

Curriculum for the subject of

ECONOMICS

(IX-XII) 2020



**Directorate of Curriculum and Teacher Education
Khyber Pakhtunkhwa, Abbottabad**

Preface

Responsible and effective citizens can only be produced by a well-organized educational program. To achieve this end the curriculum plays a pivotal role in providing knowledge regarding rights and responsibilities of the citizens and helps them in the development of desirable and useful daily life skills to be applied. Such a curriculum equips the citizens to cope with the challenges of 21st century, thus enabling them, to confront and face the realities of digital world. It is the prime responsibility of institutions to initiate reforms in education sector, failing which it would be hard to survive in the contemporary world.

Certainly, curriculum lies at the heart of the educational enterprise. It is a mean through which nations transmit their philosophy of life and its spirit to the coming generations. The development of curriculum requires inputs from all the stakeholders to reflect the needs of the society and interests of the learners.

Curriculum, syllabus, planning, policy, centers of excellence and standards of education were on the concurrent list under Entry 38 of the Concurrent Legislative List to the Fourth Schedule of the Constitution of Islamic Republic of Pakistan, 1973. After 18th Constitutional Amendment, development of curricula and approval of textbook manuscripts and supplementary reading material relating to textbooks, production of reference and research material in respect of the problems relating to the Schemes of Studies and curricula are now the exclusive domain of the Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa, Abbottabad, In pursuance of the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act. 2011. Thus, making the DCTE sole competent authority in the province regarding afore mentioned mandates.

The DCTE has recently notified the Scheme of Studies (SoS) from pre-primary Education to Intermediate Level for the province of Khyber Pakhtunkhwa in consultation with all the stakeholders involved in the delivery of education. The SoS is prepared keeping in view the arising need of technology in our society, modern trends in education system and to bridge the gap between public, private schools and Deeni Madaris of the Khyber Pakhtunkhwa. With the blessings of Allah Almighty, the Government of Khyber Pakhtunkhwa, E&SD and the DCTE believe that this endeavor will be fruitful to generate a new youth, useful for the socio-economic development of the Islamic Republic of Pakistan.

In compliance with the above mentioned provisions, the DCTE revised curriculum of Economics for Grades IX-XII in line with consideration the National Curriculum of Economics - 2002 developed by the then Ministry of Education (Curriculum Wing), Islamabad as a reference document.

Attempt has been made to make the curriculum more representative, responsive, applicable and practical to the societal needs.

It is hoped that this curriculum document would meet the modern day economic challenges and the norms of the society at quantitative and qualitative level.

I am also grateful to UNICEF Peshawar office, for its support in the development of these curricula.

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Section 1

Introduction

Economics as a subject has always been remained popular among students being taught from secondary level onwards. Economics is a social science aimed to study how people and societies manage their desires and wants with limited resources at their disposal. In a more formal way, economics as a discipline is the study how the societies optimally use their resources to produce goods and services and how those goods and services are distributed, consumed and exchanged.

Resources are the basic ingredients that are needed to produce the goods and services that people buy. Production is the technical relationship between inputs and outputs. These inputs ingredients can be tangible such as land and factory equipment, and can be intangible things such as the intellectual capacities of people, whose work is necessary for the production of goods and services. Whether a society is rich or poor, large or small, resources are, from the viewpoint of economics, scarce. This means that almost everyone in every country would like more goods and services than can ever be produced. Given a limited supply of resources and an unlimited desires on the part of individual consumers and nations, choices must be made about what goods and services to produce, how to produce them, and for whom.

Economists study these choices and their significance. They come up with theories about how such choices are made on both individual and collective levels, and they try to find solutions to a wide range of societal problems.

People are now living in a growing and dynamic economies that are gradually changing at local, national and global levels. Students need to be equipped with the 21st century skills, life based education as critical thinking, problem solving and collaboration and to negotiate with these rapid changes and to participate fully and effectively to uplift the economic norms of the society. In this way, the learners will be equipped with the necessary knowledge and life skills that will help them for success in their future careers. The continuous spreading knowledge and rapid modern advancement in the world have necessitated the revision in the existing curricula of economics.

Given the emerging trends and modern developments this curricula of economics has been revised and structured in such a way that the learners can attain both practical skills and theoretical knowledge of economics and become productive members of the society and to contribute in the prosperity, progress coupled with intellectual economic curiosity and creativity.

Transition from Scheme of Studies into Curriculum, Textbooks & Dissemination of Knowledge & Skills for Economics Grade IX – XII.

Sustainable educational development is the pathway to the socio-economic development of a nation. To achieve 21st century skills, life skill-based education and knowledge-based Pakistan, maximum efforts must be directed towards imparting high quality education covering emerging trends, modern developments, critical thinking and problem solving. This curriculum document facilitates teaching learning process by following Scheme of Studies which was notified in 2019.

Aims and Goals

- To develop the subject curriculum to be taught at grades IX-XII so as to impart high quality education.
- To provide basic conceptual comprehension in key learning areas of economics.
- To transform school education with added emphasis on this specific subject and skillful application of emerging trends, modern concepts, technical knowledge and innovative activities.
- To cultivate the essentials about national integration, patriotism, Islamic ideology and its impact on socio-economic development and economic sovereignty leading to political sovereignty
- To produce disciplined, motivated and enlightened youth with high moral character, sound ethical values and resilience to mould weaknesses, adversities and challenges into opportunities, strengths and achievements.
- To produce creative, constructive and critical thinking individuals imbued with Quaid e Azam and Allama Iqbal's vision and hearing in - depth understanding of technology driven knowledge economy.
- To develop an interest among learners to select economics subject leading to inculcate rational behavior while making apposite decisions in their everyday lives.

Specific Objectives

Students will be able to:

1. Assimilate the basic terminology, seminal elementary ideas, concepts and principles of Economics.
2. Be aware of the role of market, firm, industry at national and international levels.
3. Manipulate in decision-making in their everyday life.
4. Enhance the role of economic activity as a mean of promoting development of individuals, groups and society.
5. Differentiate factors that accelerate economic development generating more employment opportunities and increased output.
6. Identify micro and macro level economic problems faced by the country.
7. Familiarize international economics and its importance.

8. Appraise how economics contribute to the social and political development of the society.
9. Examine economic planning and development which ensure greater employment, output and poverty alleviation to raise the standard of living of the people of Pakistan.
10. Analyze simple economic problems and their solution both in theory and practice.
11. Differentiate the economies of developed and developing nations.
12. Adopt the basic principles of Islamic economics i.e., zakat, usher, charity aiming to poverty alleviation, income generation and equality.
13. Familiarized with interest free banking.
14. Inculcate skills to seek happiness by limiting desires and following basic principles of Islamic economics.
15. Exhibit responsible behaviour at every stage of life by exploiting intellectual economic curiosity, creativity and specific skills learnt from the subject.

Key learning areas of Economics

- Microeconomics
- Macroeconomics
- The Economy of Pakistan
- International Trade
- Economic development and Planning
- Monetary Economics
- The basics of Islamic Economic System

Curriculum for Economics has been developed as under

- Identifying Key Learning Areas.
- Specifying Units/Chapters of Key Learning Areas for ensuring continuity and progression.
- Specifying SLOs in Key Learning Areas.

Section 2

Grade - IX

Chapter No: 1. Introduction and Basic Concepts of Economics

Contents		Student Learning Outcomes (SLOs)
Students will be able to:		
1.	Meaning of Economics	- State the meaning of economics.
2.	Needs and Wants	- Illustrate needs and wants.
3.	Economic activities and non-economic activities	- Student will be able to distinguish between economic and non-economic activities.
4.	Goods and Services	- Interpret goods and services with examples.
5.	Concept of limited resources and unlimited wants	- Define resources. - Appraise the basics of economic problems.
6.	Scarcity and choice	- State the concept of scarcity and choice.
7.	Utility	- Explain the concept of utility.
8.	Value and Price	- Distinguish between value and price.
9.	Micro and Macro Economics	- Distinguish between Micro and Macroeconomics.
10.	Significance of economics	- Explain the significance of economics.

Chapter No. 2. Demand

Contents		Student Learning Outcomes (SLOs)
Students will be able to:		
1.	Demand	- Explain the meaning of demand. - Differentiate between demand and desire.
2.	Law of demand	- Explain the assumptions of the law of demand. - Define law of demand. - Explain and illustrate the law of demand with the help of a table and graph.
3.	Factors affecting demand	- Describe the factors affecting demand.
4.	Demand function	- Arrange the demand function in equation form.

Chapter No. 3. Supply

Contents		Student Learning Outcomes (SLOs)
Students will be able to:		
1.	Supply	<ul style="list-style-type: none">- Explain the meaning of supply.- Differentiate between supply and stock.
2.	Law of supply	<ul style="list-style-type: none">- Identify the assumptions of the law of supply.- Explain the law of supply.- Illustrate the law of supply with the help of a table and graph.
3.	Factors affecting supply	<ul style="list-style-type: none">- Describe the factors affecting supply.
4.	Supply function	<ul style="list-style-type: none">- Arrange the supply function in equation form.

Chapter No. 4. Market Equilibrium and Price Determination

Contents		Student Learning Outcomes (SLOs)
Students will be able to:		
1.	Market	<ul style="list-style-type: none">- Define and explain market.
2.	Types of market with reference to time.	<ul style="list-style-type: none">- Explain different types of market with reference to time.
3.	Market equilibrium	<ul style="list-style-type: none">- Define the term market equilibrium.
4.	Price and quantity determination	<ul style="list-style-type: none">- Determine the equilibrium of price and quantity graphically.

Chapter No. 5. Factors of Production

Contents		Student Learning Outcomes (SLOs)
Students will be able to:		
1.	Factors of Production i.e. land, labor, capital and entrepreneur	<ul style="list-style-type: none">- Define factors of Production (land, labor, capital and entrepreneur).
2.	Characteristics of factors of production	<ul style="list-style-type: none">- Explain the characteristics of the factors of production.
3.	Factors of production and their relative importance	<ul style="list-style-type: none">- Describe the relative importance of factors of production.
4.	Rewards of factors of production	<ul style="list-style-type: none">- Describe the rewards of factors of Production.

Chapter No. 6. Production, Cost and Revenue

Contents		Student Learning Outcomes (SLOs)
Students will be able to:		
1.	Production	- Define production.
2.	Production function	- Write down production function in equation form.
3.	Types of production	- Describe the types of production
4.	Short run and long run	- Differentiate between the terms; short run and long run.
5.	Cost and its types	- Define the term cost. - Differentiate total, average, fixed and variable costs.
6.	Revenue and its types	- Define revenue - Explain different types of revenue.

Grade – X

Chapter No. 1. Money

Contents		Student Learning Outcomes (SLOs)
Students will be able to:		
1.	Barter system and its difficulties	<ul style="list-style-type: none">- Define the term ‘barter system’.- Explain the difficulties of the barter system.
2.	Money, its evolution and functions	<ul style="list-style-type: none">- Define money.- Illustrate the evolution of money.- Describe the functions of money.
3.	Kinds of money	<ul style="list-style-type: none">- Elaborate kinds of money (paper money, metallic money, credit money, legal tender money, near money and electronic money).
4.	Value of money	<ul style="list-style-type: none">- Explain the value of money.
5.	Inflation and its types	<ul style="list-style-type: none">- Define the term ‘inflation’ and its types;<ul style="list-style-type: none">▪ Demand pull inflation▪ Cost push inflation

Chapter No. 2. Financial Institutions

Contents		Student Learning Outcomes (SLOs)
Students will be able to:		
1.	Bank	<ul style="list-style-type: none">- Define bank.
2.	Types of bank	<ul style="list-style-type: none">- Explain the different types of banks in Pakistan (commercial, agriculture, industrial and micro finance banks and E-banking).
3.	Commercial Bank	<ul style="list-style-type: none">- Explain the functions of a commercial bank.
4.	Central Bank	<ul style="list-style-type: none">- Describe main functions of a central bank.
5.	Stock exchange	<ul style="list-style-type: none">- Describe stock exchange- Explain the major functions of stock exchange.
6.	Insurance	<ul style="list-style-type: none">- Define insurance.- Differentiate between general and life insurance.

Chapter No. 3. National Income

Contents		Student Learning Outcomes (SLOs)
Students will be able to:		
1.	Personal income and national income	- State the term personal income and national income.
2.	Concepts of GDP and GNP	- Interpret the concepts of GDP and GNP.
3.	<ul style="list-style-type: none"> • Some basic concepts <ul style="list-style-type: none"> ○ Consumption ○ Saving ○ Investment 	<ul style="list-style-type: none"> - Define consumption. - Explain consumption function i.e. $C=f(Y)$. - Define saving. - Explain saving function i.e. $S=f(Y)$. - Define investment. - Explain investment function i.e. $I=f(r)$
4.	Importance of national income	- Explain the importance of national income.

Chapter No. 4. International Trade

Contents		Student Learning Outcomes (SLOs)
Students will be able to:		
1.	Trade	- Define trade.
2.	Types of trade	- Differentiate between foreign and domestic trade.
3.	Imports and Exports	<ul style="list-style-type: none"> - Define the terms imports and exports. - Describe the basis of international trade. - Discuss the advantages and disadvantages of foreign trade.
4.	Major imports and exports of Pakistan	- Identify the major exports and imports of Pakistan.

Chapter-5. Public Finance

Contents		Student Learning Outcomes (SLOs)
Students will be able to:		
1.	Public and private finance	<ul style="list-style-type: none"> - Define public and private finance. - Differentiate between public and private finance. - Differentiate between fiscal year and calendar year.
2.	Objectives of public finance	<ul style="list-style-type: none"> - Describe the major objectives of public finance.
3.	Budget	<ul style="list-style-type: none"> - Define budget, current budget and developmental budget.
4.	<ul style="list-style-type: none"> • Public (Govt.) revenue <ul style="list-style-type: none"> ○ Tax revenue ○ Non tax revenue 	<ul style="list-style-type: none"> - Explain public (Govt.) revenue and its sources.
5.	<ul style="list-style-type: none"> • Public (Govt.) expenditure: <ul style="list-style-type: none"> ○ Current expenditure ○ Developmental expenditure 	<ul style="list-style-type: none"> - Explain Public (Govt.) expenditure and its heads.

Chapter No. 6. Economic Development and Planning

Contents		Student Learning Outcomes (SLOs)
Students will be able to:		
1.	Economic growth and economic development	<ul style="list-style-type: none"> - Explain economic growth and economic development.
2.	Developed, developing and less developed economies.	<ul style="list-style-type: none"> - Define developed, developing and less developed economies.
3.	Economic planning	<ul style="list-style-type: none"> - Define economic planning. - Discuss the objectives of economic planning.
4.	Poverty and poverty alleviation with respect to Pakistan.	<ul style="list-style-type: none"> - Define poverty - Discuss the causes of poverty in Pakistan. - Propose measures to alleviate poverty in Pakistan.

Chapter No. 7. The Basics of Islamic Economic System

Contents		Student Learning Outcomes (SLOs)
		Students will be able to:
1.	Values / Ethics	<ul style="list-style-type: none"> - Describe basic Islamic values such as; <ul style="list-style-type: none"> ▪ Justice ▪ Benevolence ▪ Halal-o-Haram ▪ Moderation
2.	Ownership	<ul style="list-style-type: none"> - Explain the concept of ownership in Islam.
3.	Production	<ul style="list-style-type: none"> - Elaborate the concept of production in Islam. - Define hoarding.
4.	Consumption	<ul style="list-style-type: none"> - Explain the concept of consumption in Islam.
5.	<ul style="list-style-type: none"> • Distribution of resources <ul style="list-style-type: none"> ○ Zakat/usher ○ Charity 	<ul style="list-style-type: none"> - Describe the concepts of: <ul style="list-style-type: none"> ▪ Zakat/usher ▪ Charity (Sadqaat)
6.	<ul style="list-style-type: none"> • Islamic finance <ul style="list-style-type: none"> ○ Riba ○ Interest free banking 	<ul style="list-style-type: none"> - Elaborate the concept of Islamic finance such as; <ul style="list-style-type: none"> ▪ Riba (interest /usury) ▪ Interest free banking in Pakistan ▪ Takaful
7.	<ul style="list-style-type: none"> • Economic role of Islamic State in distribution of resources. 	<ul style="list-style-type: none"> - Explain the role of Islamic state in distribution of resources.

Grade - XI

Microeconomics

Chapter No. 1. Nature and Scope of Economics

Contents		Student Learning Outcomes (SLOs)
		Students will be able to:
1.	Introduction to Economics	- Describe brief history of Economics.
2.	Basic concepts of Economics	- Explain human desires and wants. - Differentiate between scarcity and choice. - Describe the concept of wealth. - Evaluate economic activity. - Differentiate between goods and services. - Describe the types of goods such as; necessities, comforts and luxuries.
3.	Classical, Neo-classical and Modern definitions of Economics	- Describe definitions of economics with reference to classical, neo-classical and modern school of thoughts.
4.	Major branches of economics Microeconomics Macroeconomics	- Differentiate between micro and macro economics. - Elaborate importance of micro and macro economics.
5.	Nature and scope of Economics	- Assess briefly the significance and scope of economics. - Explain the nature of economic laws.
6.	Basic mathematical concepts in Economics	- Explain the different mathematical concepts used in economics such as; constants, parameters, variables, functions, relations, range and domain. - Illustrate types of equation linear, quadratic and simultaneous equation with the help schedules and graphs. - Solve linear, quadratic and simultaneous equations.

Chapter No. 2. Consumer's Behavior

Contents		Student Learning Outcomes (SLOs)
Students will be able to:		
1.	Consumer's behavior	- Define consumer's behavior.
2.	Utility function	- Define utility and its various types. - Interpret the characteristics of utility - Show the relationship between marginal utility and total utility with the help of table and graph. - Construct utility function mathematically.
3.	Utility approach (cardinal approach)	- Illustrate the law of diminishing marginal utility with the help of schedule and graph. - Assess the practical importance of the law of diminishing marginal utility in daily life. - Explain and illustrate the law of equi-marginal utility with the help of schedule and graph. - Explain consumer behavior through cardinal approach. - Evaluate the importance of the law of equi-marginal utility in daily life.
4.	Indifference curve approach (ordinal approach)	- Define indifference curve. - Explain properties of indifference curve. - Explain how marginal rate of substitution determine the slope of indifference curve.
5.	Budgetline	- Define and draw a budget line.
6.	Consumer's equilibrium	- Construct consumer's equilibrium with indifference curve approach.

Chapter No. 3. Demand and Elasticity of Demand

Contents		Student Learning Outcomes (SLOs)
		Students will be able to:
1.	Demand	- Describe the concepts of demand.
2.	Desire and needs	- Define desire and needs.
3.	Law of demand	- Illustrate the law of demand. - Draw individual and market demand curves with the help of schedule and graph.
4.	Functional equation of demand	- Develop functional equation of demand.
5.	Causes of changes in demand	- Identify the factors that cause changes in demand.
6.	Movement along the demand curve and shift in demand curve	- Explain changes in demand as movement along the demand curve and shift in demand curve.
7.	Elasticity of demand	- Define elasticity. - Explain elasticity of demand.
8.	Different degrees of elasticity of demand	- Distinguish among different degrees of elasticity of demand.
9.	Measurement of elasticity of demand	- Measure price elasticity of demand with the help of schedule and graph. - Explain the methods of measurement of elasticity of demand with the help of schedule, graph and formula by: <ul style="list-style-type: none"> ▪ Percentage Method ▪ Total expenditure / total outlay method ▪ Point and arc elasticity of demand
10.	Types of elasticity of demand	- Explain price, income and cross elasticity of demand.
11.	Determinants of elasticity of demand	- Indicate the determinants of elasticity of demand.
12.	Practical importance of elasticity of demand	- Evaluate the significance of price, income and cross elasticity of demand in decision making process by consumers, producers and government with real life examples.

Chapter No. 4. Supply and Elasticity of Supply

Contents		Student Learning Outcomes (SLOs)
		Students will be able to:
1.	Concept of supply and stock	<ul style="list-style-type: none">- Describe the concept of supply.- Differentiate between Supply and stock.
2.	Law of supply	<ul style="list-style-type: none">- Explain and illustrate the law of supply.- Draw supply curve with the help of schedule and graph.
3.	Functional equation of supply	<ul style="list-style-type: none">- Develop functional equation of supply.
4.	Causes of changes in supply	<ul style="list-style-type: none">- Identify the factors that cause changes in supply.
5.	Movement along the supply curve and shift in supply curve	<ul style="list-style-type: none">- Figure out changes in supply as movement along the supply curve and shift in supply curve with the help of schedule and graph.
6.	Elasticity of supply	<ul style="list-style-type: none">- Explain elasticity of supply.
7.	Different degrees of elasticity of supply	<ul style="list-style-type: none">- Distinguish among different degrees of elasticity of supply.
8.	Measurement of elasticity of supply	<ul style="list-style-type: none">- Measure elasticity of supply with the help of schedule, graph and formula.
9.	Determinants of elasticity of supply	<ul style="list-style-type: none">- Indicate the determinants of elasticity of supply.
10.	Practical importance of elasticity of supply	<ul style="list-style-type: none">- Assess the practical importance of elasticity of supply in daily life.

Chapter No. 5. Market Equilibrium

Contents		Student Learning Outcomes (SLOs)
		Students will be able to:
1.	Market	<ul style="list-style-type: none">- Define market.
2.	Types of market	<ul style="list-style-type: none">- Describe types of markets according to time, place and competition.- Describe the necessary conditions of perfect and imperfect markets.
3.	Concept of market equilibrium	<ul style="list-style-type: none">- Define equilibrium.- State market equilibrium.
4.	Price and output determination	<ul style="list-style-type: none">- Illustrate the determination of price and output by the market forces of demand and supply (Graphically and mathematically).- Evaluate effects of changes in demand and supply
5.	Taxes, subsidies, price ceiling and price floor	<ul style="list-style-type: none">- Define briefly the terms taxes, subsidies, price ceiling and price flooring.- Explain the impacts of price ceiling (shortages) and price floor (surplus).
6.	Consumer's surplus and producer's surplus	<ul style="list-style-type: none">- Explain consumer's surplus and producer's surplus with examples.

Chapter NO. 6. Theory of Production

Contents		Student Learning Outcomes (SLOs)
		Students will be able to:
1.	Firm and Industry	<ul style="list-style-type: none"> - Define firm and industry. - Differentiate between firm and industry.
2.	Production	<ul style="list-style-type: none"> - Define the term production.
3.	Production function	<ul style="list-style-type: none"> - Explain production function.
4.	Types of production	<ul style="list-style-type: none"> - State primary, secondary and tertiary production.
5.	Factors of production	<ul style="list-style-type: none"> - Define factors of production land, labor, capital and entrepreneur.
6.	Reward/Pricing of factors of production	<ul style="list-style-type: none"> - Define rent and its types, - Define wage. - Distinguish between nominal and real wages. - Define interest and its types. - Define Profit and its types.
7.	Efficiency of factors of production	<ul style="list-style-type: none"> - Explain characteristics of factors of production. - Suggest the ways to increase the efficiency of factors of production. - Explain labor intensive and capital intensive techniques.
8.	Laws of returns	<ul style="list-style-type: none"> - Interpret the laws of return with the help of table and graph.
9.	Scale of production	<ul style="list-style-type: none"> - Define scale of production. - Elaborate small scale and large scale production with merits and demerits. - Assess internal and external economies and diseconomies of scale of production.

Chapter No. 7. Cost, Revenue and Profit

Contents		Student Learning Outcomes (SLOs)
Students will be able to:		
1.	Cost of production	- Define cost of production.
2.	Types of cost	- Describe types of cost (explicit, implicit and opportunity cost). - Differentiate between fixed cost and variable cost.
3.	Total, average and marginal cost	- Construct total cost, average cost and marginal cost curves in short run long run with the help of schedule and graph.
4.	Relationship between AC and MC	- Determine relationship between AC and MC.
5.	Derivation of LAC and LMC	- Derive LAC and LMC curves from SAC and SMC curves.
6.	Revenue	- Define revenue.
7.	Revenue curves under perfect competition and monopoly	- Construct TR, AR and MR curves with respect to perfect competition and monopoly.
8.	Profit and loss	- Elaborate the concept of profit. - Elaborate the concept of loss.

Chapter No. 8. Market Structure

Contents		Student Learning Outcomes (SLOs)
Students will be able to:		
1.	Perfect competition	- Define Perfect competition - Discuss main assumptions of perfect competition.
2.	Imperfect competition (monopoly, monopolistic competition, oligopoly, duopoly and monopsony)	- Briefly describe types of imperfect competition i.e. monopoly, monopolistic competition, oligopoly, duopoly and monopsony.
3.	Equilibrium of firm	- Illustrate the attainment of equilibrium under perfect competition in short run and long run. - Illustrate the determination of price and output under monopoly.

Chapter No. 9. Microeconomics Concepts in Islam

Contents		Student Learning Outcomes (SLOs)
Students will be able to:		
1.	Introduction	<ul style="list-style-type: none"> - Define Islamic Economics. - Evaluate the consumer and producer behavior in Islamic perspective.
2.	Ethical values <ul style="list-style-type: none"> ○ Taqwa ○ Moderation ○ Kasab-e-Halal ○ Goodness and Ihsan ○ Austerity and self-contentment ○ Equality 	<ul style="list-style-type: none"> - Adopt the ethical values of Islam i.e. Taqwa, Moderation, Kasab-e-Halal, Goodness, Ihsan, Austerity, Generosity, Self-contentment, Equality.
3.	Producer preferences	<ul style="list-style-type: none"> - Differentiate among interest, riba and profit.

Grade - XII
Macroeconomics and Economy of Pakistan

Chapter No. 1. Introduction to Macro Economics and National Income

Contents		Student Learning Outcomes (SLOs)
Students will be able to:		
1.	Introduction to macroeconomics	- Explain the concept of macroeconomics.
2.	National Income	- Define national income.
3.	Different concepts of national income.	- Explain the various concepts of national income.
4.	Measurement of national income,	- Explain the methods of computing national income. - Assess the difficulties in measurement of national income. - Evaluate the importance of national income to measure the living standard.
5.	Circular flow of national income	- Explain four sector economy i.e. $Y = C + I + G + (X - M)$ - Describe circular flow of national income with the help of a graph.
6.	Leakages and injections	- Distinguish between leakages and injections of national income flow.
7.	Consumption, saving and investment	- State the concept of consumption, saving and investment.
8.	Aggregate demand and aggregate supply	- Distinguish between aggregate demand and aggregate supply.
9.	National income equilibrium	- Determine the equilibrium of national income through $C + I + G + X = C + S + T + M$.

Chapter No. 2. Money

Contents		Student Learning Outcomes (SLOs)
		Students will be able to:
1.	Barter system	- Define barter system
2.	Merits and Demerits of barter system	- Explain the merits and demerits of barter system.
3.	Money	- Define money.
4.	Evolution of money	- Explain the evolution of money.
5.	Kinds of money	- Discuss different kinds of money.
6.	Functions of money	- Explain the functions of money. - Interpret the concept of money focusing on the cashless society - Describe the qualities of a good money
7.	Value of money	- Interpret the value of money. - Describe Fisher's Identity of value of money
8.	Demand and supply of money	- Define demand for money. - Explain motives of demand for money. - Define money supply. - Discuss M1, M2 and M3. - Explain how the rate of interest is determined by the demand and supply of money.

Chapter -3. Inflation and Employment

Contents		Student Learning Outcomes (SLOs)
		Students will be able to:
1.	Inflation	- Define inflation.
2.	Types of inflation	- Explain the types of inflation i.e. demand pull and cost push.
3.	Degrees of inflation	- Distinguish the degrees of inflation.
4.	Effects and consequences of inflation	- Describe the causes of inflation in Pakistan. - Discuss the effects of low and high rate of inflation in an economy. - Suggest remedial measures to control inflation.
5.	Deflation	- State the term deflation.
6.	Employment	- Distinguish between employment and unemployment.
7.	Types of unemployment	- Describe the types of unemployment. - Discuss the methods to overcome unemployment in Pakistan.
8.	Stagflation	- Define stagflation.

Chapter No. 4. Financial Institutions

Contents		Student Learning Outcomes (SLOs)
Students will be able to:		
1.	Conventional and non- conventional financial institutions	<ul style="list-style-type: none"> - Define conventional and non conventional financial institutions.
2.	Types of banks	<ul style="list-style-type: none"> - Explain the different types of banks. - Describe the functions of commercial banks. - Discuss bank deposits and their types. - Explain the process of commercial banks credit creation.
3.	Credit instruments	<ul style="list-style-type: none"> - Describe credit instruments of bank credit. - Interpret negotiable and non-negotiable instruments (Cheque, bill of exchange and letter of credit).
4.	E-banking	<ul style="list-style-type: none"> - Describe electronic Banking (e- Banking) - Explain products of e-banking (ATM, debit card, credit card, online banking, and mobile banking). - Explain the role of commercial banks in economic development of Pakistan.
5.	Central bank	<ul style="list-style-type: none"> - Define central bank and its functions. - Explain monetary policy.
6.	Money market and concept of KIBOR	<ul style="list-style-type: none"> - Explain the concept of money market and concept of KIBOR.
7.	Capital market (stock market)	<ul style="list-style-type: none"> - Describe capital market (stock market). - Describe the types of shares/stocks, dividend, debentures).
8.	International financial institutions	<ul style="list-style-type: none"> - Describe international financial institutions i.e. IMF, IBRD (World Bank), ADB (Asian Development Bank, Islamic Development Bank.

Chapter No. 5. Public Finance

Contents		Student Learning Outcomes (SLOs)
Students will be able to:		
1.	Private finance and public finance	- Explain the public and private finance.
2.	Budget	- Define budget and its components i.e; <ul style="list-style-type: none"> ▪ Revenue heads ▪ Tax and non tax revenue ▪ Expenditure heads - Discuss three types of budget i.e Surplus, Balance and Deficit budget. - Distinguish between developmental budget and non developmental budget.
3.	Tax and its types	- Define tax and its types; direct and indirect taxes. - Define progressive tax, proportional tax and regressive tax.
4.	Principles of taxation	- Explain the principles of taxation.
5.	Tax culture of Pakistan	- Describe the tax culture in Pakistan.
6.	Public expenditure	- Discuss different heads of public expenditure.
7.	Public debt	- Discuss different types of debts.
8.	Deficit financing	- Discuss the concept of deficit financing.

Chapter No. 6. International Trade

Contents		Student Learning Outcomes (SLOs)
Students will be able to:		
1.	Domestic trade	- Define domestic trade.
2.	Foreign trade	- Define foreign trade. - Differentiate between domestic and foreign trade. - Explain the advantages and disadvantages of international trade.
3.	Theories of International trade	- State briefly theories of international trade; <ul style="list-style-type: none"> ▪ Absolute advantage theory. ▪ Comparative advantage theory. ▪ Modern theory (Heckscher Ohlin Theory).
4.	Terms of trade	- Define terms of trade (TOT). - Elaborate the factors that determine terms of trade (TOT).
5.	Dumping	- Illustrate dumping.
6.	Protectionism	- Define protectionism and its tools/instruments (tariff, quota, embargo, exchange control, subsidy).
7.	Free trade	- Define free trade. - Interpret advantages and disadvantages of free trade.
8.	International economic and trade organizations	- Recognize WTO, MNCs, SAARC ECO, SCO and ASEAN.

Chapter No. 7. Balance of Payments and Exchange Rate

Contents		Student Learning Outcomes (SLOs)
		Students will be able to:
1.	Balance of trade	- Define balance of trade.
2.	Balance of payments	- Elucidate balance of payments and its accounts: <ul style="list-style-type: none"> ▪ Current account ▪ Capital account ▪ Financial account - Distinguish between visible and invisible items. - Discuss the causes of deficit in balance of payments and suggest remedial measures.
3.	Foreign remittances	- Explain the concept of workers remittances and their role in boosting the economy.
4.	Foreign exchange reserves (FOREX).	- Interpret foreign exchange reserves and their importance in the economy.
5.	Exchange rate.	- Define exchange rate.
6.	Types of exchange rate.	- Elaborate types of exchange rate; Gold standard, fixed exchange rate, flexible/floating exchange rate and managed floating exchange rate. - Explain devaluation, evaluation, depreciation and appreciation. - Evaluate the role of exchange rate in trade with special reference to Pakistan.

Chapter No. 8. Economic Development and Planning

Contents		Student Learning Outcomes (SLOs)
		Students will be able to:
1.	Economic growth	- Define Economic Growth.
2.	Economic development	- Define Economic Development. - Differentiate between economic growth and economic development.
3.	Methods to measure economic development	- Explain the methods to measure economic development. - Explain the factors influencing economic development of an economy.
4.	Underdevelopment	- Define underdevelopment.
5.	Human resource development	- Explain the concept of human resource development. - Explain human capital and its importance.
6.	Sustainable growth	- Explain the concept of sustainable growth with reference to SDGs.
7.	Economic planning	- Explain economic planning. - Describe the objectives of economic planning in Pakistan.
8.	Basic infrastructure for development.	- Define the concept of communication and its components. - Describe importance of basic infrastructure i.e. highways, railways, seaport, dryport, airways, dams and energy sources.
9.	Blue economy.	- Define the concept of blue economy. - Discuss the role of CPEC in the development of Pakistan. - Evaluate the importance of free economic zones for the better utilization of CPEC. - Explain the role of blue economy in economic development of Pakistan.

Chapter No. 9. The Basics of Islamic Economic System

Contents		Student Learning Outcomes (SLOs)
Students will be able to:		
1.	Islamic economic system	<ul style="list-style-type: none"> - Explain concept of economic systems. - Define Islamic economic system. - Explain the basic characteristics and instruments of an Islamic economic system. - Recognize the meaning and application of Justice, Ehsan, Piety (Goodness), Generosity, Moderation and equality. - Interpret the concept of austerity/self contentment. - Explain hoardings and reasons for its prohibition in Islam. - Compare Islamic economic system with capitalism and socialism.
2.	Distribution of resources , zakat, usher and charity	<ul style="list-style-type: none"> - Describe the concepts of zakat, usher and charity. - Discuss the role of zakat, usher and sadaqaat in poverty reduction.
3.	Islamic banking	<ul style="list-style-type: none"> - Describe: <ul style="list-style-type: none"> ▪ Modes of Islamic financing. ▪ Interest free banking. - Interest free banking in Pakistan.

Chapter No. 10. Economy of Pakistan

Contents		Student Learning Outcomes (SLOs)
		The students will be able to:
1.	Economy	- Describe economy.
2.	Background of Pakistan economy	- Explain the background of Pakistan economy. - Discuss the emerging trends of Pakistan economy.
3.	Major sectors of Pakistan economy	- Discuss briefly the major sectors of Pakistan economy.
4.	Significance of major sectors of Pakistan economy	- Discuss the significance of major sectors of Pakistan economy; <ul style="list-style-type: none"> ▪ Agriculture (crops and livestock) ▪ Industry (large and small scale) ▪ Services (health, education and financial services)
5.	Problems faced by major Sectors of Pakistan economy and their remedial measures.	- Describe the problems faced by agriculture sector and their remedial measures. - Identify the problems faced by industrial sector and their remedial measures.
6.	International trade of Pakistan	- Discuss the composition, directions and significance of foreign trade of Pakistan. - Describe the measures to overcome trade deficit of Pakistan.

Section 3

Teaching Strategies

This curriculum aims to encourage understanding and higher order thinking skills like decision making, problem solving, critical thinking, observation, curiosity, creativity, questioning, application, etc. So the teaching methodology should be adopted in such a way that promotes higher order thinking skills. To achieve specific objectives the following steps in teaching learning process should be kept in view:

- The teachers should plan their lessons keeping in view both the students learning outcomes and objectives of the curriculum.
- The active involvement as well as participation of students is the key for successful delivery of the curriculum so the purposeful learning group for discussion and assignment should be organized.
- Teacher should encourage students in learning activities that will help to grow higher order thinking skills like application, analysis, synthesis and evaluation.
- The lecture should be well organized with in limited time period with current and practical examples.
- During the lecture, the teacher should ask questions randomly from the students to assess whether they are understanding it or not.
- Arrange educational trips to different organizations and institutions i.e banks and industrial zones etc.
- Assign tasks to the students to search relevant materials from other sources such as libraries, internet and newspapers etc.
- Encourage students to present selected topics from the syllabus as well as the economic issues taking periodicals, journals and newspapers while making presentations.
- As the curriculum is both students centered and activity based, it demands that the teachers should study the curriculum and other reference materials by considering the following teaching strategies:
 1. Investigative approach
 2. Activity oriented approach
 3. Student centered approach
 4. Question/answer approach
 5. Focused group discussion
 6. Seminars
 7. Role play
 8. Speeches/debates
 9. Case studies
 10. Visits

11. Brain storming
12. Quiz
13. Self-assessment
14. Jigsaw technique
15. Inductive deduction approach
16. Project method
17. Debates
18. Discovery method
19. Co-operative learning
20. Inquiring method

Time Distribution

Teaching schedules are integral parts of classrooms. They help school management run and monitor the teaching of a particular subject. The following tables, indicating chapter-wise time distribution, will be supportive to the teachers and education planners.

Chapter Wise Time Distribution Grade-IX

Chapter #	Title	Periods (40 minutes each)
1	Introduction and Basic Concepts of Economics	30
2	Demand	35
3	Supply	35
4	Market Equilibrium and Price Determination	35
5	Factors of Production	35
6	Production, Cost and Revenue	30
	Total:	200 (6 periods per week)

Chapter Wise Time Distribution Grade-X

Chapter #	Title	Periods (40 minutes each)
1	Money	30
2	Financial Institutions	30
3	National Income	20
4	International Trade	30
5	Public Finance	30
6	Economic Development and Planning	30
7	The Basics of Islamic Economic System	30
	Total:	200 (6 periods per week)

Chapter Wise Time Distribution Grade-XI

Microeconomics

Chapter #	Title	Periods (40 minutes each)
1	Nature and Scope of Economics	20
2	Consumer's Behaviour	20
3	Demand and Elasticity of Demand	25
4	Supply and Elasticity of Supply	25
5	Market Equilibrium	20
6	Theory of Production	20
7	Cost, Revenue and Profit	20
8	Market Structure	20
9	Microeconomic Concepts in Islam	30
	Total:	200 (6 periods per week)

Chapter Wise Time Distribution Grade-XII

Macroeconomics and Economy of Pakistan

Chapter #	Title	Periods (40 minutes each)
1	Introduction to Macroeconomics and National income	25
2	Money	20
3	Inflation and Employment	20
4	Financial Institutions	20
5	Public Finance	15
6	International Trade	20
7	Balance of Payments and Exchange Rate	15
8	Economic Development and Planning	20
9	The Basics of Islamic Economic System	25
10	Economy of Pakistan	20
	Total:	200 (6 periods per week)

Section 4

Assessment and Evaluation

Assessment means a way of measuring students' learning. It will be based on the learning: "How much did they learn?" and "How well did they learn it?" and "How well outcomes and learning outcomes will be assessed as demonstrated in the action verb of the learning outcome". Learning outcomes will also be assessed by focusing on the basic understanding of facts and concepts, and the application of concepts and theories. It helps us answering the questions did we teach it?" It determines their progress in learning through their experiences and enables them to demonstrate the intended learning outcomes. It is a tool to know how far the objectives of the curriculum are achieved. It should be designed in a way that the students are encouraged for improving skills such as observation, knowledge comprehension, curiosity, creativity, application, etc. Examination questions will require students to demonstrate knowledge, understanding, application, analysis and evaluation and synthesis appropriate to each level.

For effective assessment and evaluation it would be necessary for Textbooks authors, teachers and paper setters to also follow "Standards for Assessment" as mentioned in Minimum Standards for Quality Education in Pakistan.

Standards for Assessment

To systematically address deficiencies in the current assessment practices in Pakistan and to enable assessment of students' performance the following list of actions and standards are required to establish effective assessment processes for learning:

- Establish a standardized assessment process including public exams to ensure uniformity across the examination so that all the students are assessed against similar learning areas and SLOs;
- Standardize procedures in order to curb and penalize academic misconduct such as cheating and use of other unfair means for public examinations;
- A valid and reliable system of summative assessments that would reflect the true learning achievement of students;
- Students' performance assessment should be based on the attainment of *Student Learning Outcomes* (SLOs) prescribed in the curriculum;
- Assessment methods and procedures should be periodically and systematically reviewed and revised as necessary to adapt to evolving requirements.
- Monitoring of exam system should ensure regulations for transparency and effectiveness of the assessment process in terms of paper setting, preparation of marking scheme, exam supervision, collection of exam material, coding, decoding and marking;
- Appropriate use of ICT for ensuring efficiency and transparency in assessment processes;

- Accountability of assessment process through a system of checks and balances;
- Examination boards must ensure alignment of assessment to the prevalent curriculum;
- Effective policy mechanisms to ensure appropriate use of assessment data
- Uniform continuous professional development and training of assessors (paper setters, examiners, paper markers, coders and invigilators and other relevant staff) is regularly conducted to enhance their expertise with clarity about their roles, responsibilities and standards;
- Standardized multiple assessment tools in addition to traditional examinations should be developed and used to achieve a balance between formative assessment approaches, summative examinations; and high-stake examinations. Such results can then feed back into instructional, curriculum and educational planning processes;
- All assessments will aim to measure knowledge, understanding, as well as critical, analytical and creative thinking skills based on the requirements of different cognitive levels of the curriculum;
- Assessment should serve to provide constructive information for the teachers, parents, students and other stakeholders to improve student learning outcomes; and
- Assessment should focus on outcomes encompassing attitudes, behaviours and skills (both hard and soft skills) that link to positive participation in the society and motivate the learners.

Assessment is gathering quantitative and qualitative information, using a variety of tools and techniques that are easy to understand and interpret.

Types of Assessment Methods

Methods that are used to assess teaching and learning are:

- Multiple Choice Questions 20 %
- Structured Questions
 - Short Questions 40 %
 - Long Questions 40 %

For the public examinations, papers should comprise subjective and objective test items in the ratio of 80:20 respectively, covering the whole range of the contents and skills suggested in the curriculum.

The proper care should be taken to prepare the test items relating to knowledge, comprehension, application, analysis and synthesis.

The weightage of test items at skills level should be 30% for knowledge 20% for comprehension, 20% for application and 30 % for analysis and evaluation.

According to the new scheme of studies 150 marks have been allocated to the subject of economics for secondary level. There will be two papers of economics, one for Grade-IX and second for Grade-X each carrying 75 marks.

- Grade- IX will cover Chapters 1-6
- Grade- X will cover Chapters 1-7

Relative proportion of marks/weightage for each chapter has been mentioned for respective chapters. The questions paper should consist of both objective type as well as structured questions. 20 percent marks are allocated for multiple choice questions and 80 percent marks for structured questions for each paper. Paper setters are suggested to follow the Bloom's Taxonomy while setting the paper.

The examiners will set the question papers keeping in view the following table showing chapter wise weightage.

Chapter Wise Weightage

Grade - IX

Chapter #	Title	Weightage in %
1	Introduction and Basic Concepts of Economics	15
2	Demand	17.5
3	Supply	17.5
4	Market Equilibrium and Price Determination	7.5
5	Factors of Production	7.5
6	Production, Cost and Revenue	15
	Total:	100

Grade - X

Chapter #	Title	Weightage in %
1	Money	15
2	Financial Institutions	15
3	National Income	10
4	International Trade	15
5	Public Finance	15
6	Economic Development and Planning	15
7	The Basics of Islamic Economic System	15
	Total:	100

According to the scheme of studies 200 marks have been allocated to the subject of economics for intermediate level. There will be two papers of economics, one for Grade-XI and Second for Grade-XII, each carrying 100 marks.

Grade–XI and Grade–XII (100 +100) = 200 Marks

Q.No.1 of 20 marks, compulsory (MCQs). There will be 13 short questions containing. Student will have to attempt 10 short questions. Each short question will carry 05 marks.

Furthermore, there will be 04 long questions out of which student will attempt 03 long questions each containing 10 marks.

Chapter Wise Weightage

Microeconomics

Grade –XI

Chapter #	Title	Weightage in %
1	Nature and Scope of Economics	10
2	Consumer's Behaviour	10
3	Demand and Elasticity of Demand	12.5
4	Supply and Elasticity of Supply	12.5
5	Market Equilibrium	10
6	Theory of Production	10
7	Cost, Revenue and Profit	10
8	Market Structure	10
9	Microeconomic concepts in Islam	15
	Total:	100

Macroeconomics and Economy of Pakistan

Grade –XII

Chapter #	Title	Weightage in %
1	Introduction to Macro Economics and National Income	12.5
2	Money	10
3	Inflation and Employment	10
4	Financial Institutions	10
5	Public Finance	7.5
6	International Trade	10
7	Balance of Payments and Exchange Rate	7.5
8	Economic Development and Planning	10
9	The Basics of Islamic Economic System	12.5
10	Economy of Pakistan	10
	Total:	100

Section 5

Guidelines for the Textbook Authors

In text book writing, generally the following aspects may be taken into consideration.

- The textbook should be in line with the objectives of curriculum.
- SLOs should be given at the start of each chapter.
- While developing textual material graded vocabulary should be used. The language should be simple, clear and logical.
- The graphs and schedules etc. should be in different colours.
- The activities and guidelines for teacher should be given at proper places.
- The summary of the topic should be given in the box on the same page.
- The text book is expected to provide accurate and up-to-date information.
- The time limit for the course completion should be considered.
- The book should be student centered and avoid unnecessary details while developing the material.
- The sequential development of topics as suggested in the curriculum should be kept in mind.
- There should be glossary at the end of the textbook to clarify the key terms.
- The author should bring himself to the mental level of students he is writing for.
- The span of the text book should be fairly reasonable.
- The material should not be cramped. To make it more digestible, it may be chunked into smaller parts with headings.
- The text material should be arranged in a logical manner; simple to complex, familiar to unfamiliar and concrete to abstract.
- Questions such as food for the thought be given at the end of the topic before embarking upon new topic/ theme.
- The text should be clear and concise.
- It should not give any other meaning than the one intended.
- Footnotes and side notes may be inserted wherever necessary.
- The textbook of economics should also comprise on case studies.
- Latest economic survey of Pakistan and annual report of State Bank be consulted for accurate facts and figures.

Physical Features

- For creating interest among the students, the textual materials should be presented through attractive and proper schedules/ diagrams/illustrations.
- Font size and setting of the textual materials should properly be checked. It should be with respect to the age level of the students.
- The arrangements of pages, exercises and model test items at the end of each chapter, should be correct.

It would be an added advantage for Textbooks authors to also follow “Standards for Textbooks & other Learning Materials” as mentioned in Minimum Standards for Quality Education in Pakistan.

Standards for Textbooks& Other Learning Materials

- Aligned with the curriculum by promoting child centered pedagogy.
- Promote harmony and unity for national cohesion and integrity.
- Support inquiry-based learning, critical thinking and problem solving.
- Free from gender, ethnic, religious, sectarian, geographical, cultural, occupational biases and respect diversity.
- Attractive, interesting and engaging for the learner to pursue further study.
- Have authentic texts presented systematically in gradual steps.
- Provide a variety of assessment opportunities to evaluate the cognitive, psychomotor and affective abilities.
- Facilitates teachers to use a variety of instructional strategies to deliver the content.

The standards for textbooks can be organised around six broad categories and commonly agreed-upon indicators for all subjects, as indicated below:

Category 1: Compliance with Curriculum, Goals and Objectives	
1	All the Student Learning Outcomes (SLOs), themes and sub-themes are properly addressed through: <ul style="list-style-type: none">• appropriate text and/or illustrations for the age/level• end of chapter exercises consistent with assessment practices outlined in the curriculum Note: Some SLOs may not be part of the text and may be addressed through classroom activities, questions etc. mentioned in the textbook
Category 2: Quality of Content, Language and Logical Organisation	
2	Text is student-centred and meets the needs of the society and interests of the students
3	Content is accurate and up-to-date (in both text and illustrations)
4	Content is free of grammatical and punctuation errors (text and illustrations)
5	Language and content of the text is according to the age and grade level of learners
6	Content is supported with examples and applications from real life that are interesting
7	Chapter/sect on previews and summaries to allow learners absorb main ideas/concepts

8	Relevant learning from previous grade and/or from previous chapters from the same
Category 3: Quality and Support for Instruction	
9	Interactive questions/discussion points are given in the chapter text and end-of chapter
10	A variety of tasks and activities (based on observation and hands-on learning) are given which support inquiry-based learning, critical thinking and problem solving through
11	Extension activities are included to provide further practice and reinforcement of
Category 4: Physical Presentation	
12	Present appropriate number of child-friendly and appealing visual elements (title cover,
13	Include a variety of visual elements such as pictures, tables, figures, maps, information
14	Visual and graphical elements have pedagogical relevance and significance
15	Glossaries are included at the end of chapters / textbook
Category 5: Assessment: opportunities for Checking Learning (formal and informal)	
16	A variety of assessment strategies are included at the end of each chapter/unit
17	Assessment strategies assess knowledge, skills and attitudes according to curriculum SLOs to promote better understanding, application of knowledge for problem solving, and higher order thinking skills such as analysis, evaluation synthesis and creativity
Category 6: Compliance with Culture and Values	
18	The content (text and illustrations) is inclusive and is free from religious, sectarian, ethnic, regional, cultural, sexual, occupational, and socio-economic biases
19	The content (text and illustrations) is free from gender bias and promotes positive images of girls and women
20	Texts promote harmony and peaceful co-existence through respect for diversity and tolerance
21	Content reflects democratic values, ethics and values of all segments of society and other societies.

Section 6

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