National Curriculum for

Secretarial Practice

Grades IX – X

.2011

GOVERNMENT OF PAKISTAN
MINISTRY OF EDUCATION
ISLAMABAD

TABLE OF CONTENTS

Introduction

The explosive growth of Information and Communication Technology has transcended the boundaries and shrunken the world into a global village. This globalization and revolution of Information and Communication Technology has assigned a new face to the office of modern organization evolving a new role of office workers. The Information and Communication Technology embraces all aspects of integrated office system for controlling the production and processing information. This paradigm shift in the office management has changed the contours of the stereotyped office practice and procedures. Office automation and organizational restructuring have led secretaries and office assistants to assume a wider range of responsibilities. However, the core responsibilities have remained much the same, although changed from manual to electronic - performing and coordinating an office administrative activity, storing, retrieving, integrating information for dissemination to staff and clients.

The secretarial workers should be the people who assist authorities in carrying out the comprehensive work so that all the matters could be handled in positive and secure manner with the desired competency level. If secretarial staff is confident in carrying out the office practice, it would relieve their immediate executives of great deal of work and inquiry.

The modern secretarial practice gears up efficiency on the one hand and streamlines the office working on the other. The secretarial staff ignites effectiveness and efficiency of management. Moreover, well-equipped secretarial staff facilitates in developing symbiotic relationship of any organization with its stakeholders.

Rationale for Curriculum Enhancement

There is still serious dearth of human resources who can really work in the digital and diversified environment of the modern office. The root cause of this shortage is that there is no such course at the secondary level which can swim against the changes in the modern office. This grim situation demands that a holistic approach be adopted to induct a market dictated and demand driven course of secretarial practices at the secondary level. The course which should be job oriented and can lay the foundation of core skills to develop a competent office employee, who is capable of handling the modern office. The Government of Pakistan is committed to enrich the intellectual

capital of Pakistan by providing the right and relevant type of education to our new generation. The induction of the subject of Secretarial Practice is a step towards it. This course of Secretarial Practice would offer a wide range of employment opportunity to students. It is an academia-abridged course as well. The well-defined academia forward linkages guide the students to easily identify their career path.

The present effort of revising the Secretarial Practice Curriculum is a wide-ranging exercise, which is based on:

- consultative meetings with the working stakeholders to identify their needs.
- identification of eminent areas of study, which can cater the stakeholders in the most befitting manner.
- identification of standards.
- study of foreign curricula for comparison and guidelines.
- deriving curriculum areas in accordance with capability profile.
- drafting of contents, learning outcomes and practicals.
- preparation of detailed contents in the light of competencies to be developed.
- Preparation of study and evaluation scheme for implementing the curriculum.

CORE OF CURRICULUM

The induction of the subject of Secretarial Practice is based on the aspiration of our Government to harness the potential of our new generation at the grass root level effectively to address developmental challenges of poverty reduction and sustainable growth. The curriculum of Secretarial Practice has been tailored to enable the students to meet the diversified challenges of the modern office. Emphasis has been laid on encouraging the practical work and application of concepts, which are useful in the workplace. It is a rigorous and exhaustive curriculum having an articulated blend of knowledge, skills and attitude.

The dominant objective of this curriculum is to empower the students with secretarial acumen by developing self-motivated and innovative mind and skill-set which would be catalytic in paving the way to knowledge based society.

The document covers a broad spectrum ranging from:

- importance and scope of Secretarial Practice and procedures.
- importance and role of Secretarial Practice and procedures for the successful operation of an office.
- understanding of the role of office worker.
- handling of mail.
- management of filing system.

- operation of different office machines.
- development of soft skills.
- application of computer in business.
- business and official correspondence.
- understanding the common payment methods.
- solution of basic problem in computer operation.
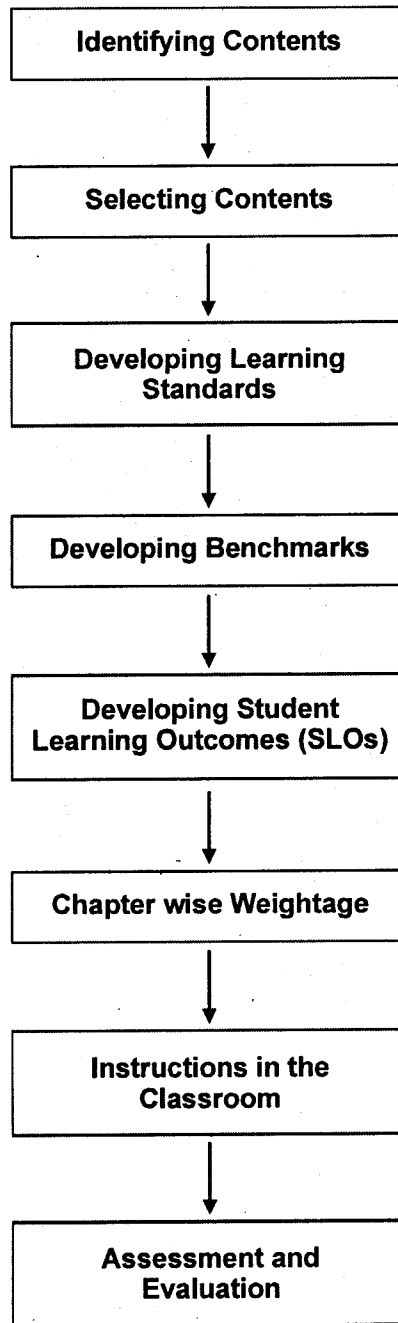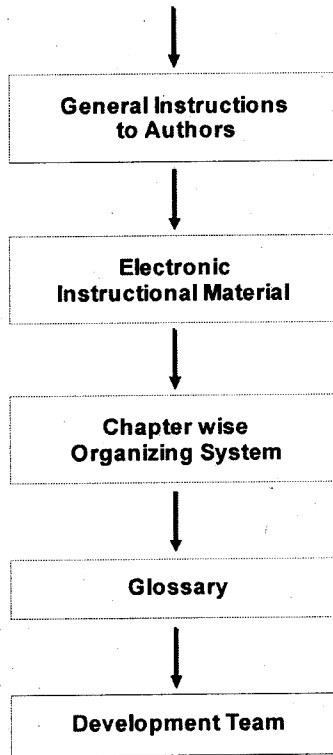
AIMS AND OBJECTIVES

AIMS:
- develop knowledge of Secretarial Practice with special reference to workplace.
- develop an ability to work efficiently in a modern office.
- provide precise knowledge and skills underpinning competency.
- provide latest knowledge with the examples of practical application in different offices.
- develop soft skills to interact with environment of workplace.
- acquire the techniques and skills to streamline, simplify and integrate office work.
- develop students' interest in understanding of the knowledge and practice of secretarial studies that will form the basis of their future education and careers.

OBJECTIVES:
- develop the ability to appreciate the role of an office worker.
- motivate students' curiosity and develop their interest in Secretarial Practice and procedures.
- provide solutions to basic secretarial problems in the office.
- impart inquiry based and student centered secretarial studies.
- relate inter-disciplinary learning.
- use motor skills to carry out the routine office procedure.
- use the computer for daily business activities.
- develop the ability to handle the mail and file system.
- acquire the ability to operate different office machines.
- develop the skill to produce and handle official and business letters.
- develop the innovative and creative mind and skill-set.

CURRICULUM DEVELOPMENT PROCESS

```
┌─────────────────────────────┐
│     Identifying Contents    │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│     Selecting Contents      │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│     Developing Learning     │
│         Standards           │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│    Developing Benchmarks    │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│     Developing Student      │
│  Learning Outcomes (SLOs)   │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│    Chapter wise Weightage   │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│     Instructions in the     │
│         Classroom           │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│      Assessment and         │
│        Evaluation           │
└─────────────────────────────┘
```

```
                    │
                    ▼
        ┌─────────────────────────┐
        │   General Instructions  │
        │       to Authors        │
        └─────────────────────────┘
                    │
                    ▼
        ┌─────────────────────────┐
        │        Electronic       │
        │  Instructional Material │
        └─────────────────────────┘
                    │
                    ▼
        ┌─────────────────────────┐
        │       Chapter wise      │
        │     Organizing System   │
        └─────────────────────────┘
                    │
                    ▼
        ┌─────────────────────────┐
        │         Glossary        │
        └─────────────────────────┘
                    │
                    ▼
        ┌─────────────────────────┐
        │     Development Team    │
        └─────────────────────────┘
```

STANDARDS AND BENCHMARKS

The overall aim is to prepare students who are expected to work with others in a team setting in a modern office, have an acquired knowledge base, be able to extend and refine knowledge, be able to construct new knowledge and applications and have a habit of self-assessing their assimilation of each dimension in their everyday decision making process. This curriculum document is built upon Standards, Benchmarks, and Learning Outcomes.

STANDARDS are what students should know and be able to do. Standards are broad descriptions of the knowledge and skills students should acquire in a subject area. The knowledge includes the important and enduring ideas, concepts, issues, and information. The skills include the ways of thinking; working, communicating, reasoning, and investigating that characterize a subject area. Standards may emphasize interdisciplinary themes as well as concepts in the core academic subjects.

Standards are based on:

- **Higher Order Thinking:** Instructions involve students in manipulating information and ideas by synthesizing, generalizing, explaining or arriving at conclusions that produce new meaning and understanding for them.

- **Deep Knowledge:** Instructions address central ideas of a topic or discipline with enough thoroughness to explore connections and relationships and to produce relatively complex understanding.

- **Substantive Conversation:** Students engage in extended conversational exchanges with the teacher and / or peers about subject matter in a way that builds an improved and shared understanding of ideas or topics.

- **Connections to the World Beyond the Grade room:** Students make connections between substantive knowledge and either public problems or personal experiences.

BENCHMARKS indicate what students should know and be able to do at various developmental levels.

LEARNING OUTCOMES indicate what students should know and be able to do for each topic in any subject area at the appropriate developmental level. The Learning

Outcomes sum up the total expectations from the student. Within this document, the level Learning Outcomes are used according to the mental level of the students.

The Standards and the accompanying Benchmarks will assist in the development of comprehensive curriculum, foster diversity in establishing high quality Learning Outcomes, and provide an accountability tool to individuals involved in the education marketplace. These provide a common denominator to determine how well students are performing and will assure that all students are measured on the same knowledge and skills using the same method of assessment.

STANDARDS

1. USING SECRETARIAL KNOWLEDGE

Students of Secretarial Practice will be able to understand and appreciate the role and importance of Secretarial Practice in different organizations. Activities that plead pragmatic approach include the description, explanation and application of different concepts that would empower the students with secretarial acumen, or mind and skill set that can face the inflexible and the diversified challenges of the work place.

Standard 1.1

Students will be able to understand and appreciate the role and importance of Secretarial Practice and procedures in an organization.

2. APPLYING SECRETARIAL PROCEDURES

Students of secretarial practice will be equipped with skills to carry out and streamline different secretarial procedures. Students can ask questions about real life situations in an office and develop solutions to the problems that may arise there.

Standard 2.1

Students will be able to exhibit and demonstrate their skills in carrying out different office practice and procedures with special reference to the workplace.

3. APPLICATION OF INFORMATION TECHNOLOGY IN SECRETARIAL PRACTICE

Students will be able to relate the applications of Information Technology with the success and sustainable growth of an organization. Students of Secretarial Practice will understand the symbiotic relationship between Information Technology and Secretarial Practice.

Standard 3.1

Students will be able to demonstrate an understanding of the impact of Information Technology on the viable growth of a business. Students will use Information Technology tools to solve different problems in their professional lives.

BENCHMARKS

Standard 1.1 *Students will be able to understand and appreciate the role and importance of Secretarial Practice and procedures in an organization.*

BENCHMARKS:

1. Students will recognize need for effective Secretarial Practice.

2. Students will relate the scope and role of Secretarial Practice in enhancing organizational effectiveness and efficiency.

3. Students will recognize and evaluate the role and impact of Information Technology in the successful operation of an office.

Standard 2.1 Students will be able to exhibit and demonstrate their skills in carrying out different office practices and procedures with special reference to the workplace.

BENCHMARKS:

1. Students will recognize the role of office and office worker in terms of the successful operation of an organization.

2. Students will demonstrate skills needed to carry out in-tray exerci es of mail handling and filing.

3. Students will use the office machines efficiently.

4. Students will exhibit technical and soft skills required to handle telephone calls, receiving visitors and maintaining public relationship with the stake holders.

5. Students will generate mail-able copy of letters, forms, applications and curriculum vitae with acceptable accuracy and presentation at required production rate.

6. Students will compare and contrast the basic cash transactions, petty cash system and electronic payment system with special reference to E-Banking.

Standard 3.1 Students will be able to demonstrate an understanding of the impact of Information Technology on the viable growth of a business. Students will use Information Technology tools to solve different problems in their professional lives.

BENCHMARKS:

- Students will analyze the impact of Information Technology in modern organizations.

- Students will demonstrate skills to produce documents, spreadsheets and develop multimedia presentations according to the customized needs of the prospective employers.

- Students will demonstrate skills to constructively use Internet to strengthen the official and social network of the organization locally and globally as well.

- Students will exhibit the ability to solve basic problems in computer operations in daily office life.

TABLE OF CONTENTS FOR GRADE IX

STUDENT LEARNING OUTCOMES FOR GRADE IX

CHAPTER – 1 **INTRODUCTION TO INFORMATION TECHNOLOGY BASED SECRETARIAL PRACTICE**

CONTENTS	LERNING OUTCOMES
1.1 Scope of Secretarial Practice	Students should be able to: • Describe the basic concept of Secretarial Practice • Explain the scope of Secretarial Practice • Explain the role of Secretarial Practice in an office • Determine the role of Secretarial Practice in the job market • Identify career path in Secretarial Practice
1.2 Introduction of Information Technology	• Define Information Technology
1.3 Role and Importance of information technology in modern office	• Recognize the role of information technology in modern office

CHAPTER 2 OFFICE AND OFFICE WORK

CONTENTS	LERNING OUTCOMES
	Students should be able to:
2.1 Structure of the organization	- Define organization - Explain different types of organizations - Govt. (Public) - Semi-Government. - Private - NGO - Autonomous Bodies - Define organizational chart. - Examine the basic types of organization chart - Illustrate vertical chart - Illustrate horizontal chart - Draw an organization chart - Define office and office worker - Recognize the role of office in an organization

2.2   Office and office worker
 	
     2.2.1   Office
 	
     2.2.2   Office worker
 	
     2.2.3   Importance of proper office layout
 	
     2.2.4   Layout of modern office
	- Recognize the role of office worker in an office - Recognize and appreciate the importance of an office layout in an organization - Explain the health and safety rules to be observed while designing and planning the layout of an office. - Define and explain the term office layout

2.3 Importance of office and office worker 2.4 Duties and functions of office and office worker 2.5 Qualities of a, good office worker	- Describe the importance of office and office worker - Articulate and identify the basic duties and functions of an office - Articulate and identify the basic duties and functions of an office worker - List and describe the qualities of a good office worker

CHAPTER 3 RECEPTIONS

CONTENTS	LEARNING OUTCOMES
	Students should be able to:
3.1 Importance 3.2 Reception layout 3.3 Qualities of good reception layout	▪ Describe the importance of reception ▪ Explain the importance of reception layout ▪ Describe the qualities of a good reception layout ▪ Determine the different situations that may arise in the reception area
3.4 Receiving visitors	▪ Administer the different type of visitors • Visitors with appointment • Visitors without appointment
3.5 Receiving parcels 3.6 Receiving phone, fax 3.6.1 Telephone techniques	▪ Describe how to receive parcels ▪ Describe how to receive phones ▪ Describe how to receive fax ▪ Recognize the importance of telephone techniques like: • Wording • Message taking • Telephone vocabulary
3.7 Documents used in reception 3.8 Emergency services 3.9 Qualities of good receptionist	▪ Prepare reception documents • Maintain reception register • Design the name tag/s • Design the message form ▪ Recognize the role of a receptionist for communication in an organization for emergency services: • First aid • Accident record form ▪ Describe the qualities of a good receptionist

CHAPTER 4   HANDLING OF INWARD AND OUTWARD MAIL

CONTENTS	LEARNING OUTCOMES

4.1   Introduction of mail
4.2   Kinds of mail
  4.2.1 Inward mail
 	
    4.2.1.1 Procedure and practice of Inward mail
    4.2.1.2 Diary register
  4.2.2 Outward mail
 	
    4.2.2.1 Procedure and practice of out ward mail
    4.2.2.2 Dispatch register
4.3   Equipments required for mail handling
 	
4.4   Postal services in Pakistan
 	
  4.4.1   Pakistan post
 	
  4.4.2   Courier services
 	
  4.4.3   Service packages of different courier companies
	Students should be able to:
	▪ Define mail
	▪ List the kinds of mail
	▪ Enumerate the steps involved in handling inward mail in business office
	▪ List the steps involved in handling Inward mail in government office
	▪ Explain the practice of inward mail in business and government office
	▪ Maintain diary register
	▪ Enumerate the steps involved in handling out ward mail in business office
	▪ List the steps involved in handling out ward mail in government office.
	▪ Maintain dispatch register
	▪ Explain the role of following machines in mail handling:
	   • Folding machine
	   • Franking machine
	   • Sorting machine
	   • Document destroying machine(shredder)
	▪ List and explain the postal services in Pakistan:
	   • Ordinary mail
	   • Registered mail
	   • Urgent mail service
	   • Parcels
	   • Value payable parcel (VPP)
	   • Book post
	   • Money order
	   • Postal order
	▪ Define Pakistan post
	▪ Explain the role of Pakistan post
	▪ Define courier service
	▪ Differentiate between local and International courier services
	▪ List the services offered by the different courier companies

CHAPTER 5 FILING SYSTEM

CONTENTS	LEARNING OUTCOMES
	Students should be able to:
5.1 Filing System	▪ Describe filing system and Identify the need for a filing system
5.2 Qualities of good filing system	▪ Describe the qualities of an effective filing system
5.3 Centralization and decentralization of files	▪ Differentiate between centralized and decentralized filing
5.4 Kinds of filling system	▪ Classify different methods of a filing system.
5.4.1 Chronological filling	▪ Explain chronological filing
	▪ Discuss merits and demerits of chronological filing
5.4.2 Alphabetical filling	▪ Explain alphabetical filing
	▪ Discuss merits and demerits of alphabetical filing
5.4.3 Subject filling	▪ Explain subject filing
	▪ Discuss merits and demerits of subject filing
5.4.4 Geographical filling	▪ Explain geographical filing.
	▪ Discuss merits and demerits of Geographical filing
5.4.5 Numerical filling	▪ Describe numerical filing.
	▪ Discuss merits and demerits of numerical filing
5.5 Systems of filing	▪ List different systems of filing
	▪ Explain vertical filing
	▪ Describe lateral filing
	▪ Discuss electronic filing
	▪ Determine merits and demerits of different systems of filing

CHAPTER 6 INTRODUCTION TO OFFICE MACHINES

Contents	Learning Outcomes

6.1 Introduction to office machines
 	
6.2 Computer
 	
    6.2.1 Basic parts of computer
 	
    6.2.2 Peripherals of computer
	Students should be able to:
	■ Discuss the background and role of office machines
	■ Discuss the importance and role of office machines
	■ Examine the basic parts of computer
	   ● CPU
	   ● Monitor
	   ● Key Board
	■ Understand and practice the peripherals of computer
	   ● Mouse
	   ● Printer
	   ● Scanner
	   ● Multimedia
	   ● Digital camera
	   ● Web cam

6.2.3 Storage devices
6.3 Photocopier
6.4 Telephone
 	
    6.4.1 Intercom
 	
    6.4.2 Cellular phone
 	
    6.4.3 PABX(Private Automatic Branch Exchange)
    6.4.4 EPABX(Electronic Private Automatic Branch Exchange)
    6.4.5 Fax (Facsimile)
 	
    6.4.3 UPS(Uninterruptible Power Supply)
	■ Explain the working of storage devices
	■ Explain photocopier as an office machine
	■ Explain Telephone as an office machine
	■ List the basic types of telephone calls
	■ Categorize the general tips for handling incoming calls
	■ Categorize the general tips for handling outgoing calls
	■ Determine the function of intercom in an office
	
	■ Use the cellular phone in an office and compare its role with the telephone
	■ Characterize the functions of PABX
	
	■ Characterize the functions of EPABX
	■ Describe the role of fax in an office
	■ Demonstrate the use of fax machine
	■ Define UPS
	■ Diagram a flow sheet chart to explain the working of UPS
	■ Justify that UPS is effective mode of supply of electricity

CHAPTER 7 OFFICE/SOFT SKILLS

CONTENTS	LEARNING OUTCOMES
	Students should be able to:
7.1 Basic office skills	▪ Outline basic office skills required for an office worker
	▪ Demonstrate typing/word processing skill
	▪ Illustrate shorthand as an office skill
	▪ Describe numerical skill
	▪ Explain computer operation skill
7.2 Soft skills	▪ Define soft skills
	▪ Define interpersonal skills
	▪ Relate interpersonal skills and their importance to competitive environment
	▪ Give examples to develop the relationship of communication skills (speaking, listening, reading and writing)
7.3 Office/business etiquettes	▪ List the major office /business etiquettes
	▪ Select common social do's and don'ts
7.4 Personal grooming	▪ Define personal grooming
	▪ Demonstrate good personal grooming habits

CHAPTER 8 TYPING PRACTICE

Contents	Learning Outcomes
	Students should be able to:
8.1 English typing (typing tutor-30 words per minute)	▪ Recognize and use keys for right and left hands on the key board
	▪ Use the correct fingers for typing English text
	▪ Develop basic typing skills
	▪ Demonstrate to improve speed and accuracy and produce a document with the production rate of 30 wpm at least
	▪ Produce mailable copy with acceptable accuracy
	▪ Type hand written text for E-mail

PRACTICALS GRADE IX

DESCRIPTION	PRACTICAL/ACTIVITY
Chapter 1 **Introduction To Information Technology Based Secretarial Practice**	▪ Visit the office of your school. ▪ Visit the office of any business organization ▪ Visit any government office. ▪ Prepare the reports of visits in your practical file. ▪ Watch a CD about modern offices
Chapter 2 **Office and Office Worker**	▪ Meetings with office workers like office secretary, office assistant etc. and ask them about their main functions and duties and note it in practical file. ▪ Draw the different organization charts on chart paper. ▪ Design the layout for a bank.
Chapter 3 **Receptions**	▪ Design the layout of the reception area of a bank./mobile phone company ▪ Design message pad sheet. ▪ Fill up accident form. ▪ Maintain reception register. ▪ Role-play of a receptionist.

Chapter 4
Handling of Inward and Outward Mail
	▪ Visit the office of your school and observe the processes of:
	    a) Inward mail
	    b) Outward mail
	    c) Record-keeping of mail.
	    d) Maintain diary register
	    e) Maintain dispatch register
	▪ Record the process of mail handling in practical file.
	▪ Obtain leaflets about courier services.

Chapter 5 **Filing System**	▪ Prepare a filing system to be used in an office on computer. ▪ Develop filing system for your school.
Chapter 6 **Office Machines**	▪ Operate computer, photocopier, telephone, fax etc. ▪ Prepare a chart displaying computer and its peripherals. ▪ Prepare a list of instructions to handle the office machines efficiently. ▪ Design posters and warning notices for any hazardous situation. ▪ Collect the pictures of modern office machines and paste them in the practical file. ▪ Use the telephone directory and phone book. ▪ Receiving and making telephone ▪ Calls, greeting people, seeking information. ▪ Role play, dealing with different enquiries
Chapter 7 **Office/Soft Skills**	▪ Enlist the skills essential for an office worker of a modern business Office
Chapter 8 **Typing Practice**	▪ Practice with alphabetical keys. ▪ Practice with numerical keys. ▪ Build up speed of at least **30 (wpm)**

UNIT WISE WEIGHTAGE FOR GRADE IX

Following table explain weightage of specified topics with respect to grade IX They will be supportive to teachers and education planners to develop the assessment and evaluation strategies, and to text book writers to give a specific weightage to particular topic.

Unit No.	Title	Weightage
	Introduction to Information Technology based Secretarial Practice	5%
2	Office and Office Worker	10%
3	Reception	10%
4	Handling of Inward and Outward Mail	15%
5	Filing System	15%
6	Office Machines	15%
7	Office Soft Skills	5%
8	Typing Practice	25%
	TOTAL	**100%**

UNIT WISE TIME DISTRIBUTION FOR GRADE IX

Teaching schedules are among the integral part of classrooms. They help school management to run and monitor the teaching of particular subject. The following tables, indicating unit wise time distribution for theory and practical classes, will be supportive to the teachers and education planners. Although the time to be spent may be varied according to circumstances, it is advisable that teachers do not grossly depart from the suggested time.

Unit	Title	No. of Periods (6 Periods per week)	
		Theory	Practical
1	Introduction to Information Technology Based Secretarial Practice	6	3
2	Office and Office Worker	12	3
3	Reception	9	6
4	Handling of Inward and Outward Mail	12	9
5	Filing System	15	9

6	Office Machines	.12	9
7	Office / Soft Skills	8	3
8	Computer Applications	20	21
9	Typing Practice	10	42
	Total	**105**	**105**

TABLE OF CONTENTS FOR GRADE X

STUDENT LEARNING OUTCOMES FOR GRADE X

CHAPTER 1 COMPUTER APPLICATIONS

CONTENTS	LEARNING OUTCOMES

1.1 Windows environment
 	
1.2 Desktop, user interface and working with windows
 	
1.3 Working with files and folders
 	
1.4 Searching files and folders
	Students should be able to:
	■ Demonstrate the startup procedure of windows
	■ Recognize and use the following:
	  ● Desktop
	  ● Start Button
	  ● Start Menu
	  ● Task Bar
	  ● Desktop Basic Icons;
	    o My Computer
	    o My Documents
	    o Recycle Bin
	    o Internet Explorer
	Familiarize with the usage of control buttons (minimize, maximize, restore and close)
	■ Create a File/Folder and Copy to another location
	■ Drag a File/Folder to another location
	■ Cut a File/Folder and Paste it to another location
	■ Delete a File/Folder
	■ Restore a File/Folder
	■ Locate a File, a Folder and a Drive in Windows

CHAPTER 2 WORD PROCESSOR/MS-WORD

CONTENTS	LEARNING OUTCOMES
	Students should be able to:
2.1 Word Processor	▪ Define Word Processor and describe its advantages.
2.2 Screen Layout	▪ Identity the Screen Layout of MS-Word
2.3 Working with Files	▪ Demonstrate how to Create, Open, Save, Rename, and Close the Document
2.4 Entering and Editing Text	▪ Perform the Selection, Cut, Copy, Paste
	▪ Perform Paste Special, Undo and Redo operations on text
	▪ Demonstrate Find, Replace, and Go To Commands
	▪ Use Clipboard
2.5 Manipulating different views	▪ Show the different views of the document
	• Normal View
	• Web Layout
	• Print Layout View
2.6 Inserting in a Document	▪ Apply Header and Footer
	▪ Perform the following insertion in a document
	• Page Break
	• Page Numbers
	• Text Box
	• Hyper Link
	• Date and Time
	• Picture
	• Symbol
2.7 Formatting the Document	• Page Number
	▪ Define formatting
	▪ Show the different Fonts and styles of the Text

2.8. Working with Tools	▪ Incorporate Bullets and Numbers
	▪ Incorporate Drop Cap
	▪ Indent text in a paragraph of document
	▪ Draw Columns
	▪ Add Border and Shading to text
	▪ Use Tabs to align information in a document
	▪ Apply Spell Check and Grammar
	▪ Use Thesaurus
	▪ Select Letters and Mailing Wizards to;
	• Produce Letter of different Styles
	• Prepare a Mail Merge project by using mailing Wizards
	▪ Protect Documents
2.9 Inserting Tables	▪ Perform the insertion of Table
	▪ Perform the merging and splitting of cells
	▪ Add, and Delete, Columns, Rows, and Cells
	▪ Apply Auto format, Auto Fit and Table Properties
2.10 Printing the Document	▪ Select a Printer
	▪ Set Printer Settings
	▪ Utilize the Print Preview
	Administer the Page Setup

CHAPTER 3 SPREAD SHEET IN EXCEL

CONTENTS	LEARNING OUTCOMES
	Students should be able to:
3.1 Spread Sheet	• Define Spreadsheet
	• Differentiate between Workbook and Worksheet
3.2 Opening Menu and working with an Excel Worksheet	• Identify the different Parts of screen layout of MS-Excel
	• Demonstrate how to Create, Open, Save, Rename, and Close a Workbook
	• Perform Cut, Copy, Paste, Undo, Redo, Fill, Auto Fill, operations
	• Demonstrate Find, Replace, Go to commands L.C.
	• Implement the formatting commands (Cells, Text, Border and Shading, Auto Format, Rows and Columns)
3.3 Making Calculations in Worksheet by using Functions and Formulas	• Insert a worksheet
	• Define Functions
	• Differentiate between Formula and Function
	• Apply the following Functions:
	• SUM
	• PRODUCT
	• AVERAGE
	• MIN
	• MAX
	• COUNT
	• IF
	• DATE
	• TIME
	• NOW
3.4 Working with Charts	• Define charts
	• Insert different types of charts by using chart wizard
	• Columnar Chart
	• Bar Chart
	• Pie Chart
3.5 Managing Data in a Worksheet	• Perform sorting command on Data
	• Filter the Data
	• Demonstrate printing of a Worksheet
3.6 Printing of Worksheet	• Perform the printing of a range from Worksheet
	• Set the page and its margin
	• Apply Header and Footer
3.7 Role of Excel in Business Office	• Recognize the role of Excel in Business Office

CHAPTER 4 POWERPOINT

CONTENTS	LEARNING OUTCOMES
	Students should be able to:
4.1 Introduction to Multimedia Presentation (PowerPoint) 4.2 Preparation of Slides 4.3 Animation 4.4 Transition	▪ Define Multimedia presentation ▪ Select different Slides Layout ▪ Differentiate between Transition and Animation ▪ Formatting of text and Slides ▪ Utilize Animation and Transition ▪ List the types of Animation ▪ Use Graphics, Animation, Sound, Data, Information to make visual presentation
4.5 Slide Shows 4.5 Use of Templates	▪ Demonstrate Slide shows ▪ Apply different Templates

CHAPTER 5 INTERNET

CONTENTS	LEARNING OUTCOMES
	Students should be able to:
5.1 Internet	▪ Explain Internet
5.2 Role of Internet	▪ Recognize the role of Internet in modern office
5.3 Basic requirements for connecting to Internet	▪ List the devices required for connecting to Internet
	▪ Show the different ways of connecting to Internet
5.4 Terminology of Internet	▪ Define following Terminology (ISP, Modem, Web Browser, Web Site, Web Page, Web Server, HTTP, HTML, Search Engines, Downloading Uploading)
5.5 Services of Internet	▪ Describe the important Services of Internet
	• WWW
	• E-mail
	• E-Commerce
	• File Transfer Protocol
5.6 Browsing and Surfing	• News Group
5.7 E-mail	▪ Perform Browsing and Surfing
	▪ Define E-mail
	▪ Create an E-mail Account;
	• Sign Up, Log in, Sign in , Sign out,
	• Change Password
	• Use Folders (Inbox, Sent, Draft, Trash)
	• Enumerate the advantages of E-mail
	• Compose an E-mail message and apply (Send, Delete, Reply, Reply All, BCC, CC, attachment)

CHAPTER 6 LETTERS FORMS AND APPLICATIONS

CONTENTS	LEARNING OUTCOMES
	Students should be able to:

6.1 Official letters	■ Explain the important types of official letters
	  • Official letter
	  • Demi official letter
	  • . Memorandum
	  • Office order
	  • Notification
	  • Reminder
	  • Endorsement
	  • Press note
	  • Circular
	■ Identify the basic parts of official letters
	■ Design an Official Letter
	■ Identify the basic parts of demi-official letters
	■ Produce the demi-official letter
	■ Differentiate between official and demi-official letter

6.2 Business letters	■ Identify basic parts of a business letter ■ Differentiate between full blocked and semi blocked styles ■ Produce business letters by using both styles. ■ List the kinds of business letter inquiry, quotation, order letter, complaint and invoice
6.3 Office forms	■ Define an office form ■ List the basic parts of an office form ■ Explain the different type of office form ■ Discuss the advantages and disadvantages of office forms ■ Explain the guidelines to fill the forms

6.4 Application for Employment	■ Rewrite an application for the post of ;
	  • Office assistant
	  • Assistant accountant
	  • Computer operator

6.5 Development of Curriculum Vitae	■ Develop a Curriculum Vitae

CHAPTER 7 COMMON PAYMENT METHODS IN BUSINESS OFFICE

CONTENTS	LEARNING OUTCOMES

7.1 Cash
7.2 Petty cash
7.3 Cheque
	Students should be able to:
	▪ Explain the cash transactions in business office
	▪ Create the petty cash account
	▪ Define cheque
	▪ List and explain the parties to a cheque
	▪ Develop the format of a cheque
	▪ Show how to produce following cheques:
	  • Cross cheque
	  • Bearer cheque
	  • Order cheque
	  • Open cheque
	  • Post dated cheque
	  • Dishonored cheque
	▪ Differentiate among cross cheque, order cheque and bearer cheque

7.4 Debit Card 7.5 Credit Card 7.6 ATM Card 7.7 E-Banking	▪ List the reasons of dishonoring any cheque ▪ Define debit card and explain its use ▪ Define credit card and explain its use ▪ ATM card and explain its use. ▪ Define and explain E-Banking ▪ List the advantages and disadvantages of E-Banking

CHAPTER 8 BASIC PROBLEMS IN COMPUTER OPERATIONS

CONTNETS	LEARNING OUTCOMES

8.1 Common problems faced by user
 	
  8.1.1 Boot up (Starting)
 	
  8.1.2 Monitor
 	
  8.1.3 Key Board
 	
  8.1.4 Mouse
 	
  8.1.5 CPU
 	
  8.1.6 Disks
	Students should be able to:
	■ List the major problems in computer operations
	■ Define Boot up problems
	■ Solve Boot up Problems
	■ Solve the Monitor Problems
	  • Screen Resolutions
	  • Cables
	  • On/Off Button
	■ Solve the Key Board Problems
	  • Cable not attached
	  • Broken pins
	  • Mismatched drivers
	  • Dusty keyboard
	■ Solve the Mouse problems
	  • Cleaning the ball
	  • Cable
	  • Click setting
	  • Rolling/Laser Mouse pad
	■ Rectify the CPU problems
	  • Not responding
	  • Bootable CD in CD-ROM
	  • Floppy in the drive
	  • Virus
	  • No free space on hard disk
	  • Defragmentation
	  • Disk cleaning
	  • Error report dialog box
	■ Alleviate memory and disk problems
	  • Bad sectors
	  • Drivers not installed
	  • Scratches on CD
	  • Wrong file types
	  • Protection is applied
	  • Ports
	  • Disk not detected
	  • Safe removes for flash drives

8.1.7 Internet	▪ Solve Internet problems
	    • Wrong URL
	    • Internet explorer is not working
	    • Media and ISP is not working
	    • Non compatible software
	    • Log in/password problems
	    • Time out
	    • Balance expired
	▪ Fix Email problems
	    • Wrong Email address
	    • Expired account
	    • Supporting software not installed
	    • Junk mail

8.1.8 E mail	

8.1.9 Printer	▪ Solve printing problems
	    • Not responding
	    • Low toner
	    • Paper jam
	    • Empty paper tray
	    • Mismatched size of paper
	    • Cable problems
	    • Queuing problems

8.1.10 Shut Down	▪ Control the Shut Down problems
	    • Shut Down active applications properly
	    • Shut Down windows properly
	    • Shut Down time

PRACTICALS GRADE IX-X

DESCRIPTION	PRACTICAL/ACTIVITY
Chapter 1 **Computer Applications**	- Using Windows - Create Folder and save it with your name. - Copy Files and Folders with different methods available in the Windows - Work with Files and Folders. - Manage memory by using my Computer Icon. - Start and Exit programs. - Work with my Documents. - Work with accessories like Paint, Calculator, Media player etc. - Customize taskbar, Start Button, and Recycle bin. - Connect to Internet. - Change Desktop background. - Setting Desktop Wallpapers. - Apply Screen Saver of your own name - Design a greeting card in Paint.
Chapter 2 **Word Processor/MS-Word**	- Create, format, insert, edit, finalize and print documents. - Using tools like spell-check, grammar, thesaurus etc. - Inserting tables. - Working with the features available in Ms Word like cut, copy, paste etc. - Type letters of enquiry as given in chapter. - Type quotation letter. - Type letters of complaint, order or other business letters. - Type an official letter of your school with endorsement. - Produce demi official letter - Design a visiting cards/invitation/greeting cards
Chapter 3 **Spread Sheet in MS-Excel**	- Prepare marks sheet of your result by applying following functions. SUM, AVERAGE, MAX, MIN. - Type monthly expenditure statement of any organization. - Prepare an electricity bill by using IF condition. - Prepare phone list and then sort and filter the numbers of at least 10 cities of Pakistan

	alphabetically. • Print the above Excel sheet. • Print a range from worksheet • Show five years matric result of your school by using three basic types of chart
Chapter 4 **Multimedia presentations/MS-PowerPoint**	• Develop projects in PowerPoint. • Demonstrate the slide show. • Develop PowerPoint presentation on the importance of Secretarial Practice. • Prepare a PowerPoint presentation on your school.
Chapter 5 **Internet**	• Connect to internet. • Browse different websites. • Create an E-mail account. • Change your password. • Send and receive E-mail. • Search information with the help of search engines. • Prepare a list of popular web sites related to secretarial practice
Chapter 6 **Letters, Forms and Applications**	• Type official letters as given in chapter. • Type Demi-official letters. • Type full blocked business letter. • Type semi blocked business letter. • Type job application. • Compose your Curriculum Vitae.
Chapter 7 **Common Payment Methods in Business Office**	• Enlist the steps involved in opening PLS Account in bank • Design bearer and cross cheque and fill it
Chapter 8 **Basic Problems In Computer Operations**	• Solve the basic problems in computer operations mentioned in the course outline

UNIT WISE WEIGHTAGES GRADE –X

Unit No.	Title	Weightage
1	Computer Applications	10%
2	Word Processing MS WORD	20%
3	Spread Sheet in MS EXCEL	25%
4	Multimedia Presentations MS POWERPOINT	5%
5	INTERNET	10%
6	Letters, Forms and Applications	20%
7	Common Payment method in Business Office	5%
8	Basic Problems in Computer	5%
	Total	**100%**

CHAPTER WISE TIME DISTRIBUTION GRADE –X

Teaching schedules are among the integral part of classrooms. They help school management to run and monitor the teaching of particular subject. The following table, indicating unit wise time distribution for theory and practical classes, will be supportive to the teachers and education planners. Although the time to be spent may be varied according to circumstances, it is advisable that teachers do not grossly depart from the suggested time.

Unit	Title	No. of Periods (6 Periods per week)	
		Theory	Practical
1	Computer Applications	10	10
2	Word Processing MS WORD	15	50*
3	Spread Sheet in MS EXCEL	10	20
4	Multimedia Presentations MS POWERPOINT	05	15
5	INTERNET	10	10
6	Letters, Forms and Applications	10	20
7	Common Payment method in Business Office	6	-
8	Basic Problems in Computer	4	5
	Total	80	130

(210)

* The main objective of allocating 60 periods to MS-Word is the enhancement of speed and accuracy of the students for producing a mailable copy

Note:

Allocate 30 periods exclusively to speed building.

INSTRUCTIONS IN THE CLASS ROOM

Educationists have realized that the quality of education cannot be enhanced without improving the quality of teaching. How to teach well requires on the part of the teachers the following to note:

1. Thorough grinding and mastery of the subject matter which he/she teaches.

2. Scholarly attitude towards teaching/learning in the class and on the campus of the school i.e. thoughtfully reflective personality.

3. Highly polished communication skills in writing, speaking, listening demonstration and coaching.

4. Letting students express their understanding i.e. their version of what was taught in the class and why.

5. Giving more time to what students think and less time to what teachers think

6. Realizing that students construct their own knowledge and that this construction is greatly influenced by what the student already knows i.e. his/her prior knowledge. This implies that no student comes to the class room with empty head and that no information can be transferred intact from the mind of the teacher to the mind of the student.

7. There are various theories and models available which deal with understanding of the process of learning. Teacher must base his practice of teaching on some theory and be able to explain or try to explain what works in the class room and why.

8. Teacher should realize that teaching is not just drilling information into the mind of students nor is it just muddling through to teach as he was taught. It is a form of scholarship in which teachers are involved in action research. They look for new examples and non-examples. They sequence information in different ways and look for the best sequence. They diagnose the learning difficulties of students by looking into their prior knowledge where they search for misconceptions and knowledge gaps. They focus on the learning styles of individual students and recognize slow and fast learners.

9. Students watch their teachers and notice so many things about them and they talk about what they like or do not like. Teaching is close to show business and we can borrow much from the people in the show business.

10. Teacher is a role model for students. Mostly students try to follow the mannerism and but the personality of the teacher. A good teacher not only builds the mind and skill set but also the character of the students. This key factor should be kept in the mind by every teacher while cultivating the thinking landscape of the students.

TEACHING-LEARNING PROGRAM:

The topics, or objectives within topics, can be taught in any order in keeping with the needs of teachers and students.

It will be clear that achievement of the educational objectives requires thoughtfully designed teaching situations. It is assumed that students will achieve the educational objectives by way of ongoing interplay between theoretical information and practical experience; it therefore follows that the teaching approaches and materials used should:

- represent Secretarial Practices as part of the process of practical oriented subject (rather than a rhetoric of conclusions
- use inquiry-based teaching strategies where possible.
- be student-centered, assisting students to derive their own concepts from evidence and providing practical opportunities to develop individual reasoning abilities and motor skills
- exemplify the concept from local scenario.
- when beginning a new area of study, provide very direct, concrete experience – through classroom, laboratory and field work – or the next best substitute when direct experience is not feasible.
- provide rewarding opportunities to apply knowledge to the work place and ways of thinking to the problems, especially everyday ones.
- provide opportunities refine ideas through dialogue with others, and work with them in ways like to foster cooperative abilities and team work
- provide opportunities to develop office soft skills.
- use testing as a diagnostic as well as an achievement tool.

Teachers' Training and Refresher Courses:

Effective and meaningful Secretarial Practices can only be guaranteed if the teacher, the key pivot of change, is developed enough in contents as well as methodology. In-service trainings may help the teachers to become familiar with a variety of strategies for successful delivery of the curriculum.

The curriculum development and revision is a continuous process in all stages of education so is the process of updating the teacher education programs at pre-service as well as at in-service stages. If the teacher is not fully equipped and trained to handle

the new curricula, the curriculum transaction would not be appropriate and consequently, the learning will be inadequate. Teachers' training needs the following actions:

1. Pre-service teacher training institutions are strengthened and their curricula be revised to meet the demands of fast changing and developing world.

2. In-service training should cover contents and methodologies to equip the students to work effectively and efficiently in the modern office. Emphasis should specifically be laid on learner-centered and activity based approaches. Laboratory practices, classroom demonstrations, active participation by the students, and field interactions by industrial tours should become major components of in-service training programs. Workshops seminars and extension lectures should be organized more frequently and regularly and particularly in summer vacation.

3. Well-equipped resource centers should be established at the training institutions for a ready help to the needy teachers.

PEDAGOGICAL TECHNIQUES AND TEACHING STRATEGIES

School is enjoying the status of root in the hierarchy of teaching learning system. It plays a pivotal role in tailoring the future of any country in accordance with the need of era.

Teachers need to ensure that whatever students learn prepares them not only to do well in examinations, but to successfully face the challenges of a global society, and develop their social consciousness to the extent that they become agents of social change. In order to achieve his objective teachers need to adopt innovative instructional strategies.

Avoiding the spoon–feeding style of traditional classroom teaching, the strategies should intellectually engage the students of varying degrees of interests, abilities and styles of learning, strengthen their power of reasoning and stimulate their active participation through different activities and exercises.

The following instructional practices can be utilized:

- Lecture
- Group Discussion
- Computer assisted learning
- Projects
- Multimedia material
- Industrial and business organizational tours
- Guest speakers
- Playing

LECTURE

Lectures must be well-planned, problem orientated and accompanied by the use of appropriate diagrams, photos, graphics, charts etc. These can also be displayed by an overhead or multimedia projector if possible and wherever available.

Lectures should not be one sided. In order to make a lecture interactive and keep students engaged, the teacher should motivate time to time to ask questions. The students should also encourage asking questions which may be answered by the teacher or directed to other students inviting them to answer. This strategy is highly effective as students participate equally, practice skills, and individually demonstrate what they have learned from their partners.

DISCUSSION

Discussion is yet another important form of group interaction which yields a number of benefits to the students. It increases their knowledge of the topic and provides them with an opportunity to explore a variety of views which in turn help them to examine their assumptions in the light of different perspectives. It also strengthens their skills and familiarizes them with the art of academic discourse. In planning a discussion, the teacher should review the material and choose such topic which builds upon the contents the students have recently covered and allows them enough room to come up with innovative ideas. It should not be merely a repetition of the facts they have learned from their books or the teacher's lecture.

All students should be given equal opportunity to participate and contribute in the discussion and by putting probing questions such as "why do you think so?" and "can you elaborate further?" etc, they should be encouraged to come up with appropriate answers. All discussions should be summarized briefly and precisely, identifying the questions for further inquiry and discussion

ROLE-PLAYING

Role-playing is a teaching strategy in which students learn by acting and observing, where some students act out a scenario in front of the class. Students learn the content being presented and also develop problem-solving, communication, initiative and social skills. As students examine their own and others' feelings, attitudes and perspectives they develop an understanding of themselves and others.

TEACHING LEARNING APPROACHES AND CLASSROOM ACTIVITIES

- Teacher is the manager of the learning of students. He/she should use most effective and efficient teaching learning approaches to achieve the set goals.

- The teaching learning approaches should be interactive and student centered.

- Rote-learning of the concepts should not be encouraged. Teachers should try to develop questions requiring comprehension and higher order skills like application.

- The content has been elaborated in terms of specific learning objectives that will equip the students with the basic knowledge, attitude and skills that are prerequisites to meet the stiff and diversified challenges of workplace.

- The sequence and flow of the topics have been developed would catalytic to facilitate a deeper and more coherent understanding, application and evaluation.

ESSENTIAL MATERIAL AND EQUIPMENTS

Teacher should use the following:

- Computer and its peripherals

- CDs related to Secretarial Practice and Procedure

- Visual material such as filing cards, cutouts, pictures, charts, posters

- Internet to search out the latest teaching, learning resources

Explore Environment, Community and Business Organizations

ASSESSMENT AND EVALUATION

The dominant objective of assessment is to improve the teaching learning process and assessing by providing feedback to both teachers and students. More specifically, assessments help the teachers to interact during the progression of the session.

Assessment is a tool for the granular identification of students' strengths and weaknesses. Teachers require students to express their understanding of what has been taught and the performance of students is measured using different assessment and evaluation procedures. In essence, an effective learning-outcomes-oriented quality assurance system must be based on constant monitoring and effective feed back loops.

Assessment Procedures

- Formative assessment should be used throughout the session coupled with the summative at the end of the session:

- Tasks that can help in formative assessment include

  - Homework
  - Hands on training
  - Worksheets
  - Assignments
  - Projects
  - Group discussions
  - Multimedia presentations
  - Tests
  - Speed tests
  - Quizzes
  - Specially structured quizzes related to the CDs mentioned in the practicals.

The rationale of assessment is to find out whether students have acquired the kind of skills, knowledge, and understanding that we set as goals of the curriculum.

This purpose is traditionally achieved by conducting an examination at the end of the session called summative evaluation. Here teachers require students to express their

understanding of what has been taught and the performance of students is measured using grade points. This form of assessment is convenient because it is easy to carry out in very little time. However, this form of assessment is a single snap shot and fails to provide opportunity to the student or the teacher to interact during the progression of the session. Thus the student has no opportunity to learn from mistakes. This gap can be filled by utilizing formative assessment, which is an ongoing process throughout the session where students' are not penalized for making mistakes

Assessment Procedures

- formative assessment should be used throughout the session and supplemented with the end of session summative evaluation.

- tasks that can help in formative assessment include
  - homework
  - quizzes
  - tests
  - group discussions
  - oral presentations
  - worksheets
  - Demonstration of Physical activity
  - online interactive activities

- feedback on students' work in all of the above tasks must be prompt, effective, and efficient.

- assessment should have questions setting that specifically help in finding out the following skills, knowledge and understanding according to Bloom's Taxonomy
  - **recall and retrieve** information related to the contents of the course.
    Leading words for setting questions:
    list, define, identify, label, tabulate, name, who, when, where, etc
  - **comprehend** the information i.e. do they know what it means .
    Leading words for setting questions:
    interpret, predict, distinguish, differentiate, estimate, discuss, etc
  - **apply** their knowledge i.e. do they know what is it good for.
    Leading words for setting questions:
    demonstrate, show, solve, classify, illustrate, modify, change, discover, etc
  - **analyze and synthesize** information i.e. taking things apart and putting things together. Leading words for setting questions:
    Analyze: analyze, separate, explain, arrange, compare, infer, etc
    Synthesize: combine, integrate, rearrange, create, formulate, design, etc
  - **Evaluate information** i.e. weighing available options. Leading words for setting questions:
    decide, measure, recommend, select, conclude, compare, summarize, etc
- measure the potential and ability of students to engage in critical thinking

- questions for the final paper should cover the entire range of the syllabus questions types should include MCQs, short answers, and essays.
  - assessment should focus on students strengths not just weaknesses
- assessment language should be simple, clear and un-ambiguous

Evaluation Strategy:

An external examination is recommended at the end of the course. This evaluation should measure all the domains of learning and through it, the attainment of the objectives can be measured. The Weightage of the different domains of learning is given below:

Learning Domains for Measurement	Weightage In Evaluation
▪ Knowledge, Comprehension, Analysis, Evaluation, Synthesis, Application:	60%
▪ Skills ▪ Motor efficiency	40%

Weighing of Assessment Objectives

Theory Assessment: The theory examination is suggested to consist of a wide variety of questions. The assessment should be designed to examine the candidate's understanding of the whole syllabus and should test the following range of abilities.

Knowledge and Understanding   50%

Higher Abilities (handling information, application   50% and problem solving etc.)

Practical Assessment

This is designed to test practical skills and presentations

Suggestions for Structuring Assessment and Evaluation Tools:

More Emphasis should be on;	Less Emphasis should be on;
▪ assessing what is most highly valued	▪ assessing what is easily measured
▪ assessing rich, well-structured knowledge	▪ assessing discrete knowledge
▪ assessing to learn what students do understand	▪ assessing to learn what students do not know
▪ assessing achievement and opportunity to learn	▪ assessing only achievement

- assessment pattern is subject to the requirement, policies, and procedures of the Examination Boards
- question paper should be based on the curriculum not on a particular textbook

- questions involving unfamiliar contexts or daily-life experiences may be set to asses candidates' problem-solving and higher-order processing skills. In answering such questions, sufficient information should be given for candidates to understand the situation or context. Candidates are expected to apply their knowledge and skills included in the syllabus to solve the problems

GENERAL INSTRUCTIONS TO AUTHORS

The National Curricula should be a reflection of our national needs and goal. This requirement can be met only if the textbooks are written in accordance with this curriculum. This curriculum meets not only the broad aims and objectives but also achieves the precise requirements of the individual subjects. Keeping these points in view the authors should observe the following points, while writing the textbooks.

- The authors should adhere to the learning outcomes of each concept or chapter as mentioned with the contents in the curricula.

- The permanence of the concepts with the previous classes, their integration and rational growth should be ensured.

- Horizontal and vertical overlap of the concepts should be kept away from. the main document

- The textbook should be informative and interactive with questions to be put at suitable interval to provoke the students to think.

- The details of the treatment of the concept should be properly classified into headings and subheadings.

- The language used should be simple, clear, straight forward, unambiguous and easily comprehensible by the students of the particular level.

- Simple questions may be asked within the chapter, which requires students to remember, think, and apply what they have just learnt as well as to strengthen the learning of the idea and principle.

- The new progression and expansion in the subjects should be integrated where appropriate.

- The examples and applications should be from every day office life and be supportive of our cultural values.

- Photographs and illustrations should be clear, labeled and helpful of the text

- Tables, flow charts and graph may be given wherever needed.

- Key points at the end of each chapter should provide a summary of the important concepts and principles discussed in the chapter.

- Review questions should be given at the end of each chapter requiring students to recall, think and apply what they have learnt in this chapter.

- This should start from simple questions increasing the density gradually and should test knowledge, understanding and skills of the students. The last few questions should give confidence to the student to apply the concepts studied in this chapter.

- Each chapter should go with its accurate and logical summary to be given at the end of the chapter

ELECTRONIC INSTRUCTIONAL MATERIAL

Electronic instructional material is gaining popularity in the developed world. Educational technology providers are successfully marketing courseware with instructional management, assessment, individualized learning paths and professional development. Growing numbers of teachers have convenient and immediate access to entire libraries of instructional video correlated to curriculum. As far the educational scenario in Pakistan and other developing countries is concerned, lack of resources (particularly in schools) would hold back the evolution of electronic publishing in place of or along with printing.

It may be considered that a good ratio of the students of Secondary classes has access to computer technologies. They should be given chances of self learning (rather exploring the knowledge) and it can be made true by converting the data of the IX-X textbooks into electronic formats e.g. CD. The CD-should be made available at the retail outlets. Where students don't have computers at schools/colleges or at homes, they may explore the CD at internet café.

Equipment Required

- PC Pentium IV / any latest model
- CD Rom/DVD Rom
- Scanner
- Multimedia
- Printer
- Internet Facility
- CDs Related to Modern Office Operations

Office Machines

- Photocopier
- Telephone
- Fax Machine
- UPS

CHAPTER ORGANIZING SYSTEM

Chapter Organizing system – It should be taken into account that a consistent numbering system leads the students through each chapter at a glance in the beginning to conceptual heading throughout and finally to the summary of key concepts at the end. Each chapter should be organized in the following pattern:

CHAPTER NAME

Main:

Student's Learning outcomes:

- 1.1::::::::::::::::::
- 1.2::::::::::::::::
- 1.3::::::::::::::::

<u>Introduction</u>

_____

_____

_____

1.1   Main Headings
(Depth of the topic should be kept with the teaching periods advised in the curriculum)

_____

_____

_____

_____

_____ | Tit Bits:

_____

_____

_____

_____

_____

<u>Subheading # 1.1.1</u>

_____

_____

_____

Subheading # 1.1.2

_____

_____

_____

_____

Critical Thinking

Practical Activity:

_____

_____

_____

EXERCISE:

The exercise should include;

- Multiple Choice Questions

- Short Questions

- Extensive Questions

(Questions should be made that can check learning outcomes in all the domains i.e. knowledge, comprehension, application, evaluation, synthesis in connection with technology and society.)

SALIENT FEATURES OF THE CURRICULUM

The curriculum is fully in harmony with the National Priorities and will provide an important momentum for achieving our vision for students.

Configuration with the restructured Schemes of Studies:

The Ministry of Education went through an arduous exercise for restructuring the National Schemes of Studies. The Curriculum Development Team; while designing the curriculum, selecting the syllabi contents, carving the learning outcomes (including practical skills) and suggesting the timeframes and evaluation strategies for the contents, maintained a concrete configuration with the restructured schemes of study.

The Focused Areas:

It has been focused that the curriculum provides to the students:
- Challenges and Enjoyment
- Breadth
- Progression
- Depth
- Personalization and Choice
- Coherence
- Relevance

Reasoning Vs Comprehension:

In secondary and higher secondary classes, abstraction and quantitative reasoning come to occupy a more central place than in the primary and elementary classes. We have to avoid the attempt to be comprehensive. A topic can be made comprehensive in two ways;

1. Adding many more concepts than can be comfortably learnt in the given time frame

2. Enumeration of things or types of things, even where there is no strong conceptual basis for classification

In the present revision, no attempt is made to be comprehensive. Unnecessary enumeration is avoided. The process by which factual knowledge can be acquired is more important than the facts themselves.

THE SECRETARIAL PRACTICE CURRICULUM

Strengths

- has a concrete structure, and well sequenced yet offers flexibility and maintains the momentum over two years of high school Secretarial Practice.

- highlights the degree of students expectations by laying out baseline levels of achievement at the end of grade X. These expectations are reflected within the Standards and Benchmarks as well as the Aims and Objects sections of the document.

- Emphasizes Higher Order Thinking. Students are encouraged to think at higher levels for themselves, becoming independent of the teacher----a life-long learning skill.

- focuses on all the cognitive levels of the Revised Bloom's taxonomy. There is a conscious effort to shift from simply knowing, remembering, and understanding to the more complex applying analyzing, evaluating, and creating skills required for success in this 21st century world.

- makes positive connections among the contents taught, skills acquired, and a variety of real-life situational applications. The abstract begins to be more meaningful and students realize the "why" in their learning requirements.

- bridges the gaps between content knowledge and practical experiences by tying the two together. All practical activities are now connected to their respective topics and where there are none, it clearly states so.

- Education topics that affect the lives of students today and will do so in their future as well. provides flexibility to the teachers in terms of teaching time and preparation.

- focuses on providing "thinking"-----creative, critical, and analytical--- opportunities to students and teachers.

- provides a chance to honestly compare the document with any similar document from around the globe.

- provides opportunities to explore Secretarial Practice Curriculum

Tremendous amounts of time, effort and energy have gone into the preparation of the document. Hours have been spent discussing, arguing and compromising on issues and topics as they arose. This document in your hands is the result of well thought out procedures and processes. Let our children begin the journey towards knowledge based society

GLOSSARY

This glossary is intended to ensure that terms commonly used in the context of learning outcomes and assessment are appropriately interpreted so that no confusion what-so-ever arises in their use.

These words are listed below along with their contextual meaning.

We urge the users of these terms to strictly follow this glossary and associate meanings to the key words as given in this glossary.

- **Administer** implies to carry out the strategies and concept to handle a particular object or situation.

- **Analyze,** to separate into parts or basic principles so as to determine the nature of the whole, examine methodically

- **Apply** to use the principles, concepts, ideas and skill to generate certain action or products.

- **Classify** to separate into parts or basic principles so as to determine the nature of the whole, to examine methodically.

- **Compose;** to use information, ideas and skills to solve problems.

- **Compare,** requires candidates to provide both similarities and differences between things or concepts.

- **Create,** to produce through imaginative effort

- **Deduce/Predict** implies that candidates are not expected to produce the required answer by recall but by making a logical connection between other pieces of information. Such information may be wholly given in the question or may depend on answers extracted in an earlier part of the question.

- **Define** the term (s) intended literally. Only a formal statement or equivalent paraphrase, such as defining equation with symbols identified, being required.

- **Demonstrate** requires to implement the theoretical knowledge practically to produce the required document or action

- **Describe** requires candidates to state in words (using diagrams where appropriate) the main points of the topic. It is often used with reference either to particular phenomena or to particular experiments. In the former instance, the term usually implies that the answer should include reference to (visual) observations associated with the phenomena. The amount of description intended should be interpreted in the light of the indicated mark value.

- **Differentiate,** to examine the parts and identify the characteristics and their relationship to develop a contrast.

- **Discuss** requires candidates to restate and interpret information that has been learnt.

- **Draw** when applied to charts.

- **Discuss** requires candidates to give a critical account of the points involved in the topic.
- **Define (the terms)...)** is intended literally. Only a formal statement or equivalent paraphrase, such as the defining equation with symbols identified, being required.
- **Enumerate,** to count off or name one by one, list.
- **Explain** may imply reasoning or some reference to theory, depending on the context.
- **Estimate** implies a reasoned order of magnitude statement or calculation of the quantity concerned. Candidates should make such simplifying assumptions as may be necessary about points of principle and about the values of quantities not otherwise included in the question.
- **Identify** is the recognition of information.
- **Justify,** to demonstrate or prove to be just right, or valid
- **Know,** to understand a number of points with no elaboration, when a given number of points are specified. This should not be exceeded.
- **List** requires a number of points with no elaboration. Where a given number of points are specified, this should not be exceeded.
- **Locate,** to determine or specify the position or limits of:
- **Outline,** a line marking the outer contours or boundaries of an object or a figure. **b.** The shape of an object or a figure
- **Perform,** commands when applied to computer, implies the implications of given commands and actions.
- **Produce,** implies that student can combine elements or ideas by using the creative process.
- **Recognize,** to recall or restate the information.
- **Recommend,** to praise or commend (one) to another as being worthy or desirable
- **Relate** to bring into or link in logical or natural association.
- **Show** is used where a candidate is expected to derive a given result. It is important that the terms being used by candidates be stated explicitly and that all stages in the derivation are stated clearly.
- **Sketch,** when applied to graph work, implies that the shape and/or position of the curve need only be qualitatively correct. However, candidates should be aware that, depending on the context, some quantitative aspects may be looked for, e.g. passing through the origin, having an intercept, asymptote or discontinuity at a particular value. On a sketch graph, it is essential that candidates clearly indicate what is being plotted on each axis.
- **Sketch,** when applied to diagrams, implies that a simple, freehand drawing is acceptable; nevertheless, care should be taken over proportions and the clear exposition of important details

- **Solve** is used when the learner makes use of information in context different from the one in which it was learnt.
- **Suggest** is used in two main contexts. It may either imply that there is no unique answer or that candidates are expected to apply their general knowledge to a 'novel' situation, one that formally may not be 'in the syllabi'.
- **Understand** to learn skills and information.
- **Utilize** implies different tools and views execution in computer.
- **Write** is to recall the information already perceived.

NATIONAL CURRICULUM DEVELOPMENT TEAMS
FOR SECRETARIAL PRACTICE

SUPERVISED AND COORDINATED BY

Dr. Seemal Jelani
Member (Sciences)
National Curriculum Council
Ministry of Education
Islamabad

FOCAL PERSON

Mrs. Sameera Naseer
Senior Instructor,
Government Polytechnic Institute for Women,
Lytton Road, **Lahore**

TEAM OF CURRICULUM WRITERS

Mr. Akbar Ali Instructor Government College of Commerce Shahdara, **Lahore**	**Mrs. Rana Tanveer** Incharge DOM Government Polytechnic Institute for Women **Islamabad**
Mr. Nadeem Babur Vice Principal Government College of Commerce Peoples Colony, **Faisalabad**	

ADVISORY COMMITTEE FOR SECRETARIAL PRACTICE

Ch. Muhammad Jamil, Senior Research Officer Punjab Board of Technical Education, Allama Iqbal Town, Lahore	Mr. Tasawar Hussain, Instructor, Govt. College of Commerce, Satellite Town, Rawalpindi
Mr. S. Muhammad Ishfaq Associate Professor Government College of Management and Sciences, Peshawar	Mr. Tahir Rasheed, Instructor, Govt. Institute of Commerce, Westridge, Rawalpindi Cantt.
Mr. Ayaz Khan Assistant Professor Government College of Management and Sciences, Jamrud Khyber Agency	Mr. Gohar Ali, Assistant Professor Government College of Management and Sciences, Peshawar
Mr. Muhammad Nadeem Associate Professor Government College of Management and Sciences, Mardan	Mr. Muhammad Ashraf Bhatti, Instructor Govt. College of Commerce, Gujrat.
Dr. Tariq Mahmood Deputy Educational Adviser, Ministry of Education, Islamabad	

PANEL OF EXPERTS OF SECRETARIAL PRACTICE

Prof: Khalil Ahmad, Chairman Sindh Board of Technical Education, Gulshan-e-Iqbal, Civic Centre, Karachi	Miss Rehana Aijaz, H.O. D. (Secretarial) Government Polytechnic Institute for Women, Karimabad, Karachi
Mr. Rashid Aziz Joint Director Sindh Board of Technical Education, Gulshan-e-Iqbal, Civic Centre, Karachi.	Miss Nazish Baig Instructor, Government Polytechnic Institute for Women, Karimabad, Karachi
Miss Rubina Iqbal, Instructor Government Polytechnic Institute for Women, Karimabad, Karachi	Mrs. Waheeda Iqbal, Instructor, Government Polytechnic Institute for Women Karimabad, Karachi
Miss Aisha Baig, Instructor, Government Polytechnic Institute for Women, Karimabad, Karachi	Ms. Ghosia Raza, Instructor, Government Polytechnic Institute, Korangi, Karachi
Mr. Mumtaz Ali Memon, Instructor, Government Commercial Training Institute, Layari, Karachi.	Mr. Aftab Baderuddin, Assistant Professor, Government Commercial Training Institute, Malir, Karachi
Mr. S. Taqi Mohammad, Instructor, Government College of Education in Commercial Practice Gulistan-e-Juhar, Karachi.	