: Students should be able to:

Explain e-commerce business models, real-world enterprises and demonstrate a comprehensive understanding of E-commerce technologies for informed decision-making in online business.

Student Learning Outcomes (SLOs):

[SLO:POC-11-G-01]: Define different E-commerce business models, such as: Retail/Online, Marketplaces, Drop-shipping Model, Digital Products, Advertising Model.

[SLO:POC-11-G-02]: Examine real-world e-commerce businesses and identify their respective business models.

[SLO:POC-11-G-03]: Identify and explain the functions of key e-commerce technologies, including platforms (e.g., WooCommerce, Shopify), Content Management Systems (CMS), Customer Relationship Management (CRM) systems, Order Management Systems (OMS), inventory management systems, web servers, payment gateways, Artificial Intelligence (AI) and Machine Learning (ML).

[SLO:POC-11-G-04]: Utilize online resources to identify opportunities, design products/services, source and brand offerings to sell products and services online.

[SLO:POC-11-G-05]: Plan a marketing and promotion campaign by using social media platforms for an online business (Social Media Strategy).

[SLO:POC-11-G-06]: Describe the importance of cyber-security in e-commerce and identify common threats and preventive measures.

Domain H: Commercial Correspondence

Standard 1: Students will be able to acquire communication skills through official business letter and email writing and explore various styles of business correspondence.

Benchmark I: Students should be able to:

Develop effective communication skills in official business letter writing and email writing and learn about diverse styles of business letters.

Student Learning Outcomes (SLOs):

[SLO:POC-11-H-01]: Explain business writing principles (the 7 Cs).

[SLO:POC-11-H-02]: Describe the standard parts of a business letter and illustrate its structure with a diagram.

[SLO:POC-11-H-03]: Describe various business letter formats (e.g., Full Block, Modified Block, Semi-Block, structured).

[SLO:POC-11-H-04]: Define and explain the various kinds of business letters (e.g., Inquiry, Order, Complaint, Adjustment, Sales, Circular).

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 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, developed through student-teacher collaboration and reflective practices.	Facilitates longitudinal tracking and sharing of 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	Action Verbs for Assessment (Examples)
The Foundations (Knowledge & Understanding)	Students can 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)	Students can 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)	Students can 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)	Students can 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

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: Fundamental Concepts of Commerce	15	Medium	15%	Foundational. Establishes core terminology and concepts. Weightage reflects a mix of foundational outcomes and applied outcomes ("Analyze impact", "Develop a plan", "Evaluate strategies", "Design a campaign").
2.	B: Business Organization	13	Medium	15%	Critical for understanding all business environments. High number of SLOs involves defining, comparing, and discussing the structures, merits, and demerits.
3.	C: Marketing	11	Medium	12%	Core function with significant practical application. SLOs require defining concepts, explaining frameworks (4 Ps), and analyzing the impact of modern technologies (AI, digital marketing). Depth comes from applying these concepts to real-world channels and strategies.
4.	D: International Trade	6	Medium	10%	Students must explain procedures, enumerate documents, and discuss the merits and demerits of multinational corporations, requiring a solid grasp of complex, interconnected concepts.
5.	E: Finance	6	Low	10%	Fundamental concepts. SLOs are primarily definition and description-based ("Define", "Describe", "Differentiate", "State"). While conceptually important, the cognitive demand is lower than other domains, focusing on building foundational knowledge.
6.	F: Office Management	5	Medium	8%	Practical skills. SLOs involve describing functions, differentiating concepts, and planning methods, indicating a clear shift from knowledge to application-level thinking about administrative processes.
7.	G: E-commerce	6	High	15%	High depth and complexity. Fewer SLOs, but they demand high-order thinking: examining real-world models, explaining a wide array of technologies.
8.	H: Commercial Correspondence	5	High	15%	Small number of SLOs but extensive time and skill demonstration required for mastery. Involves repeated, hands-on composition and evaluation of business letters and

					emails, a critical and labor-intensive professional skill.
	Total	67		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

				<p>in assessment scheme (From the knowledge understanding, application and beyond).</p> <p>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.</p> <p>Sec III (24 marks): should contain at least three extended response questions (ERQs) (of 8 marks each) including numerical problems, may have one choice.</p>
	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	Prepares students for Practical/ Performance Assessments by modeling procedures and skills that will be

	abstract ideas concrete and stimulate critical thinking.	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 to museums or industries 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, 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.

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. • 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

S. 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. Imtiaz 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