

VOCATIONAL HIGHER SECONDARY
OFFICE SECRETARYSHIP

TEACHER'S SOURCEBOOK

CLASS XII



GOVERNMENT OF KERALA
Department of Education
SCERT – 2006

STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING (SCERT)
VIDYABHAVAN, POOJAPPURA, THIRUVANANTHAPURAM -12
KERALA

SOURCEBOOK

Vocational Higher Secondary Course

OFFICE

SECRETARYSHIP

Class XII

Prepared by:

State Council of Educational Research & Training

(SCERT), Vidyabhavan, Poojappura,

Thiruvananthapuram -12, Kerala

E-mail: scertkerala@asianetindia.com

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Preface

Dear teachers,

The learner centered pedagogy introduced has been fetching fruitful results in the VHSE. The meaningful changes adopted in the learning process and evaluation system has got wide acceptance and appraisal.

The vocational course of Office Secretaryship have been designed in such a manner to ensure that after completion of the course the learners would be adequately qualified to take up responsible positions in different business establishment or set up their own projects. The student must be equipped to face the challenges and to intake updated technology. In this regard the problem solving ability of the learner is of much importance and significance.

The source book of Office Secretaryship is designed in such a way that the activity oriented learning process would maximize the skill and enthusiasm of the learner. The hands behind this source book are of experienced teachers of Office Secretaryship with sufficient exposure. Theoretical and practical aspect of the subject has been incorporated in a comprehensive manner. Hope the book will offer helpful support for your planning and evaluation and also for implementing the curriculum.

Your comments and suggestions are almost welcome and whole hearted support is expected.

With regards,

Dr. E. Valsala Kumar
Director
SCERT, Kerala

Thiruvananthapuram
June - 2006

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PART - 1

APPROACH

GENERAL APPROACH

Significance of vocational education

The ultimate aim of education is human refinement. Education should enable the learner to formulate a positive outlook towards life and to accept a stand which suits the well being of the society and the individual as well.

The attitude and potential to work has determined the destiny, progress and cultural development of the human race. As we all are aware, the objective of education is to form a society and individuals having a positive work culture. The educational process expected in and outside our formal schools should concentrate upon inculcating concepts, abilities, attitudes and values in tune with these work culture. Hence vocationalised education cannot be isolated from the main stream of education. In another sense, every educational process should be vocationalised. However due to our inability to utilize the resources wisely, scarcity of job opportunities is a severe issue of the present society. For overcoming this deep crisis, emergent techniques have to be sorted out and appropriate researches have to be seriously carried out. It is in the sense that the content and methodology of Vocational Higher Secondary Education have to be approached. The need for meaningful linkages between the world of work and world of education is well recognized. The essence of the recommendations made by various commissions and committees is that the vocationalisation should be the main

feature of the future system of education at the higher secondary stage, it can be extended to school level also.

Vocational education is a system of education which intends to prepare students for identified occupations, spanning several areas of activities.

The Vocational Higher Secondary course was envisaged as a part of the National Policy on Education with the noble idea of securing a job along with education. The relevance of vocational education is very great in this age of unemployment. This education system, which ensures a job along with higher education stands aloof from other systems of education.

This education imparts the life skills required by the youth to enter the world of work and assuming the responsibilities of adulthood. As per the expert meeting report (2001) of UNESCO, the life skills are grouped under 4 categories. They are :-

1. Skills for personal fulfilment
2. Skills for living in society
3. Skills for dealing with changing economies
4. Skills for dealing with changing work patterns.

Vocational Education ensures fulfilment of manpower requirement for national development and for social security for the citizens through self-employment. It also helps to reduce the

migration of rural youth to urban areas and thus helps in rural development.

The learners of Vocational Education get an opportunity to avail one year apprenticeship training in industries to improve their practical skill. During the course of study, on the job training (OJT) for 10 days in a year is arranged to improve the skill and efficiency of the learner. This education system motivates the attitude towards self –employment through Production or Service cum Training Centres. (PSTC)

Objectives of vocational education

The National Policy on Education has accorded very high priority to the programme of vocationalisation of education, considering the following objectives.

1. To fulfil national goals of development and the removal of unemployment and poverty.
2. To impart education relevant to increased production and productivity, economic development and individual prosperity.
3. To make available skilled work force at all levels to alleviate the rural unemployment and for the development of nation.
4. To develop environmental awareness to ensure sustainable development.
5. To develop vocational aptitude, work culture, values and attitudes of the learners so as to enrich the productivity of the nation.
6. To develop entrepreneurial competencies and skills of learners for self reliance and to undertake gainful self employment.

7. To facilitate the expansion of higher education and explore future opportunities through innovative guidance and programmes.
8. To develop vocational competencies, creative thinking in the related areas and facilitate training.
9. To create awareness on mental, physical and social health.
10. To acquire awareness about different job areas and to provide backgrounds for acquiring higher level training in subjects concerned.

Learning

Learning is construction of knowledge through a continuous mental process. It is an advancement through adding and correcting in the light of comparing the new issue with the previously learned concepts. Learning is an intellectual process rather than the mere memorization of facts. Learning is a conglomeration of a variety of activities like problem solving, finding out correlations, prediction, arriving at conclusions, rational as well as critical thinking, finding applications, grouping for other possibilities and extracting the crux. When opportunities are provided for intellectual processes learning will become effective and intellectual ability will get strengthened.

Theoretical foundations of learning

Education is the best device that can be adopted for creation of a new society. It should be democratic in content and process and should acknowledge the rights of the learner. It should also provide opportunity for better citizenship training. The concept of equality at all areas should get recognition in theory and practice. There should be conscious

programme of action to develop nationality, humanness and love against the encroachment of sectarianism of caste and religion. The learner should become cognisant of the implications of privatisation, liberalisation, globalisation etc.

They should develop a discrimination to use the acquired learning as a liberative weapon.

They should be able to view education and life with the perspective of social well being.

A basic awareness of all the subjects needed for life is essential for all learners.

The remnants of perspectives formed in us during the colonial period still influence our educational philosophy. The solution to the present day perplexities of the society which approaches education on the basis of competitions and marketisation is only a comprehensive view of life.

It is high time that education was recognized on the basis of the philosophy of human education. The human approach to education has to reflect in its content, learning process and outlook. The perspective of 'learning to be' and 'learning to live together' as expressed by the UNESCO and the concepts of existential, intrapersonal and interpersonal intelligence.

The basis of new approaches on curriculum and teaching- learning process are derived from the developments tookplace in the east and west of the world.

When we begin to see the learner at the centre of the learning process, the teaching process has to be changed timely. It is the result of the rapid growth and development of Science and Technology and Pedagogy. If we want to undergo the

changing process, we have to imbibe the modern hypothesis regarding learner that they have

- great curiosity
- good imagination
- numerous other qualities and interests
- independent individuality
- interest in free thinking and working in a fearless atmosphere.
- interest in enquiring and questioning.
- ability to reach conclusions after logical thinking.
- ability for manifest and establish freely the conclusions arrived at.
- interest for recognition in the society.
- determination to face the interference of society and make components which is a part of social life.

When we consider the learning system, the domains to be stressed in education according to the modern development becomes relevant.

The knowledge domain consists of

- Facts
- Ideas
- Laws
- The temporary conclusions and principles used presently by scientists.

The learning is a process. The continuous procedures we undergo to reach a particular goal is process. The skills which are parts of the process to analyze the collected ideas and proofs and

come to a conclusion is called process skills. Some important *process skills* are,

the skills;

- To observe
- To collect data and record
- To classify
- To measure and prepare charts
- To experiment
- To predict
- To recognize and control the variables
- To raise questions
- To generalize
- To form a hypothesis and check.
- To conclude
- To communicate
- To predict and infer
- To use tools.

Observation is the process of acquiring knowledge through the senses. It is purely objective oriented. Learning experiences which provide the opportunity use all the sense may be used.

The process of grouping is known as **classifying**. Starting from simple groupings of data, it can extend to the level of classification into minute sub-groups.

In addition to this, consider the skills related to creative domain also, they are

skills:

- To visualize
- To connect facts and ideas in new ways.
- To find out new and uncommon uses of objects
- To fantasize
- To dream
- To develop creative isolated thoughts

Creativity is an essential component of process and activities. The element of creativity is involved in finding out problems, formation of hypothesis, finding 'solutions' to problems etc. Through activity oriented learning experiences, opportunities to express creativity can be created.

Again, the following factors consisting in the *Attitudinal domain* are also important as;

- Self confidence
- Love for scientific knowledge
- Attitude to know and value history
- Respect human emotions
- Decide with reasonable present problems
- Take logical decisions regarding personal values

'Hypothesis' is a temporary conclusion drawn using insight. Based on knowledge and experiences relating to the problems the causes and solutions can be guessed.

As regards the *application domain* the important factors are the ability to:

- observe in daily life examples of ideas acquired.
- take the help of scientific process to solve the problems of daily life.
- choose a scientific life style
- connect the ideas acquired with other subjects.
- integrate the subjects with other subjects.

Some basic stands have to be taken on the new scientific knowledge about intelligence learning and teaching. When such basic concepts are accepted changes are required in the following factors.

- The vision, approach, structure and content of the curriculum.
- The vision, approach, structure and content of the textbooks.
- Role of the teacher and the learner.
- Learner atmosphere, learning materials and learning techniques.

Some scientific perspectives accepted by modern world in educational psychology are given below.

Constructivism

This approach puts forward the concept that the learner constructs knowledge. New knowledge is constructed when ideas are examined and practiced in new situations relating them with the previously acquired knowledge and experience. That is assimilated into the cognitive structure of one's knowledge. This method which gives

priority to critical thinking and problem solving provides opportunity for self motivated learning.

Social Constructivism

Social constructivism is a sub section of constructivism. Knowledge is formed, spread and imbibed and it becomes relevant in a social environment. Interactive learning, group learning, co-operative participatory learning, all these are concepts put forward by social constructivism.

The main propounders of constructivism are Piaget, Vygotsky and Bruner.

Discovery learning and interactive learning have prime importance. Learning takes place as a part of the attempt for problem solving. The activities of a learner who confronts cognitive disequilibrium in a learning situation when he tries to overcome it leads to the renewal of cognitive structure. It is through this process construction of new knowledge and the assimilation of them take place. Observation and enquiry are unavoidable factors. The learner advances towards new areas of acquisition of knowledge where he tries to compare his new findings with the existing concepts.

Learning is a live mental process. Rather than the ability for memorization of facts cognitive process has to be given emphasis. The process of problem analysis, elucidation, critical thinking, rational thinking, finding out co-relation, prediction, hypothesis formation, application, probing for other possibilities, extracting the crux and other processes are of critical importance in learning.

Constructivism gives greater predominance to co-operative learning. Social and cultural factors influence learning. Sharing of knowledge and

experience among learners, collective enquiry, assessment and improvement, group activity and collaborative learning by sharing responsibilities with the objective of public activity, provide opportunity for effective learning.

In learning internal motivation is more important than external motivation. The learner should have interest and initiative in learning. Learning situation should be capable of forming a sense of ownership in the learner regarding the learning process.

Learning is not a linear process. It progresses in a spiralled way advancing deeper and wider.

New concepts of Learning

1. Discovery Learning

The teacher has to create a motivating atmosphere for the learner to discover concepts and facts, instead of listening always. Creating occasion to progress towards discovery is preferred. Instead of telling everything before and compelling to initiate the models, situations are to be created to help the children act models as themselves.

2. Learning by discussion

Discussion leads to learn is Burner's theory. Here discussion is not opposing each other. It is a sharing on the plane of ideas. New ideas are arrived at by seeking explanations, by mutual giving and taking of ideas and by problem solving.

3. Problem solving and learning

Only when the learner feels that some thing is a problem to be solved that he takes the responsibility of learning it. It is an inborn tendency to act to solve a problem that causes cognitive disequilibrium in a particular area. It is

also needed to have confidence that one is capable of doing it. The problems are to be presented in consideration of the ability and level of attainment of the learner.

4. Collaborative learning

This is the learning in which the responsibilities are distributed among the members of the group keeping common learning objectives. The common responsibility of the group will be successful only if each member discharges his duties. All the members will reach a stage of sharing the result of learning, equally through the activity with mutual understanding. The teachers who arrange collaborative learning will have to make clear the responsibilities to be discharged. This is possible through the discussion with the learners. Collaborative learning will help to avoid the situations of one person working for the whole group.

5. Co-operative learning

This is the learning in which the learners help one another. Those who have more knowledge, experience and competency, will help others. By this exchange of resources the learners develop a plane of social system in learning also. As there are no high ups and low ones according to status among the learners they can ask the fellow students doubts and for helps without any hesitation or in hesitation Care should be taken not to lead this seeking of help to mechanical copying. It should be on the basis of actual needs. So even while encouraging this exchange of ideas, among the members of the group cautious acceptance is to be observed as a convention. There should be an understanding that satisfactory responses should come from each member and that the achievement of the group will be assessed on the basis of the achievement of all the members

6 Zone of Proximal Development

Vygotsky observes that there is a stage of achievement where a learner can reach by himself and another higher zone where he can reach with the help of his teachers and peers and elders. Even though some can fulfill the learning activity by themselves there is the possibility of a higher excellence. If appropriate help is forth covering every learner can better himself.

7 Scaffolding

It is natural that the learner may not be able to complete his work he does not get support at the proper-time-The learner may require the help of the teacher in several learning activities. Here helping means to make the learner complete the activity taking responsibility by himself. The teacher has to keep in mind the objective of enabling the learner to take the responsibility and to make it successful.

8. Learning : An active mental process

Learning being a cognitive process, the teacher needs to know cognitive processes to facilitate the creation of learning opportunities. Learning can be made effective by providing learning experiences involving mental processes like

- Retrieves/recollects/retells information
- Readily makes connections to new information based on past experiences and formulates initial ideas /concepts.
- Detects similarities and differences
- Classifies/categorises/organizes information appropriately.

- Translates/transfer knowledge or understanding and applies them in a new situation.
- Establishes cause-effect relationships
- Makes connections/relates prior knowledge to new information/applies reasoning and draw inferences
- Communicates knowledge/understanding through different media.
- Imagines/fantasises/designs/predicts based on received information
- Judges /appraises/evaluates the merits or demerits of an idea/develops own solutions to a problem.

9. Intrinsic Motivation

Intrinsic motivation is given more importance than extrinsic motivation. The teacher has to arouse the internal motivation of the learner. A person internally motivated alone can immerse in learning and own its responsibility.

10. Multiple Intelligence

The Theory of Multiple Intelligence put forwarded by Howard Gardener has created a turning point in the field of education . The National curriculum document has recommended that the curriculum is to be designed taking into consideration of this theory.

Main factors of the intellect:

1 Verbal/linguistic Intelligence –

Ability to read and write , making linguistic creations , ability to lecture

competence to effective communication , all these come under this . This can be developed by engaging in language games and by teaching others.

2 Logical / mathematical Intelligence

Thinking rationally with causes and effect relation and finding out patterns and relations come under this area. Finding out relations , explaining things, sequential and arithmetical calculations etc. are capable of developing this area of intelligence.

3 Visual / spatial Intelligence

In those who are able to visualize models and bringing what is in the imagination into visual form and in philosophers , designers and sculptors this area of intelligence is developed. The activities like modeling using clay and pulp, making of art equipments, sculpture, and giving illustrations to stories can help the development of this ability.

4 Bodily Kinesthetic Intelligence

The activities using body language come under this. This area of intelligence is more developed in dancers and actors who are able to express ideas through body movements and in experts in sports , gymnastics etc.

5 Musical Intelligence

This is an area of intelligence which is highly developed in those who are able to recognize the different elements of music in musicians and in those who can here and enjoy songs. Playing musical instruments, imitating the songs of musicians , listening silently to the rhythms and activities like this area capable of developing this area of intelligence.

6 Interpersonal Intelligence

Those in whom this area of intelligence is developed show qualities of leadership and behave with others in a noble manner. They are capable of understanding the thought of others and carrying on activities like discussion successfully.

7. Intrapersonal Intelligence

This is the ability to understand oneself. These people can recognize their own abilities and disabilities. Writing diaries truthfully and in an analyzing way and assessing the ideas and activities of others will help developing this areas of intelligence

8 Naturalistic Intelligence

A great interest in the flora and fauna of the nature, love towards fellow beings interest in spiritual and natural factors will be capable of developing this area.

9. Existential Intelligence

The ability to see and distinguish ours own existence as a part of the universe, ability to distinguish the meaning and meaninglessness of life, the ability to realize the ultimate nature of mental and physical existences, all these re the peculiarities of this faculty of intelligence.

Emotional Quotient

The concept of emotional intelligence put forward by Daniel Golman was used in framing the new curriculum. The fact that one's Emotional Quotient (E.Q) is the greatest factor affecting success in life is now widely accepted. The teacher who aims to focus on improving the emotional intelligence of students need to concentrate on the following.

i) Ability to take decisions

Rather than imposing decision on students while planning and executing activities, the students may be allowed to take part in the decision making process. Taking decisions through open discussion in the class, inviting students suggestions on common problems etc. are habits to be cultivated.

ii) Ability to reach consensus

- When different opinions, ideas and positions arise, the students may be given the responsibility to reach a consensus.
- Imagining what would be the course of action in some situations, allowing to intervene in a healthy way in problems between individuals.

iii) Problem solving

- Developing the idea that there is reason and solution to any problem.
- Training in finding reasons for problems.
- Suggesting solutions through individual or group efforts.
- Discussing social problems.
- Analyzing the shortcomings in methods to solve problems.

Whether plastic can be banned within school premises can be given as a problem. Group discussion will provide reasons and solutions. Problems which can influence classroom learning and for which the learner can actively contribute solution need to be posed.

- Self criticism, evaluation

- Ability to face problem-situation in life
- Thinking what one would do if placed in the situation of others, how one would respond to certain experiences of others - All these foster the growth of emotional intelligence.

iv) Life skills

Life skills need to be given a prominent place in education. W.H.O. has listed : skills required for-success in life.

- Self awareness
- Empathy
- Inter personal relations
- Communication
- Critical thinking
- Creative thinking
- Decision making
- Problem solving
- Coping with emotion
- Coping with stress

The new curriculum addresses these areas.

Knowing the characteristics of the learner, role of the teacher and how to use the teachers handbook help the teacher to plan and effectively implement learning activities.

Role of a Teacher

In the earlier approach the teacher was mainly depending on the lecture method for teaching. But in the new method of education the student centered approach is given more importance than

the teacher centered approach. Under this changed scenario the teacher has to perform the following roles in the classroom.

The teacher should be

- A facilitator of learning
- A guide to the overall development of the student
- A good observer and motivator
- Able to consider the activities, needs, special features and age group of students at higher secondary level.
- Able to understand the limitations of learner and their learning problems.
- An instructional material developers
- A good communicator
- An innovator
- Able to raise leadership qualities and self confidence of the learner
- An authoritarian in the concerned subject
- Able to arrest and sustain the attention of the learner
- Able to bring out and encourage the inborn talents.
- A resource manager to ensure the optimum utilization of resources.
- A systematic record keeper
- A counselor to issue guidance to the students
- A person with high level of practical competency
- Able to correlate area of study with familiar environmental situations
- A self evaluator and good listener
- Able to create awareness in social problems
- A person with democratic and humanitarian approach
- A professionalist as well as philosopher
- A good evaluator
- A good organiser and a friend.
- A co-learner as well as co-researcher
- Able to give assistance and advice in placement needs and self employment by giving moral and technical support
- Able to keep moral values
- A person equipped with skill for using new techniques of learning
- Optimistic and impartial

Child friendly Class Room Atmosphere

Learning can be effective and enjoyable only when the class atmosphere is according to the new conception of learning and the characteristics of higher secondary learner.

- Class and seating are arranged in an attractive way
- Democratic nature is upheld
- Always active
- Learners interact with teachers without fear
- Opportunity for a variety of activities
- Learners allowed to involve interesting group activities

- Learning speed, learning style and differencing levels of attitudes are considered. Help is extended whenever needed.
- Sufficient instructional materials are available
- There is freedom of expression, students share their ideas and experiences
- Learners are given acceptance and encouragement
- Healthy atmosphere
- Needs of each learner is given consideration. Happy and energetic atmosphere
- Teachers work considering the rights of learners.
- Problems handled in a patient way
- Teachers look at all events from the learners view point

There will be learners of various ability levels in any class because learning style, learning speed, varying exposure to language experiences, physical and psychological problems and varying socio-cultural background.

The learning experiences provided must help to bring the low achievers to an expected level and extended the breadth and depth of the skills of the high achievers.

By repeating learning experiences, introducing variations in a learning experience to suit different levels and if needed, formulating additional experiences the problem of varying ability levels can be tackled.

Role of Learner

The learner in second year has undergone a learner centered and process oriented learning experience up to first year. The learner at this age is in awakening stage and he is enthusiastic about environment. He needs recognition and encouragement from environment and also recognize as a grown up man. He is adequately competent to select vocational subjects according to his aptitude and interest and to acquire higher education and profession as he wishes. The aspirations about future life is framed in this particular age for seeing national and international job opportunities. Some of the peculiarities of learner at this stage are;

- Physical, intellectual and emotional planes are intensive changes during the age and their reflections can be observed
- Ability to enquire discover and establish cause effect relationship between phenomena
- Readiness to undertake challenges
- Capacity to shoulder leadership roles
- Attempt to interpret oneself
- Susceptibility to different pressures
- Doubts, anxieties and eagerness about sex
- Longing for social recognition

Needs of Learner

- To make acquaintance with a job or self employment through vocational education

- To acquire more knowledge in the concerned area through higher education
- To recognize and encourage the peculiar personality of the later adolescent period
- To enable him to defend against the unfavorable circumstances without any help

Role of learner

- Active participant in the learning process
- Act as a researcher
- Sharer of information
- Sharer of responsibilities
- Collect information
- Takes leadership
- Involves in group work
- Act as a co-participant
- Observes his environment
- Experiments and realizes
- Make interpretations and draw inferences
- Mould himself into an active contributor for the welfare of the society

Evaluation

In vocational higher secondary education, a new approach to education and evaluation should be made. Evaluation must be a systematic and continuous process. As the curriculum is based on vocational stream, capacity building is a most important part and it

should be evaluated accordingly. The technical skills, interest in the particular field, communication skill, analysis organizing and presentation skills etc have to be evaluated. The personal and social qualities also have to be evaluated. Therefore, evaluation should be transparent, continuous and comprehensive.

Learning Aids

To make the teaching and learning process simple and effective, certain learning aids are necessary. Use of such aids while transacting a complex idea makes the class room live and students get more and more involved. The advances in science and technology may be effectively utilized for this purpose. Some of the learning aids are listed below.

- Multimedia
- Over Head Projector
- Computer
- Internet
- Liquid Crystal Display Projector
- TV, VCD, DVD and Tape Recorders
- Working Models
- Charts
- Slides
- Video Conferencing Facility
- Library
- Text book
- Source book

Society

The new educational policy uplifts the social commitment of the learner. Therefore the society can also give some valuable contributions in this changing situation. The new system also ensures that the learner can perform certain useful services for the betterment of society. The social obligations can be illustrated as follows.

- To enrich social values, aptitude and ability in learner
- To develop entrepreneurial aptitude and ability which helps social welfare and self employment
- New system of education adopts OJT, PSTC etc is a part of vocational curriculum which helps to make close contact with the society.
- The resources available from our society can be positively utilized to convene seminars, interview etc.
- Social organizations can help learners to make their education socially committed.
- The social clubs like NSS, Tourism club, Eco club, Energy club etc functioning in schools can make direct link with the society.

SUBJECT APPROACH

Approach to office secretaryship

The new developments in the field of Trade and Industry have caused major changes in the business sector worldwide. The advancements in the field of Information Technology (IT) also accelerated this process. In this situation all the fields face challenges. Firms with higher efficiency and better cost effectiveness only can succeed today. The success of a business organisation depends highly on the role played by the office which governs it. As the control centre of the organisation the office has to play a crucial role in the survival and growth of a firm. The office Secretaryship course curriculum is designed in such a way that students will become capable of handling the modern office situations effectively.

Objectives

1. To create an awareness in the students about the general working of offices and office procedures.
2. To access the officers at the management level for administration.
3. To make the students aware of the relation between offices and public.
4. To encourage the students to find out the chances of self employment in relation to this field.
5. To develop practical skill in using computers in office.
6. To increase the effectiveness of the offices by unifying the use of modern technology with office work according to the changing global situations.
7. To increase the efficiency of offices by providing capable employees.

LEARNING STRATEGIES

In the modern era of globalization the introduction of new technologies ensure only the survival of the fittest. So it becomes a necessity to equip the learners to face the growing challenges in the competitive world. Hence the traditional approach to learning is no more relevant in the present context. The teacher should use instructional techniques that motivate the student to construct his own knowledge. Now the learners are not passive listeners , but they are the active participants in the construction of knowledge. Here the teacher – student interaction should be given much importance.

In the new instructional strategy while selecting the methods of teaching, the social and psychological aspects of the learner is to be taken into consideration. The given activities for learning are only suggested one. It can be altered according to the discretion of the teacher.

To obtain the objectives, the new system of education is introduced in the Vocational Higher Secondary Education for attaining the objectives of the courses in this system, we can adopt the following strategies.

1. Assignment

Assignment is some specific work assigned to the students as a part of their academic enrichment. There are learning activities undertaken as a continuation of class room activities to realize the curriculum objectives to a broader extent . They should be completed in time bound manner. They help to lead learner to higher level of learning from the present status. Challenging assignment can motivate the students to involve in group dynamics and achieve fruitful results . The teachers may act as a guide.

Assignment may be given on individuals or group basis. Assignment includes preparation of notes, preparation of charts, models, collection, of materials from institutions etc. Assignment develop skills of reference, observation, enquire reporting etc. It ensure the effective utilization of leisure time of the students.

2. Seminar

Seminar is a learning strategy involving an in-depth analysis of specific topic, preparation of a paper and presentation . The paper is presented by either one learner or a group of learners. After the presentation, there will be a discussion/ interaction in which all the learners can participate . The learners get an opportunity to clear their doubts and make clarification. Seminar helps to develop communication skill and overcome stage fright.

Stages

1. Selection of Topic

The topic of seminar should be relevant to the subject of study

2. Assignment of topic to individual learners or team

The topic may be assigned to one learner and sub topic may be given to a group of students

3. Collection of relevant information

Information required for seminar can be collected from various sources namely books, magazines, internet, institutions, place and persons.

4. Preparation of draft paper

Based on the information collected the student may prepare a draft paper and submit it to the teachers for comments. Revise the draft paper based on the comments of the teachers. The required drafts is submitted for approval.

5. Programme Scheduling

The date, time and venue of the seminar is fixed. A seminar leader may be selected from the students

6. Seminar paper presentation

The learner / learners shall present the paper in the seminar. The teacher may function as the moderator during the initial stages.

7. Discussion / Interaction

A number of respondents from the students make comments on the topic. This will be followed by a general discussion. All the group members should actively participate in discussion.

8. Summing up deliberation

The moderator sums up the deliberation

9. Evaluation / Feed back

Both teachers and learners evaluate the programme.

10. Preparation of final report

A final seminar report is prepared covering all the additional points discussed and consolidated.

3. Panel Discussion

It is a learning strategy in which a panel of experts are allowed to discuss a specific subjects under the control and direction of a moderator. Subjects can be divided according

to the number of panel members. Number of panel members are fixed according to subdivision of points in the subject. Relevant materials and hand out may be given in advance to the learners. The monitor or moderator introduces the subject of discussion and invite a panel member to start the discussion. Each panel member is invited for discussion afterwards. After briefing by the panel members the question are raised from the audience and the panel members give suitable answer to them. A report should be submitted by each learner to the moderator .

4. Project

Project is a self-learning strategy which can exert great influence on the overall development of the learner. Project as learning strategy is to be selected where a problem arises in any part of the curriculum. The learners may be divided into groups and assigned different aspects of the problem. Each group works independently .Specific aspects of the problem such as data collection, classification, analysis, report preparation and presentation is to be undertaken by each of the members. Even though the work is divided among the members, it must be ensured that the execution of each and every activity is done with the active participation of all. After analysing data collected from different sources, the learner arrives at a conclusion that can help to solve the problem. There by learner learns the topic though his own activity. The other advantage of this learning activities is that it helps the learner to scientifically handle any problematic situation. It helps in the development of scientific thinking and thereby builds up the learners aptitude for the subject.

Stages of the project

1. Selection of a topic

The project selected should be related to the curriculum and it should not be a project for projects sake. The topic or problem should arise from the curriculum.

2. Planning of the Project

- (A) Hypothesizing: Hypothesizing means making assumptions based on the available primary information.
- (B) Methods and Technique : The methods and Technique should be based on the aim and Hypothesizing of the Project. The nature of the project, suitability of the tools, and the methods of learning should be related to each other.

3. Collection and Tabulation of Data

The data may be primary, Secondary or tertiary. Either census or sampling method can be used based on the objective of the project. Suitable questionnaires are to be prepared for the collection of primary data.

The collected data is to be classified and tabulated so as to make it easily understandable.

4. Analysis of data and formulation of conclusion

By analyzing the data, the reliability of the hypotheses can be examined. Preparation of graphs and diagrams and maps will positively help the analysis. The similarities relations and differences gathered from the analyzed information would tell whether the hypotheses should be accepted or rejected.

5. Preparation of Report

The cover page should have the title of the project, the period of study, name (s) of investigator / group, and the address of the school. The report should be structured in the following order.

1. Title
2. Preface
3. Hypotheses and aim
4. Methodology
5. Sources of data
6. Analysis and conclusion
7. Suggestions (if any)
8. References
9. Appendices (Questionnaire, Observation schedule, check list Etc.)

6. Presentation of the Project

When the project is presented , the learner is being evaluated and accepted. It is through this presentation that ideas are shared with others in the class and society.

The project methods promotes scientific self learning and makes him capable of solving the problem arising in real life situations.

5. Debate

Debate is a hot and interesting learning activity. A debate can be organized only on a topic on which there is difference of opinion. Therefore a topic suitable for debate has to be found.

Debate can be on relevant topic that is different and interesting to the students and relevant to society. Students with different opinion have to be identified for discussion. Those who have similar opinion should join together to form a side. Those who hold the opposite view with form the other side. It would be good to write down the topic of the debate and displayed in advance. There should also a person to control debate.

Students should be given opportunity to absorb the ideas obtained from discussion and debate, develop the idea through reading and study, and to express them through writing or other means

Stages of Debate

1. Topic Selection
2. Selection of panels keeping in balance with intelligence, gender etc.
3. Selection of moderator
4. Collection of information guided by the teacher
5. Conducting the debate under the control of moderator by avoiding any sort of personal conflicts
6. Conclusion by the moderator expressing his final version or verdict.

6. Case Study

A case may be a person, institution or a community. Case study is an in depth analysis of an actual event or situation. It presents real pictures of situation with facts, objective information or data: learners analyse the case to interpret, predict and resolve issues associated with it. The case study provides the learner an opportunity to analyse and apply concepts, data and theory taught from the class. Learners can work individually or in groups.

By studying realistic cases in the classroom, students develop new insights into the solution of specific on – the – job problem and also acquire knowledge of the latest concepts and principles used in problem solving.

Case may be presented by the teachers or may be provided in print form.

A simple case study may have the following steps

1. Collection of data
2. Conversion of data into information
3. Analysis of the case in groups
4. Presentation of the finding by each group leader.
5. Evaluation

In addition to the above mentioned learning strategy there are many other learning strategies which can be used in appropriate situations to enrich leaning process such as problem solving, Role play, brain storming, debate etc.

7. Brain Storming

This is the best method for solving creative problems. It facilitates generation of ideas quickly. Rules for conducting Brain storming.

1. No response is wrong. So welcome every response.
2. Welcome as many responses as possible
3. No criticism is allowed
4. Allow to work on others idea

Steps in Brain storming

1. Presentation of the problem
2. Provide relevant information
3. Record the ideas put forth by the participants
4. Combine similar ideas
5. Evaluate each idea or solution
6. Selection of the best solution

If brainstorming is used as an instruction strategy, the last step is not essential

8. Discussion

Discussion is essential for the student to share new finding, idea and conclusion at each stage of learning with fellow learners and teachers. In general discussion the teachers should guide the discussion through questioning and summarizing. The major steps involved are

1. Introduction initiated by the teacher
2. Development of discussion by giving lead points and follow up interactions
3. Transaction stage in which the key points are reviewed by the teacher and
4. Summarizing stage in which teacher provides additional support materials to ensure the achievement of the objectives

9. Group Discussion

Group discussion is an ideal method to develop Co-operation, democratic attitude, friendliness and compromising attitude which are the ultimate aims of education. During group discussion the teacher may observe each group and it needed help them to Channel the discussion towards the common objectives. All students may be given opportunity to take part and express their ideas within a time limit. The conclusion reached may be entered by each learner. A group representative must present this during consolidation in

which the teacher may correct or add information's to ensure that all the relevant ideas have been covered

10. Collection

Collection is a continuous learning activity, which ensure complete participation of students. The Collected item may be materials, pictures, charts, ideas, data etc. Collection provides direct experience to learn. An exhibition of collected materials will help to strengthen the concept.

11. Practical works

Experimentation contains the process skill in an integrated way. In the new approach of curriculum the student forms idea and comes to conclusion though process. The term 'Practical ' when associated with a science subject usually means an experiment. The objective of doing a experiment is to explore new ideas though investigation only. Its main purpose is to verify some principles associated with theory. But this is not the case with 'Vocational Practical'

The ultimate goal of a Vocational Education is to generate skill through continuous practice along with investigation and invention. Continuous practice transforms the unskilled to the skilled. This is the significance and importance of practical in the Vocational stream. Hence it is very crucial that Vocational teachers as well as instructor should understand the importance of vocational practical and act accordingly.

10. Quiz

Quiz programmes can be used as an interesting class room tool for transaction of curriculum objectives as well as to evaluate the effectiveness of transaction and achievement of students.

For conducting a quiz programme a topic should be selected based on the above objective

The learners are asked to prepare question based on the topic individually. The next day / next hour the students are grouped into 3-4 groups randomly. A question is raised by a particular team and the other teams to answer them if they can answer the question they get points for that if all other teams fail to answer the question raised by the 1st team the 1st team answer the question and explain the background if necessary. All the teams get equal number of chance to ask the question. Time limit is also prescribed for the conduction of the programme. The team who scores maximum points wins

All the participants can make notes on the questions asked answer and their explanation which help them in learning

13. Models

Models are used in learning process. It enhances the leaning experience. This is based on the 'seeing is believing'. It helps the learner a chance to see and feel the model

presented. Still models and working models help the students to understand the structure, working principles, actual operation etc.

Several steps are involved

1. Feeling the problem
2. The teacher should plan the type of model according to curriculum objectives
3. Grouping the students
4. Briefing of tasks
 - Aim
 - Need
 - Material required
 - Source & Materials
 - Cost of materials
 - Division of Labour
 - Guidance
 - Fixing of a time limit
5. Presentation by each group about
 1. How the models were prepared
 2. Details of
 - Expenses
 - Working and principles

Finally Documentation of the process

6. Evaluation
 - By the other groups

later a consolidation by teachers are to be done.

14. Games

Class rooms can be made attractive by introducing different types of games. Games should be interesting as well as informative. Some of suitable games are

- Odd man out
- Cross word puzzles
- Match the following
- Aswamedham
- Link game – Answer using clues.

15. Survey

This strategy involves collection of data from the group under study (book, person, materials etc.) It develops the social interaction and communication ability of the learner. It also provides a scope for discovery learning.

Steps involved in survey

- Objective of survey
- Selection of area for survey/sampling frame
- Selection of survey method
 - Direct method
 - With help of questionnaire/ schedule
- Tabulation and analysis
- Consolidation and Presentation

16. Exhibition

It is a learning strategy by which the learner can get a chance to show the skill developed. It provides the intrinsic motivation and exposure.

Exhibition item can be conducted either individually or as a group task. It can be conducted at school / Regional/ State/ National Level. Necessary publicity and other arrangements can be provided. Presentation, documentation, participation and innovative skills of the learner can be evaluated.

17. Interview

Interview is one of the important learning strategies taking the help of a resource person. Interview is an inner view. It provides opinion and information about a topic.

An interview is conducted by the following steps

1. How to introduce a problem?

2. Invite a resource person
3. Decide the questions by learners
4. Decide the time, place etc.
5. How to discuss
6. How many students to participate
7. Implementation of the interview
8. Conclusion (Facilitator)

Items required

1. Interview Schedule

List of question prepared by learners Selection of students, selected names sequence of question

18. Field Visit

Field visit is an inevitable vocational tool to be implemented in vocational Higher Secondary Education. This helps the students to familiarise with the modern technologies and new situation in a different atmosphere. It provides learning through viewing. It is based on the principle that seeing is better than hearing. It enables the learner to retain the learned informations longer and to make the subject more interesting. It motivates and give more confidence in his/her particular vocation.

The facilitator should identify suitable center/ institution/site. Get prior permission from the authorities before conducting the field visit. Give instructions to the learners for collecting data/information/materials/Specimens. Teacher may assign different duties to learners by making them different groups.

Each learner should take utmost care and interest during the visit. He/She should observe and interact at the center/ institution where the field visit is conducted

After the visit, learner should acquire the ability to apply the ideas/concepts in his future carrier. Each learner should submit a detailed report about the field visit.

19. Demonstration

Through demonstration we can present an item/product and emphasis its features very effectively

Eg:- To understand the functioning of a computer

- Material/Item/Process
- Demonstration
- Venue

- Additional requirements depending upon the nature of the item

Demonstration Process

1. Introduction about the item/Material
2. Principles – Working
3. Operation
4. Components
5. Merits of the item

20. Chart display

It is also one of the important teaching aid. It can be used in every activities of a learning process.

Chart display is a written or pictorial representation of idea or concept. It is abbreviate brief and clear. It is prepared by study

Benefits

1. A learner gets clear idea about the concept
2. The leaner can retain the ideas in his mind for longer periods
3. A complicated idea can be simplified through a chart
4. Cheap method of teaching aid.

21. Audio Visual aids

CD Rom, video clipping, slide projector, website, etc. can be used to collect information and knowledge about the topics. The facilitator prepares the topic and present through audio-visual medium.

22. Reference

Referencing is an unavoidable learning method for technical subjects. Texts and books are very costly and the availability is also less. Hence group referencing is encouraged in this subject. Learner groups refer the materials relevant to the topic and prepare write up. These write ups are presented in the whole group and thus the sharing of ideas is resulted. The strategy develops the positive attitudes and skills of the learner. Since the participation of the learner is assured, their enthusiasm and communication skills with the manifolded. The validated write up are compiled in the students subject Diary.

The list of reference books is given at the end of this book which are only samples. The facilitator and learners can search for further sources; Internet sites, pamphlets, particular journals etc, can also be effectively used in referencing.

CURRICULUM OBJECTIVES

Unit 1

Office Activities

1. To familiarise with the different office activities through discussion, visits, reading materials, visual medias, etc and present them in assignments
2. To acquire skill in typing, copying and duplicating through practical, reading materials, training etc.
3. To acquire knowledge in handling the mail section of an office through office visits, case studies, collection, reading materials etc and to present them in assignments

Unit 2

Office Communication

1. To introduce the term office communication and to understand its importance through discussion, reading materials, observation, office visits etc and to present them in assignments and reports.
2. To understand the communication process through reading materials, observations, C.D Roms etc and to prepare notes and chart.
3. To identify the different barriers in communication process and the measures to overcome them through reading materials, case studies, discussions etc and to present it in report.
4. To differentiate the different types of communication through reading materials and to prepare notes.

5. To identify the different methods of office communication through discussion, journals, and textbooks, Internet etc and to prepare notes.
6. To identify the modern devices used for office communication through various reading materials, Internet, C.D Roms, seminar etc. to collect their photographs and to present them in a report and albums.

Unit 3

Office Correspondence

1. To discuss the need of office correspondence through reading materials, interview, field visit etc and to list the merits.
2. To understand the qualities required for a good business letter through reading materials, collection etc and to prepare a model format.
3. To acquire skill in preparing the different types of business letters through practices, reference books, collections etc.
4. To acquire practical skill in preparing the different types of business letters through training, practical and IT resources.

Unit 4

Record Administration

1. To understand the need and importance of records administration in an office through discussion, reading materials etc and to prepare notes.

2. To identify the methods of classification of files through observations, reading materials, C.D Roms etc to differentiate and prepare notes.
3. To discuss the need and advantages of filing, through reading materials and to prepare notes.
4. To identify the modern methods of filing through office visits, reading materials etc and to prepare notes.

Unit 5 Office Reports

1. To acquire skill in preparing office reports through training, reading materials, references, collections etc.

2. To acquire skill in presenting office reports with the help of IT resources.

Unit 6 Paperless Office

1. To create the concept of paperless office through discussion, reading materials, C.D ROMs, LCDs, seminar etc and to prepare notes and reports.
2. To familiarize the terms BPO and International Call Centers through discussion, seminar, reading materials etc and to prepare notes and reports.
3. To identify the new trends in the field of office work through reading materials, Internet etc and to prepare notes and reports.

CURRICULUM OBJECTIVES OF PRACTICALS

1. To acquire the data entry speed through practical, training etc.
2. To acquire the skill in typing letters, statements, government orders, displays etc.
3. To acquire skill to take down notes in shorthand a speech or an essay through practice, training etc.
4. To develop the practical skill in applying the Word Processing and DTP package for the preparation of letters, reports, brochures, etc.

SYLLABUS

THEORY (105 Hours)

Unit 1

Office Activities

Typing - purpose - Typewriters -
Duplicating- need - Stencil duplicator -
Photo copier - Mail handling - mail -
Inward and Outward mail procedure -
Machines used in mailing department -
Record administration - Communication -
Correspondence - Preparation of reports
- Maintenance of accounts -Developing
Office Systems, Procedure - flow of work
- Work simplification (O & M) Need -
advantages - draw back - Public relations

(20 hrs)

Unit 2

Office Communicaton

Office Communication - Introduction
- Meaning and Importance -
Communication Process - Barriers to
Communication - Formal and Informal
Communication - Internal Office
Communication - Oral - Written -
Mechanical -staff location system
-External Office Communication-Modern
Communication Devices - Pager - E-Mail
- Cellular Phone - Internet - Picture
Phone - INMARSAT - Video
Conferencing

(30 hrs)

Unit 3

Office Correspondence

Commercial correspondence -
Meaning - Importance of Commercial
correspondence - Qualities of a good
business letter - Format of business letters

- Common abbreviation in connection
with business correspondence - Different
types of business letters - Circular letters
- Sales letters - Follow up letter - Trade
enquiries - Offers and Quotations -
Terms used in offers and quotations -
Trade Order - Status Enquiry letters -
Collection letter - Form letters -
Application letter - Curriculum vitae
(Resume) -Preparation of letters with IT
resources.

(25 hrs)

Unit 4

Record Administration

Meaning of Record Administration -
Objects of Record Keeping - Record
Administration Process - Filing -
Functions - Essentials of a good filing
system - Advantages of Filing -
Classification of papers for filing -
Methods of filing old and modern
methods - Protection of vital records -
Micro filming - Indexing.

(10 hrs)

Unit 5

Office Reports

Objects of reports - Features of a
good report - Steps in reports writing -
Preparation of office reports with the help
of IT resources.

(10 hrs)

Unit 6
Paperless Office

Concept – Benefits – Application of E-mail and Internet in office work – New trends – BPO, International Call Centres – Office in pocket.

(10 Hours)

PRACTICAL (455 Hours)

Subjects
Typewriting English
Typewriting Malayalam
Computer Word Processing & DTP
English Shorthand
Malayalam Shorthand
Viva

I. Typewriting English

105 hrs.

a. Paper I

The students should acquire a skill to typewrite a printed passage consisting of 2250 strokes at the rate of 45 w.p.m in double in spacing with 10 degrees margin on the left and five degrees on the right.

b. Type writing English - Paper II

This consist of any 5 questions from the following:

1. Type advanced statistical statements with vertical heading.
2. Type private letters / business letter / D.O. letters / Official letters / letters from autonomous bodies and professional letters know how to take carbon copies.
3. Type G.Os/Proceedings/Circulars/Notices and Notification.
4. Type Balance Sheet/ Profit & Loss Account in two separate sheet of paper so as to match together.
5. Type Judgement / Agreement / Display / Notice, Advertisement / Programme and Invitation with ornamental borders.

II. Shorthand English

(Paper I & II) 70 Hrs.

Advanced phraseography - intersections-speed practice and revision of principles - reading exercise in shorthand, transcriptions of shorthand into long and precise the - writing-elaboration of notes.

At the end of the Second Year, students will be able to take down notes in Shorthand at the rate of 100 words per minute.

III. Typewriting Malayalam 105 Hrs.

a. Malayalam Paper- I

Typewrite an ordinary printed passage of 1250 strokes (25 w.p.m) in double line spacing on one side of the paper with 10 degrees margin on the left and 5 degrees on the right. Special attention must be paid for neatness and accuracy.

b. Malayalam Paper- II

- a. Type from printed or manuscript matter containing short and simple tabular statement/bills/Invoices etc.
- b. Typewrite any one of the following correctly and in proper form taking not more than two Carbon copies of rough and unarranged drafts in manuscripts of Officials/Professional letters/D.O.letters.
- c. Type any one of the following in proper form – Government Order – Proceedings
- d. Display typing with borders such as Advertisements, Notice, Tender Notice etc.

IV. Shorthand Malayalam 105 Hrs.

h3BvP\ tcJ-LÄ p hÄºo-I-cWw (Classification) tcJ-Isf Iq«n-t"Äip-t¼mÄ Adn-ªn-cn-ti Imcy-
 ŠÄ p AS-bm-f-ŠÄ p kzc-ŠÄ p 'e d' tcJLÄ p 'P' tcJLÄ p Cc-«-b-£-c-Šfw AXu-Jc-t£m-j-Šfw p
 Cc-«-kz-c-ŠÄ p aq¶p kzc-ŠÄ p 'h' Imc Nu0-ŠÄ p {JXy-b-Šfw ää-S-bm-f-Šfw p {lkz-te-J-LÄ p
 tcJ-Isf AÄ²-s, -Sp- p-t¼mÄ Adn-ªn-cn-ti Imcy-ŠÄ p hr-Šfw k, i, tcJ-lpw p lqip-LÄ p A'y-lp-
 ip-LÄ p A'y-lq-in-t\mSv tNÄ¶v k, kz ¶¶nh h¶m.Ä p j-lpiv p d, e tcJ-LÄ p e., i, tcJ-LÄ p j, g, tcJ-
 LÄ, äÄ, UÄ, Iw, ¶mw, ¶m-... ¶¶o i vZ-ŠÄ p hmip-LÄ Npcp-in-sb-gp-tX hu[w p sh«p-l-Z-te-J-
 LÄ p Npcp-si-gp- n.Ä Adn-ªn-cn-ti Imcy-ŠÄ p s{ ^ bu-kp-LÄ.

a. Paper I

The candidate shall have to take down in shorthand - a passage - a speech, essay, story dictated at 50 w.p.m.

b. Paper II

The second paper shall consist of;

1. 4 questions on principles of shorthand
2. Transcription of 5 short sentences of long hand into shorthand
3. Transcription of 5 sentences (lithographed) of shorthand into long hand.

Computer word processing & DTP

(70 hrs)

Content Outline

More on MS Word 97/2000

More on Formatting

- Formatting documents automatically
- Letting Word to do the work with automatically
- Using shrink to fit features
- Formatting Drawing objects, Clip Art, Auto Shapes, etc.

Organising the Document Views

- Switching to Outline View
- Creating and editing outline text
- Reorganising outline families
- Showing and hiding outline text

Write efficiently with the help of Short Cut Keys

- Assigning styles to shortcut keys
- Assigning Word commands to shortcut keys.

Making spelling painless

- Using auto correct feature
- Check spelling as you type
- Adding words to the auto correct list
- Finding just the right word
- Checking the grammar
- Checking the spelling and grammar at once

Documenting Points with Footnotes

Organising the Report with a Table of Contents

- Creating a table of contents

- Updating a table of contents

Automating Letters

- Using the include letter templates
- Using the letter wizard
- Creating a letter template
- Automatically addressing correspondence
- Inserting address
- Printing envelopes
- Using a Memo wizard
- Sending a Fax
- Using a Auto Text

More on Mail Merge

- Merging from other Data Bases, Excel Access Outlook Contract List
- Selecting recipients - sorting and selecting records

Preparing Documents in Workgroups

- Creating Master Documents and subdocuments
- Renaming subdocuments
- Protecting Master Document
- Expanding and collapsing Master Documents
- Splitting and merging subdocuments

Web Page Features of Word

More on Desk Top Publishing

Corel Draw

Introduction to Corel Draw

- Features of Corel Draw

- Corel Draw Toolbox

Drawing and coloring

- Selecting objects
- Creating basic shapes
- Reshaping objects
- Organising objects
- Applying color fills and outlines

Creating Text

Applying effects

- Blends
- Distortion
- Contour effects
- Envelopes
- Lens effect
- Transparency
- Power clips

Working with Bitmaps

- Editing Bitmaps
- Finding and replacing text
- Grammar check
- Spell check
- Printing

PLANNING

Annual Plan (Theory)

Term	Month	Chapter	Name of chapter	Hours	Total
I	June	1	Office activities	14	40
	July	1	Office activities	6	
		2	Office communication (upto oral communication)	10	
	August	2	Office communication (written communication to staff location)	10	
II	September	2	Office communication (external communication to video conferencing)	10	45
	October	3	Office correspondence	13	
	November	3	Office correspondence	12	
	December	4	Records administration	4	
		4	Records administration	6	
III	January	5	Office reports	10	20
	February	6	Paperless office	6	
		6	Paperless office	4	
Total Hours					105

Annual Plan (Practical)

Term	Typewriting (English)	Typewriting (Malayalam)	Short hand (English)	Short hand (Malayalam)	Computer
I	Speed practicing upto 35 w.p.m. Business letter, G.O., Statement	Fingering of Home keys and word practice (First level)	Revision of previous Chapters. Advanced phraseography Intersections 80 wpm.	<p>hyRvP\ tcJ-lÄ apXÂ hr`-šipw k, i, tcJ-lÄ hsc.</p> <p>Comparison of Pitman system with Arul sytem.</p>	Word processing upto documenting points with footnotes Revision of Page Maker. Introduction to Coral Draw.

II	Speed practice to acquire 40 wpm, D.O.letters, Balance Sheet, Display, Official letters, Personal letters. etc.	Fingering of guide keys and more words and upto the level of sentence. Speed practice to acquire 10 wpm.	Speed practice upto 80 wpm. Preparation of Application letter and different types of letters through dictations and translation.	<p>lqip-LÄ ap.XÄ sh«p-JZ teJ-LÄ, Np«p-si-gp-`nÄ Adn-²n-cn-ti Imcy-šÄ hsc.</p>	<p>Word: Organising the Reports with table of contents to more on mail merge.</p> <p>Coral Draw: Drawing and clouring, Applying effects.</p> <p>Preparation of letters transcribed into longhand with the help of computer / Typewriter</p>
III	Speed practice upto the level of 45 w.p.m. circulars, memo, memorandum , Tender Notice, Proceedings.	Speed practicing upto 25 wpm statement, disply	Speed upto 100 wpm. Attending the debates/seminar/speech in the class/functions.	<p>s{ ^ b«kp-LÄ, kv] oLv {ImLvSo- kuv-Kv, NÄ`-LÄ, skan-²m-dp-LÄ, {Ikv-k-šÄ ch- bnÄ Is¹-Sp`v dnt, mÄ«v Xim-dm-ip-I.</p>	<p>Word: Preparing Documents in Work groups to web features of word.</p> <p>Coral Draw: Working with bit maps Importing from Coral Draw to Page maker.</p>

Unit plan Chapter 1 –Office Activities

Daily Plan (Theory)

Sl No	Curriculum objectives	Strategies	Materials	Skill	Expected product	Evaluation	Time
1.	To familiarize the different office activities through discussion, visits, reading materials, visual medias etc	Observation Discussion Assignment	Reading materials, CD ROMs Internet Audio visual medias	Communication Presentation Observation Group work	Assignment Discussion Diary	Communication Presentation Observation Group work Report Notes	6 hrs
2.	To acquire skill in typing, copying and duplicating through practicals, reading, materials, training etc	Observation Discussion Assignment Practical training	Reading materials CD Rom Internet	Communication Presentation Application Observation	Assignment Discussion diary	Participation Observation Content presentation	7 hrs

Class : Second Year *Subject* : Office Secretaryship

Unit : Office Communication.

Curricular Objectives : To introduce the term Communication and to understand its Importance through discussion, reading materials, observations, office visits etc. and to present them in assignments and reports.

Process/Activities	Evaluation
<p>The teacher introduces the term “Communication”. For getting more information the learners are given reference materials. The teacher divides the whole class into groups and leads to a discussion.</p> <p>Discussion points: -</p> <ul style="list-style-type: none"> * One of the basic functions of Office. * Process of conveying information. * Communication and management control. * Communication and co- ordination. * Communication and training * Communication and public relation. * Communication and external environment. <p>After discussion the groups present their discussion points. The teacher consolidates the discussion points and asks the learners to prepare a write up.</p>	<p>Most of the learners got clear ideas about Communication. Learners raised certain doubts and they were cleared. Group leaders presented the discussion report. The presentation of all groups was satisfactory. All the groups shared the ideas and prepared write up.</p>

Daily Plan (Practical)

Class : Second Year *Subject* : Shorthand English

Unit : Contractions.

Curricular Objectives : To understand the ‘Contractions’ the rules regarding, practicing more Contractions through Discussions, reference materials etc. and to present them in assignment.

<i>Process/Activities</i>	<i>Evaluation</i>
The teacher gives an introduction to ‘Contractions’ After grouping the learners the teacher ask them to find out the new similar contractions in daily use, paper cuttings, Notes, Dictionary, etc.....	Group leaders presented the new contractions The presentations were satisfactory.

EVALUATION

Evaluation is a systematic process of collecting, analysing, synthesising and interpreting evidences of students' progress and achievements both in cognitive and non-cognitive areas of learning. Evaluation has to play significant role in making the learning process more effective. It provides diverse experiences to the learners, keeping in view the skill to be attained continuously by them.

As the curriculum is based on a particular vocation in the selected stream is the most important part and it should be evaluated accordingly. Technical skills, interest and devotion in the field, communication skills, organizational and presentation skills are to be evaluated. Evaluation of the personal and social qualities also should be done. So the evaluation should be continuous and comprehensive.

Terminal or Term End Evaluation (TE)

It is the written form of evaluation aimed at evaluating the facts, concepts and ideas gained by the learner. The test should not be aimed to evaluate the memory alone. Questions are framed in such a way that the learners are able to apply different mental process while answering. The Terminal Evaluation questions give more emphasis on application, analysis and synthesis level.

The maximum scores for TE is 80 and the minimum is 24 (30%). The questions should be formulated taking into consideration the time required to read, think, understands and write answers. These aspects should be

considered while fixing the scores also. To avoid blind guessing, multiple choice and application level questions may be mixed. The total number of questions may vary from time to time. All the questions should be based on the curricular objectives. Open ended questions may also be included. Internal choice may be given to questions but the choice questions also should be based on the same curricular objectives.

Continuous and comprehensive evaluation (CCE)

Our traditional evaluation method measures only the memory and recollection capacity of the learner. To eliminate/ overcome the limitation the evaluation should be done on multi dimensional ways by measuring multiple intellectual capacities of the learner. So it is better to evaluate the learner in a continuous and comprehensive manner. CCE helps the learner to understand and develop and evaluate his own progress and to develop adequate strategies for further improvement.

Merits.

- Assess the all round development of the learner on a continuous basis through a variety of activities.
- Effective feed back is possible
- Remedial and diagnostic teaching is possible

- Process as well as products are assessed.

A series of learning activities are grouped into five major thrust areas as follows

1) Investigative activities

Activities which create a spirit of enquiry, investigation and a mind for research in the learner belongs to this group for example.

- Study project
- Case study
- Field study

2) Interactive activities

Activities which improve the communication skill, abilities of sharing ideas, etc.

For eg:-

- Seminar
- Panel discussion'
- Debate
- Group discussion

3) Assigned task

Activities assigned to the learners to enrich/ strengthen the concept and ideas.

For eg:-

- Assignment
- Collections

4) Performance task (Tests)

Activities related to the achievements of the learner.

For eg:-

- Class test (oral/ written/ performance test)
- Quiz
- Open book examination
- Interview
- Group testing

5) Practical based activities like

- Preparation of working model
- Album
- Improvisation

From the above five group of activities, the teacher has the freedom to choose any four areas for evaluation purpose.

1. Investigative Activity

1. Study Project

Sl.N o	Stages	Criteria	Score	Total Scores
1.	Planning	Relevance of the study Identification of problem Ability to select appropriate tools, ability to select suitable learning method.	4/3/2/1	

2.	Data Collection	Ability to collect sufficient and relevant data. Ability to classify and arrange data for analysis. Reliability and authenticity of the data collected.	4/3/2/1	
3.	Analysis and Inference	Ability to analyses the data Systematic arrangements. Ability to draw inferences based on analysis. Ability to give suggestions based on inference.	4/3/2/1	
4.	Report presentation	Ability to present in logical and sequential order, authenticity of report, time bound comparison.	4/3/2/1	
5.	Viva-Voce	Knowledge of content and process. Ability to analyze data.Ability to justify inference.Ability to explain.Strategies and methods adopted.	4/3/2/1	
Total			20	

2. Case Study

SLN	Criteria	Score	Total Scores
1.	Identifying the problem	4/3/2/1	
2.	Approach to the problem	4/3/2/1	
3.	Time bound Action	4/3/2/1	
4.	Analysis of the problem	4/3/2/1	
5.	Problem solving / Reporting	4/3/2/1	

3. Field Study

1.	Attitude and readiness towards the task	4/3/2/1	
2.	Capacity for Observation	4/3/2/1	
3.	Data collection	4/3/2/1	
4.	Application of ideas	4/3/2/1	
5.	Documentation / Recording	4/3/2/1	

4. Assignment

1.	Awareness of the content	4/3/2/1	
2.	Comprehensiveness of the content	4/3/2/1	
3.	Systematic and sequential arrangement	4/3/2/1	
4.	Observation/suggestion/views/judgment/evaluation	4/3/2/1	
5.	Timely Submission	4/3/2/1	

5. Seminar

1.	Planning and Organization	4/3/2/1	
2.	Collection of data / content	4/3/2/1	
3.	Observation / appraisal and clarity	4/3/2/1	
4.	Content knowledge	4/3/2/1	
5.	Presentation	4/3/2/1	

6. Debate

1.	Readiness to participate	4/3/2/1	
2.	Depth of subject knowledge	4/3/2/1	
3.	Communication skill	4/3/2/1	
4.	Ability to justify the stand	4/3/2/1	
5.	Presentation	4/3/2/1	

7. Group Discussion

1.	Readiness to participate	43/2/1	
2.	Depth of subject knowledge	4/3/2/1	
3.	Communication skill	4/3/2/1	
4.	Ability to justify in a democratic way	4/3/2/1	
5.	Leadership quality	4/3/2/1	

8. Interview

1.	Planning	43/2/1	
2.	Preparation of Questions	4/3/2/1	
3.	Communication skill	4/3/2/1	
4.	Participation	4/3/2/1	
5.	Report preparation	4/3/2/1	

Practical Evaluation (PE)

The goal of Vocational Education is to generate skills through continuous practices along with investigation and inventions. Continuous and comprehensive practice transforms the unskilled learner to a skilled one. This is the importance and significance of vocational practical.

PE is done to evaluate the practical skills achieved by the learner in the concerned vocational subject. Total Scores for PE is 150 and minimum is 60 score i.e. 40%. Practical Examination is conducted for a batch of 8 learners.

Practical evaluation should be done taking into account the whole practical included in the curriculum since Learning of practical skills is a continuous process through out the period of study.

PE should be done before the end of each term.

Vocational Competency Evaluation (VCE)

Vocational Competency Evaluation is to evaluate the vocational skill and aptitude developed by the students during the learning process. This is a system to judiciously evaluate the required value

addition and consequent capacity building in the concerned vocational curriculum. The vocational education is aimed at developing interest, skills and devotion in specific vocational fields. As other evaluation components like CE, PE and TE cannot assess the vocational competencies and professional skills, acquired by the students an Internship Evaluation (IE) components has been introduced to meet this requirement.

Internship evaluation should be done based on the following components like regularity and punctuality, value addition and capacity building.

1. Regularity and punctuality

Regularity and punctuality has vital role in vocational education. Learning is a continuous process, the regular presence of the Learner is must for attaining maximum efficiency.

2. Value Addition

Value addition is the qualitative measure of the learner's interest, devotion perseverance and efficiency. Value addition can be evaluated through conducting field visits/ vocational survey. The experiences gained through field visit / vocational survey increases the level of intrinsic motivation and positive

attitude towards the vocational field and thereby increase his value as a semiprofessional.

3. Capacity Building

It gives a quantitative measure of the student's skill in graded area exposure. Capacity building can be evaluated through conducting the following activities.

1. OJT / Simulated experiment
2. Performance – camp/exhibition/clinic
3. Performance – PCT/Service cum Training center.

These components help the learner to practice the acquired skills in the real situation and thereby increasing self-confidence and promoting self reliance.

Vocational Competency Evaluation Indicators

N o	Items	Scores
1.	Regularity and punctuality	10
2.	Field visit / survey (anyone)/ vocational project	20
3.	OJT/Simulated experiment performance – Camp/exhibition/clinic Performance – PSCTC (anyone)/Practical skills	20
	TOTAL	50

1. Regularity and punctuality can be assessed by using attendance of the learner and time bound completion of tasks. It is evaluated by using 5 point grading system.

Rating Scale

Sl. No	Items	1	2	3	4	5
1.	Regularity	Never regular	Often regular	Usually regular	Most of the time regular	Always regular
2.	Punctuality	Never punctual	Often punctual	Usually Punctual	Most of the time punctual	Always punctual

VCE Item	Evaluation indicators	Rating	Score
Regularity and punctuality			10

Criteria for Promotion

- A minimum of 80% attendance is required to register for the public examination. Those who are having at least 65% can apply for condonation from higher authorities. Those who have shortage of attendance below 65% should repeat the second year.
- The learner should obtain minimum 30% score in all subjects separately in TE. In first year if the learner failed to obtain 30% minimum score in any subject he will be promoted and will be given chance for improvement.
- The learner should obtain a minimum of 40% score in the vocational practical Evaluation (PE) that is 60 out 150 score. If a learner fails to attain the minimum required score for TE and secure minimum score for pass in PE, he need not reappear for practical examination and vice versa.
- A minimum of 30% is required for VCE . The components other than regularity and punctuality can be improved before the end of the academic year for those who fail to attain this minimum.
- Chances will be given for improvement of the TE, PE and VCE for those who fail to attain the minimum even after formal completion of the course.
- Course certificate will be issued to those students who have successfully completed part I and II.
- A learner is eligible for higher studies provided he secures minimum score in all subjects including part III.
-

Continuous evaluation items (CE)

No	Subject	Performance test (Class test, open text)	Project/ Datacollection/ Group discussion/ Debate	Assignment/ Seminar/ Report/ Class test	Total
1.	Office Secretaryship	1	2	3	4

Recording of grades

Project

Subject- Office Secretaryship

Item- Project

Sl. No.	Name	Grading Indicators					Total Score 20
		I (4)	II (4)	III (4)	IV (4)	V (4)	
1.	Sunil	2	3	2	2	3	11
2.	Latha	2	2	3	4	4	15
3.	Rani	3	2	4	3	4	16
4.	Twinkle	3	4	4	4	3	18

Grading Indicators:

1. Ability to plan
2. Ability to collect data

3. Ability to analyze the data and drawing conclusions /inference
4. Ability to prepare project report
5. Viva voce(content and process)

Assignment

Subject- Office Secretaryship

Item- Assignment

Sl. No.	Name	Grading Indicators					Total Score 20
		I (4)	II (4)	III (4)	IV (4)	V (4)	
1.	Sunil	2	3	2	2	3	11
2.	Latha	2	2	3	4	4	15

1. Knowledge about content
2. Comprehensiveness of the content

3. Sequential arrangements
4. Own observation/ Suggestions/ views/ judgment/ evaluation
5. Timely submission

CE Score-Office Secretaryship (Consolidated statement)

Sl. No.	Name	CE Items				Total(80)	Total CE out of 20
		1 Project/ Experiment (20)	2 Assignment / Seminar/ write up (20)	3 Performance Test (20)	4 Report / Chart (20)		
1	Sunil	11	16	14	16	57	14
2	Latha	15	17	15	14	61	15

Practical Evaluation

1 Typewriting English 105 hrs

Scheme of Evaluation

Typewriting English – I Paper (Speed)

Maximum Score : 15

Typewriting on one side paper an ordinary printed passage with or without heading and few figures if necessary and not exceeding three paragraph consisting of 2250 strokes at the rate of 45 w.p.m in double line spacing with 10 degrees margin on the left and 5 degree on the right

Note: 5 strokes will be counted as a word. Each depression of a character key or the space bar will be counted as a stroke. No stroke is counted for paragraphs or depression of shift key. Two strokes are counted after a full stop interrogation mark, colon and exclamation mark. One stroke counted after and semicolon. One stroke before and one stroke after brackets.

If the mistakes exceed 5% candidates will not be eligible for pass.

2 Typewriting English – II Paper

Maximum Score : 15

Time : 2 Hours

This paper is intended to serve as a test of the candidate, knowledge of spelling, punctuation and common abbreviations and his ability to present in proper form the fair copies of signature.

This consist of any 5 questions from the following:

1. Type advanced statistical statements with vertical heading.
2. Type private letters / business letter / D.O. letters / Official letters / letters from autonomous bodies and professional letters know how to take carbon copies.
3. Type G.O's /Proceedings/ Circulars/ Notices and Notification.
4. Type Balance Sheet/ Profit & Loss Account in two separate sheet of paper so as to match together.
5. Type Judgment / Agreement / Display / Notice, Advertisement / Programme and Invitation with ornamental borders.

Candidates who have successfully completed Lower Grade examination can appear for Higher Grade examinations. When they acquire 45 w.p.m or 225 strokes per minute. There will be Theory papers for the Typewriting Higher Grade examination. Theory paper includes 1st paper i.e., speed test, second paper i.e., typing of 5 different manuscript questions from a confused, abbreviated and unarranged matter into proper form by correcting spelling mistakes, expanding abbreviations, etc and Computer Word Processing II. Special attention should be paid for accuracy and neatness. There must be a separate minimum of 40% for each paper for a pass. Candidates who commit more than 5% mistakes are not eligible for pass.

Shorthand English paper – I & II (70 hrs)

Advanced phraseography -
intersections- speed practice and revision
of principles - reading exercise in

shorthand, transcriptions of shorthand into long and precise the - writing-elaboration of notes.

At the end of the Second Year, students will be able to take down notes in Shorthand at the rate of 100 words per minute.

Scheme of Evaluation

3 Shorthand English Paper-I

Maximum Score : 15

To take down notes in shorthand a speech or an essay including a letter of two minutes to be dictated @ 80 words/minute. Candidate has to transcribe the dictated matter into long hand within 1½ hour.

4. Shorthand English Paper-II

Max. Score 15

- To transcribe into long hand from 200 words of shorthand matter lithographed.
- To write in Shorthand from printed English matter containing 200 words, and
- To answer 5 questions on the principles of phonography (including special contractions)

Typewriting (Malayalam) (105 hrs)

5 Typewriting (Malayalam) – Paper-I

Maximum Score : 15

Time : 10 minutes

Typewrite an ordinary printed passage of 1250 strokes (25 w.p.m) in double line spacing on one side of the paper with 10 degrees margin on the left and 5 degrees on the right. Special attention must be paid for neatness and accuracy.

Note:

1. Five strokes will be counted as a word. Each depressions of a character key or the space bar will be counted as a stroke. No stroke is counted for paragraph indentation or depression of shift key.
2. Standard required for a pass will be ability to type with not more than 7% of errors or omissions. Total mistakes allowable - 88 strokes.

6 Typewriting (Malayalam) – Paper-II

Maximum Score : 15

Time : 1.30 hrs

This paper must be contain any four questions from the following:

1. Type from printed or manuscript matter containing short and simple tabular statement/bills/Invoices etc.
2. Typewrite any one of the following correctly and in proper form taking not more than two Carbon copies of rough and unarranged drafts in manuscripts of Officials/Professional letters/D.O.letters.

3. Type any one of the following in proper form – Government Order – Proceedings
4. Display typing with borders such as Advertisements, Notice, Tender Notice etc.

Scheme of Valuation

Candidates who commit 17.5 work mistakes or 87.5 strokes mistakes or below are eligible for pass.

Full Mistakes	Marks
0	100%
1	98%
2	96%
3	94%
4	92%
5	90%
6	87%
7	84%
8	81%
9	78%
10	75%
11	71%
12	67%
13	63%
14	59%
15	55%
16	50%
17	45%
18	40%

Candidate should acquire speed of 25 w.p.m.i.e, 125 strokes per minute. There will be two-theor form by correcting spelling mistakes, expanding the abbreviations etc. Special attention should be paid for accuracy and neatness. Candidates who commit more than 7% mistakes are not eligible for a pass in the speed test.

Shorthand Malayalam (105 Hrs)

7 Shorthand Malayalam – Paper-I

Maximum Score : 15

The candidate shall have to take down in shorthand - a passage - a speech, essay, story dictated at 50 w.p.m. The dictated passage shall be transcribed into long hand - time allowed for transcription is 1-1 ½ hours.

Maximum permissible mistakes is limited to 50%

Note:

1. Calculation of words shall be made on the basis of average of 3 ½ letters per word
2. A semi-vowel or a semi vocal shall be calculated as half letter
3. A compound letter may be calculated as one letter
4. Mistakes may be counted as letter
5. Total mistakes allowable is 61 letters

Scheme of Valuation

Number of Mistakes	Marks
0	100%
1	98%
2	96%
3	94%
4	92%
5	90%
6	88%
7	84%
8	80%
9	76%
10	72%

11	68%
12	64%
13	60%
14	56%
15	52%
16	48%
17	44%
18	40%

8 Shorthand Malayalam – Paper-II

Maximum Score : 15

The second paper shall consist of;

1. 4 questions on principles of shorthand
2. Transcription of 5 short sentences of long hand into shorthand
3. Transcription of 5 sentences (lithographed) of shorthand into long hand.

9 Scheme of evaluation of computer Word processing and DTP

Method of Evaluation – Internal Public Examination along with Viva-voce

Duration – 1 Hr. 30 Minutes

Batch – 8 students / batch

Score – 15

Sl. No.	Question component	% of score
1.	Identification of the part / function of the computer, accessories	10
2.	Date Entry – 20 words in 5 minutes	40
3.	Formatting	10
4.	Organising the document	10
5.	Mail Merge	10
6.	DTP – Preparation of notice / Brochure	20
Total		100

Evaluation Method :- Spot Evaluation / Printout / Save document and Evaluation

10 Viva-voce Score 15

No.	Item	% of Score
1.	Questions based on O.S Theory	30
2.	Questions based on Practical	30
3.	One Assignment	20
4.	Albums / Collections / Practical Record	20

Grading

Continuous Evaluation is essential for activity based learning process. But the skills achieved by the students cannot be

completely measured in terms of Marking system. Marking System proved unscientific in evaluating the growth and development of individual students both in cognitive and non-cognitive areas. Classification of students in terms of marks were both unjust and indefensive .

It also creates mental stress and strain among the students. To overcome this limitation, a popular mode of evaluating students performance known as grading system has been evolved. It is quite extensively used all over the world. At the Vocational Higher Secondary stage, it is desirable to use a 9 point scale absolute grading to co-ordinate and record the evaluation. After giving the score, they are changed into percentages and appropriate letter grades are awarded corresponding to each percentage. This system is termed as absolute grading.

The Score percentage and corresponding letter grade is given below.

Score in percentage	Grade
90-100	A +
80-89	A
70-79	B +
60-69	B
50-59	C +
40-49	C

30-39	D +
20-29	D
Below 20	E

How to record Evaluation Results?

We have already discussed about the evaluation tools and their indicators. Using the indicators we have to record the scores on a prescribed format.

Inorder to record evaluation results, first CE elements are to be evaluated and recorded . Each CE element is given a score of 20 marks each. Therefore the maximum score of CE elements will be 60 marks, being three CE's are to be evaluated . Finally the total score must be reduced to 20 marks, for which a consolidated statement is necessary. Followed by this, a separate consolidated statement incorporating the scores of TE and CE, PE and IE are to be prepared.

While preparing the schoolwise score sheet, separate grades have to be given for CE + TE, PE, IE.

Consolidated Statement of C.E

Stream : *Comm erce*

Class – *II Year*

Subject : *Office Sec ret arys hip*

Sl. No .	Name	Assignm ent 20	Proje ct 20	Class Test 20	Total Score 20	Score reduced to 20 Score Obtained X 20 60
1.	Muraleedharan	15	10	11	36	12
2.	Shajee	10	15	14	39	13
3.	SajiKumar	14	14	14	42	14

A minimum of 30% is required in VCE. The components other than regularity and punctuality can be improved before the end of the academic year for those who fail to attain this minimum.

Chances will be given for improvement of the TE, PE &VCE for those who fail to attain the minimum even after the formal completion of the course.

Course certificate will be issued to those students who have successfully completed part I and II. A learner is eligible for higher studies provided he secure minimum score in all subject including Part III .

UNIT 1

FUNDAMENTALS OF NUTRITION AND FOOD HYGIENE

Introduction

In every organization from a business concern to a Government department, there have some office activities to be performed. This may depend upon the size, nature and volume of work. But there are many activities, which are common to all the offices. Some of these activities are described in this chapter.

Curriculum Objectives

- To familiarize with the different office activities through discussion, visits, reading materials, visual medias, etc and present them in assignments
- To acquire skill in typing, copying and duplicating through practical, reading materials, training etc.
- To acquire knowledge in handling the mail section of an office through office visits, case studies, collection, reading materials etc and to present them in assignments

Syllabus

- Office activities
- Typing – Purpose – Typewriters.
- Duplicating- Need- Stencil duplicator - Photocopier
- Mail handling – Mail- Inward and Outward mail procedure – Machines used in Mailing department
- Records Administration – Record - Records Administration
- Communication
- Correspondence
- Preparation of Reports
- Maintenance of accounts
- Maintaining Office systems, Procedures, flow of work.
- Work simplification – O&M – Objectives – advantages and difficulties

- Public relation

Notes to the Teacher: The sub-topics like, Record Administration, Communication, Correspondence, Preparation of Reports etc are studying in detail in the coming chapters. So they need to have an introductory study only here. But topics like, Typing, Duplicating, Mail handling, O&M, Office Systems and Procedures, flow of work public relation, etc need to have a detailed study in this chapter.

Through the chapter (20 hrs)

For convenience this chapter is divided into the following heads:

- Typing-Purpose-Typewriter. (1 hour)
 - Duplicating (1 hour)
 - Mail handling – Mail- Inward and Outward Procedures-Machines used in mailing department (6 hours)
 - Record Administration
 - Communication
 - Correspondence
- } 2 hours
- Preparation of Reports
 - Maintenance of accounts (1 hour)
 - Office systems, Procedures, flow of work (3 hours)
 - Work simplification (O&M) (3 hours)
 - Public relation (3 hours)

I. Typing

Purpose of Typing and Typewriter

Suggested strategy – General discussion

A general discussion can be conducted by the teacher to familiarise the activity and the machine.

Lead Points

- Features of typewriting over manual writing
- Advantages of mechanization
- Data entry

After the discussion, the teacher can initiate the learner to list out the points in a chart and display it in the classroom. Then the learners are instructed to prepare notes.

Expected Product

- Notes
- Discussion Diary

II. Duplicating

- Stencil duplicator
- Photo copier

Suggested strategy – General discussion

The machine and its working are exhibited. The learners through observation understand the working and uses of the machine. A general discussion can be initiated later.

Lead Points

- Advantages of duplicator over typewriter.
- Suitability
- Comparison between stencil duplicator and photocopier.

After the general discussion the learners prepare notes. The teacher instructs the learners to collect the photos of the machines.

Expected Product

- Collections
- Notes

III. Mail handling – Procedures and Machines used

Suggested strategy – Office Visit

An office Visit can be conducted to study the procedures followed in the mail handling section of an office. For this purpose the teachers and the learners should plan the following: -

1. Selection of the office
2. The details to be collected
3. The methods for collecting information
4. Date and Time
5. Assigning duties to groups

After the office visit, a group discussion can be conducted. In this discussion, the group leaders present the data collected. Thus the information can be shared among all the members of the class. The class should collectively discuss the content and the structure of the report. The report thus prepared by the learners can be submitted for evaluation.

Expected Product

- Report of office visit
- Discussion diary
- Format of inward and outward mail register
- List and working of the machines in the mail section

IV. Records Administration

Suggested strategy – General discussion

A general discussion can be conducted to familiarise the term Record Administration.

Lead Points

- What is a record?
- Purpose of keeping records

After the discussion, the learners prepare notes.

Expected Product

- Notes

- Discussion diary

V. Communication

Suggested strategy – General discussion

A general discussion can be conducted by the teacher to introduce the term communication.

Lead Points

- Need and importance
- Examples

The teacher concludes the discussion and the learners prepare notes.

Expected Product

- Notes
- Discussion diary

VI. Correspondence

Suggested strategy – General discussion

A general discussion can be initiated by the teacher to introduce the term correspondence.

Lead Points

- What is correspondence?
- Importance
- Examples

The teacher concludes the discussion and the learners prepare notes.

Expected Product

- Notes
- Discussion diary

VII. Preparation of Reports

Suggested strategy – General discussion

The teacher initiates a discussion by giving an introduction about office reports.

Lead Points

- What is a report?
- Purpose of office reports
- Role in communication process

Expected Product

- Notes
- Discussion diary

VIII. Maintenance of accounts

Suggested strategy – Teacher - Learner interaction

Lead Points

- What is the need for keeping accounts?
- Which are the various types of accounts?
- Computerised accounting

The teacher may sum up the topic after listing out the different types of accounts maintained in an office and asks the learners to prepare notes.

Expected Product

- Notes

IX Developing office systems and procedures & maintaining flow of work

Suggested strategy – General discussion

The teacher initiates a general discussion by giving a brief introduction regarding office systems, procedures and flow of work.

Lead Points

- Planned approach to activities
- Network of procedures
- Series of clerical acts
- Work move from one person to another
(Examples – Purchase procedure, Cash collection Procedure etc).

During the discussion the teacher should try to encourage the learners by giving more points.

After the discussion the teacher asks each group to present their discussion diary.

Expected Product

- Notes
- Discussion diary
- A model procedure (E.g. Cash collection procedure, selling system etc.)

X. Work simplification (O&M) – need – advantages – difficulties.

Suggested strategy – Group discussion

The teacher gives a brief introduction to the term work simplification (O&M). The teacher supplies certain photocopies of the topic to the groups for discussion. After the discussion each group will present their discussion points.

Lead Points

- Better efficiency
- Cost reduction
- Simplification of procedures
- Elimination of wastage
- Better control

During the discussion the teacher should encourage each group for better performance.

After presentation the teacher consolidates the discussion points and concludes the topic by interpreting more points.

Expected Product

- Notes
- Discussion diary

XI. Public relation

Suggested strategy – General discussion

A discussion may be conducted to make the learners aware of the importance of public relation as an office activity.

Lead Points

- Better Image
- Assess reactions of the public
- Better efficiency
- Measures for better public relation

After the discussion teacher consolidates the discussion topics and instruct them to prepare notes.

Expected Product

- Notes
- Discussion diary

A strategy of 'Role Play' also can be suggested for transacting the topic.

Activity

Every Student may give an opportunity to act as an information officer of a Government office for example, at the school. The learners are able to handle PTA. Public and all other information seekers to handle in an appropriate manner, so that the image of the school may become high up.

C.E.Possibilities

- Discussion diary
- Class test
- Collection of format
- Assignment

T.E. Questions

1. Better public relation enhances reputation to the firm. Explain the points to be considered for better public relation in an office.
2. Work simplification eliminates wastages. Comment.
3. List out some important registers to be maintained by the mailing department of an office.
4. A photocopier is economical than a stencil duplicator. What is your opinion? Explain

UNIT 2 OFFICE COMMUNICATION

Introduction

The process of conveying information from one person to another through any of the means is called communication. Communication is an important function of a business office. In this chapter an attempt is made to familiarise with the learner with various means and methods of communication and the modern devices used for office communication.

Historical Developments in Communication

1880 - Invented Telephone

1930 - Intercoms developed

1950 - More developments to computers

1970 - Digital Network (LAN) introduced

1980 - Computerised telephone network, picture phone etc. introduced.

1990's -P.Cs, E-mail, Internet, pager, cellular phones, etc. introduced.

Curriculum objectives

- To introduce the term office communication and to understand its importance through discussion, reading materials, observations, office visits etc. and to present them in assignment and reports.
- To understand the communication process through reading materials, observation, C.D.Roms etc. and to prepare notes and chart
- To identify the different barriers in communication process and the measures to overcome them through reading materials, case studies,

discussion etc and to present it in report.

- To differentiate the different types of communication through reading materials and to prepare notes.
- To identify the different methods of office communication through discussion, journals, text books, internet etc and to prepare notes.
- To identify the modern devices used for office communication through various reading materials, Internet, CD ROMs, seminar, to collect their photographs and to present them in report and albums.

“Effective communication is critical to the success of an organization.”

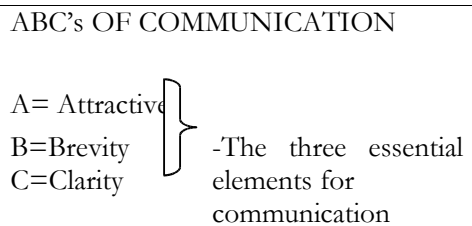
- Ronludlow/ Fergus Panton

Syllabus

Office Communication - Introduction
- Meaning and Importance –
Communication Process – Barriers to
Communication - Remedial measures–
Formal and Informal Communication –
Internal Office Communication – Oral -
Written – Mechanical -staff location
system –External Office Communication-
Modern Communication Devices – Pager
– E-Mail – Cellular Phone – Internet -
Picture Phone – INMARSAT – Video
Conferencing

Through the chapter (30 Hrs)

- For convenience, this chapter is divided into the following sub-topics
- Office Communication-introduction-meaning-importance. (5 hrs)
- Communication Process. (1 hr)
- Barriers to communication and remedial measures. (3 hrs)
- Types of office communication. (5 hrs)
- Internal Office communication. (6 hrs)
- External office communication. (5 hrs)
- Modern communication devices. (5 hrs)



I. Introduction, Meaning and Importance.

Suggested strategy - Teacher- Learner Interaction.

The teacher can initiate an interaction about the term communication by citing examples.

Lead points

1. Need of communication.
2. Importance of communication in every sphere of human life.

3. Communication in modern business.

To familiarize the topic the teacher may ask question like:

- What about your views of communication?
- What is the importance of communication in human life?
- What are the different modern methods used for communication?

The topic may be summed by the teacher by giving a brief explanation and ask them to prepare notes.

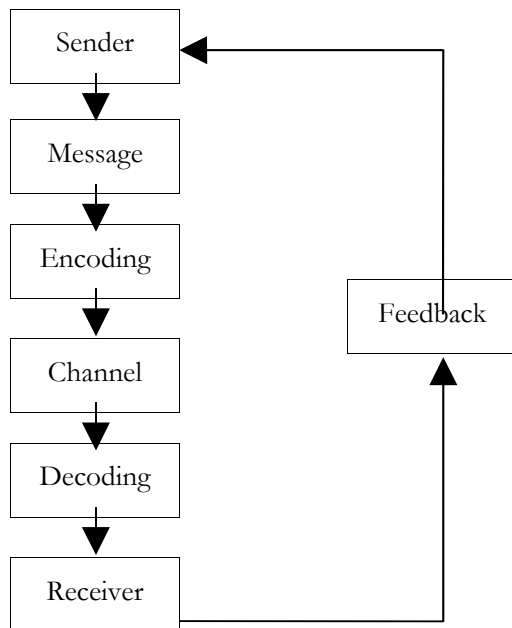
Expected Product

- Discussion Diary.
- Notes on needs and importance of communication.

II. Communication Process.

Suggested Strategy - General Discussion.

Communication Process chart



Lead Points

- The communication process involves certain steps.
- How the message is conveyed between the sender and Receiver?

To familiarise the topic the teacher may exhibit a chart showing the communication process.

Then the teacher ask question like

- What are the elements of communication?
- How the communication process became effective?

The topic may summed by asking them to prepare notes.

Expected Product

- Discussion Diary
- Notes on communication process
- Chart and its contents.

III. Barriers to communication and Remedial measures.

Suggested Strategy - Group Discussion

The teacher may initiate the discussion by giving an introduction.

Lead points.

- Awareness of the barriers of communication.
- Measures to overcome the barriers of communication.

After discussion each group presents their reports. Then the teacher consolidates the points.

Expected Product.

- Discussion Diary

IV. Types of communication.

Suggested Strategy - General Discussion.

A general discussion can be facilitated by asking questions like: -

- What are the different kinds of communication?
- What is the basis of classification?

Based on learner's response the teacher asks more questions.

Lead points

- Collecting information from internal and external sources
- On the basis of means of communication.
- On the basis of relationship.
- On the basis of direction of flow of communication.

After the discussion the teacher asks the learner to prepare notes and the chart showing the classification.

Expected Products

- Discussion diary
- Notes.
- Chart

V. Internal Office Communication

Suggested Strategy - General Discussion and seminar

A general discussion can be initiated to understand internal communication.

Lead points

- Internal Communication devices.
- Need and importance.

Seminar

The discussion should help the learners to understand various methods used in office for internal communication.

To get more information on the above topic, conduct a seminar.

Planning the seminar

Topic: Oral communication, Written communication, Mechanical devices, staff location system

- Grouping the learners. Learners can be divided into four groups and each group can be assigned topics for the collection of information.
- The time required for the preparation has to be planned.
- The date of presentation should also be planned.

Group 1

Topic 1: Oral communication.

Sub Topics for discussion – Face to face communication, Oral communication through mechanical devices.

Discussion points.

- Introduction
- Telephone
- Direct exchange line
- PBX, PABX, EPABX
- Intercom
- Dictating Machine
- Telephone Recording and Answering Set

Group 2

Topic: Written communication

Sub Topics for discussion:-Messenger Service-Mail services-Mechanical Devices.

Discussion points

- Introduction
- Types of written communication – Advantages
- Disadvantages of written communication
- Conclusion

Group 3

Topic: Use of mechanical device for internal communication.

Sub Topics :-Teleprinter and Telefax

Discussion points

- Introduction
- Kinds of mechanical devices.
- Use of mechanical devices for internal written communication
- Conclusion

Group: 4

Topic : Staff location system

Sub topics:- Public Addressing System-Bells and Buzzers-Lighted Signals-Speaking Tubes.

Discussion points

- Introduction
- Various methods of staff location system Advantages and disadvantages of staff location system
- Conclusion

The teacher should also provide necessary supplementary information.

- One representative from each group can be selected for presentation.
- The group must be well prepared to clear the probable doubts.
- Every learner in the class should be instructed to prepare a copy of seminar report.
- The teacher may act as the moderator at the initial stage but it is better to select a learner as a moderator
- After the presentation every individual in the class can ask questions about the topic, clarify the doubts and add more information.

Teacher should ensure the active participation of all the learners in the discussion and encourage them to ask questions. After all the papers have been presented, the teacher can integrate the various topics in the discussion and ask the learners to prepare a consolidated seminar report on internal communication.

Expected product

- Seminar Report
- Collection of Pictures of the machines.

VI. External Communication

Suggested Strategy: General Discussion.

Sub Topics- Personal Visits, Telephone and Postal Services available in India.

Teacher may start a general discussion regarding the topic by asking question like;

- What is the need of external communication?
- What are the methods of external communication?

Lead points

- Indispensable part
- Act as a link
- Help the management
- Backbone of organisation

Then the teacher instruct the learner to collect more details from reference books and to complete the discussion diary.

Expected Products

- Discussion Diary
- Notes on external communication

VII Modern Communication Devices

Suggested Strategy - Group Discussion

Teacher may initiate the learners to a group discussion by asking questions like;

- What are modern devices used for communication?
- How does the modern device help the office activities?

Lead points

- Pager
- E-mail
- Internet

- INMARSAT
- EDUSAT
- Video Conferencing

During the discussion the teacher should try to encourage the students by giving more. After discussion the teacher ask them to prepare the discussion diary and finally the teacher concludes the topics by interpreting more points.

Expected product

Discussion report

Activity

Differentiate between internal communication and external communication

Internal communication		External communication	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	

Video conferencing

Tele conferencing means conducting a meeting involving more than two persons located at different places via telephone or E-mail group communication software. It has the capability to let the participants to see each other face- to-face over video screen. Video conferencing is otherwise termed as video tele - conferencing. These systems are based on PCs featuring digital camera and run on visual communication software.

It can be used for better co-ordination of work groups, more effective training or clear channel of communication in a cost effective way.

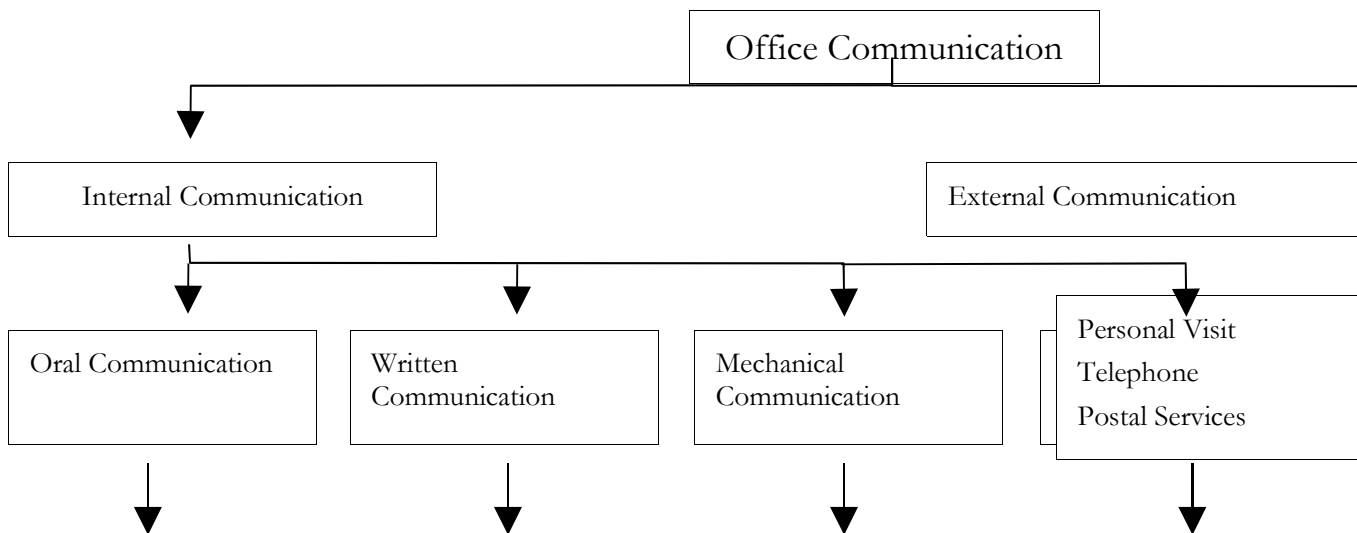
It can also be used for distance learning, tele medicine, sales and marketing, business purpose, defence sector administration, office meeting etc.

CE Possibilities.

- Class test
- Assignment
- Seminar report
- Discussion diary

T.E. Questions

1. ‘Communication is a two-way process’- comment
2. List out the modern device used in office communication.
3. You are required to send a set of drawings and designs of machinery from Delhi to madras for the finalisation of contract the next day. What mode of communication will you select and why?
4. Describe any three different forms of non-verbal communication in a business firm.
5. For a three hundred bedded multi specialty hospital in Kochi, you may suggest the most suitable modern communication system for internal and external communication.



- 1. Face to face
- 2. Through Mechanical Devices

- 2 a. Telephone
 - 2a1. Direct Exchange line
 - 2a2. Extension Line
 - 2a3. PBX / PABX / EPABX
 - 2a4. Intercom
 - 2a5. Dictating Machine
 - 2a6. TRAS

- 1. Messenger Service
- 2. Mail Service
- 3. Mechanical Devices
 - 3(a). Pneumatic Tube
 - 3(b). Conveyors
 - 3(c). Chutes
 - 3(d). Lifts

- 1. Teleprinter
- 2. Telefax

- 1 Public Addressing System
- 2 Bells & Buzzers
- 3. Lighted Signals
- 4 Speaking Tubes

UNIT 3

OFFICE CORRESPONDENCE

Introduction

Correspondence means communication in writing as between individuals and institutions on matter of common interest. It includes all kinds of letters that are used in the conduct of business.

Through this chapter the learner will get a clear idea of term correspondence, qualities required for a good business letter, different type of business letters and their preparation etc.

Curriculum objectives

- To discuss the need of office correspondence through reading materials, interview, field visit etc and to list the merits
- To understand the qualities required for a good business letter through reading materials, collections etc and to prepare a model format.
- To acquire skill in preparing the different type of business letter through practices, reference books, collection etc.
- To acquire practical skill in preparing different types of business letter through training, practical and IT resources.

Syllabus

- Commercial correspondence - Meaning
- Importance of Commercial correspondence
- Qualities of a good business letter
- Format of business letter

- Common abbreviations in connection with business correspondence
- Different types of business letters
 1. Circular letters
 2. Sales letters
 3. Trade Enquires
 4. Offers and Quotations
 5. Terms used in Offers and Quotations
 6. Form Letters
 7. Trade Order
 8. Status Enquiry letter
 9. Application letter
 10. Curriculum - vitae [CV]/ Bio-data

Through the chapter [25 hrs]

For convenience this chapter is divided into the following heads.

- Commercial correspondence – meaning (1 hr)
- Importance of correspondence (1 hr)
- Qualities of a good business letter (2 hrs)
- Format of business letters (2 hrs)
- Common abbreviations in connection with business correspondence and different type of business letters. (1 hr)
- Different types of business letters (18 hrs)

I. Meaning of Commercial Correspondence

Suggested strategy - General Discussion

The teacher initiates the discussion by asking questions like;

Which are the different means of communication?

In which circumstances, the commercial correspondence used?

Lead points

- Evidence
- Record
- Time factor
- Less cost
- No geographical limit

After discussion, the learner get a clear idea of commercial correspondence and the teacher ask the learners to prepare notes.

Expected products

- Notes
- Discussion diary

II Importance of Correspondence

Suggested strategy - Group discussion.

The teacher initiates the discussion by asking questions like; -

- Whether the correspondence is necessary or not. If the answer is

positive or not the teacher ask question 'Why'?

- Does a correspondence offer any recordical evidence?

Lead points

- Effective means
- Maintain business relation
- Create good will
- Advertisement
- Written evidence

After group discussion teacher ask each group to present their group report. After presentation teacher consolidates the discussion points.

Expected Products

- Discussion diary
- Notes

III Qualities of a good business letter

Suggested strategy- General discussion

A discussion can be facilitated by asking question like:

What are the points to be considered while drafting a business letter?

Lead points

- Clear
- Concise
- Correct
- Consistent

- Courteous
- Cautious
- Complete

After the discussion the teacher consolidate the discussion point and ask the learner to prepare the discussion diary

Expected product

- Notes
- Discussion diary

IV Format of business letters

Suggested strategy – Group discussion

A group discussion can be conducted to make the learners aware of the Principal parts of a Business letters.

Lead points

- Heading
- Date
- Inside address
- Salutation
- Body of the letter
- Complimentary close
- Signature

After the discussion the teacher ask the learners to prepare a model format of a business letter and present them. After presentation the teacher shows the photocopies of a business letter.

Expected products

- Discussion diary
- Notes

V. Common abbreviations in connection with commercial correspondence

Suggested strategy – General discussion

Teacher initiates a general discussion by explaining some abbreviations to be noted while preparing business letter

After the discussion the learners list out the abbreviations in the chart and exhibits it in the class

Expected product

- Chart

VI. Different types of letters

- Circular letters
- Sales letters
- Trade enquires
- Offers and Quotations
- Trade order
- Status enquiry
- Application letter
- Curriculum- vitae [CV]/Resume.
- Introduce the following – Government correspondence:-
 - Official letters

- D.O letter
- Government order, etc

Suggested strategy

1. Collection
2. Discussion
3. Practical

1. Collection

The teacher instructs the learner to collect the different type of letters and to paste them in a chart and to exhibit it in the classroom. The learner through observation differentiates each type of letter. Thus the learner can understand the specimen of each type of letter

The teacher gives different situation for writing letters. Through writing practice, the learner can prepare letters.

2 . Discussion

With the help of a computer, the teacher leads the learners for a discussion on the different software and their features for the preparation of letters.

E.g. The features in MS Word (Letter Wizard) or Linux – Open Office Writer)

3. Practical

Through practice teacher facilitates the learners in preparing different types of letters according to need. It can be facilitated with the help of Computers.

[Letters thus prepared can be pasted in a book, which can be used for evaluation]

Expected products

- Collection
- Assignment

Assignment [practical]

Steps for assignment

- Define clearly the output [letter]
- Data Entry
- Design the lay out as per format
- Print [computer] the document

CE possibilities

- Class test
- Assignment

A Model Quotation

Abc net ways	
[Dealers in computer accessories]	
Mill Road, Kolkatta.	
No.....	
QUOTATION	
To,	TIN No.....

The Director,
 VHSE,
 Trivandrum.

Date

Sl. No	Item Description	Quantity	Rate	Amount
1	Processor Intel Celeron@ 1.7 GHZ(Box) Monitor 15"LG Philips (colour monitor)			
	Cabinet ATX(300W) Fancy Key board Logitech	10	18,950.00	1,89,500.00
2	UPS 500 VA SUN/Vesta Internal	10	2,450.00	24,500.00
3	Laser Printer	1	22,475.00	22,475.00
			Total	2,36,475.00

(Rupees Two Lakh Thirty Six Thousand Four Hundred and Seventy Five only)

For Abc Netways,

Sd/-

Terms and conditions:-

Tax: All taxes are included

Warranty: One year Delivery: Within 7 days

A Model Resume/ Curriculum – Vitae

RESUME

Name

Address

Place

Phone No

Email

Academic Qualification: MBA. (Finance)
(Name of college/University, % of mark)

B.com (Computer Science)
(Name of College/ University, year of study % of mark)

VHSE (Office Secretaryship)
(Year of study, name of school, % of mark)

SSLC
(Name of school, year, % of mark)

Technical skills Proficiency in Computer

Languages Known – C, C++

Operating System – MS, LINUX

Areas of interest Networks

Personal Profile Date of Birth

Sex

Father's Name

Nationality

Marital status

Reference Principal,
G.V H S School,
.....

T.E. questions

1. Prepare a Quotation for supplying office stationeries for an Office.

2. The School Service Co-operative society General Body meeting is scheduled to conduct on the next month. Your class teacher requested you to draft a letter to inform all the members. Prepare such a letter.
3. The function of collection letter is merely to collect money but to collect it painlessly. Explain.
4. List out some occasions when circular letters are drafted.
5. Draft a circular letter announcing the opening of a new branch of a Co-operative Bank.
6. Draft the sketch of a business letter.
7. Prepare a Resume for the post of an Accountant in a reputed firm.

UNIT 4

RECORDS ADMINISTRATION

Introduction

The management of records are one of the basic functions of an office. Records management refers to management control of records. The management of records includes the activities, which are necessary for the classification and preservation of office papers and correspondence.

Curriculum objectives

- To understand the need and importance of record administration in an office through discussion, reading materials etc.and to prepare notes
- To identify the methods of classification of file through observation, reading materials, C.D ROMs etc.to differentiate and prepare notes
- To discuss the need and advantage of filing through office visits, reading materials etc and to prepare notes.
- To identify the modern methods of filing through office visits, reading materials and to prepare notes.

Syllabus

- Meaning of record Administration
- Object of record keeping
- Record Administration process
- Filing
- Functions
- Essentials of a good filing system
- Advantages of filing
- Classification of papers for filing
- Methods of filing- Old and Modern – microfilming.
- Indexing

Through the chapter (10 hrs)

For convenience this chapter is divided into the followings heads.

- Meaning, objects and process of record administration. (2 hrs)
- Filing – its function and advantages (1 hr)
- Essential of a good filing system (1 hr)
- Classification of papers for filing (2 hrs)
- Methods of filing – old and modern – Microfilming – Indexing (4 hrs)

I. Meaning, Objects and Process of Record Administration

Suggested strategy – General discussion

A discussion can be facilitated by asking questions like ;

- What is record?
- What is record administration?
- What are the objectives of keeping the records?
- How the system should be planned?

Lead points

- Need of record administration
- Planning the system

After the general discussion, learners will be able to grasp the meaning , objects and process of record administration and learner are asked to prepare discussion diary

Expected products

- Notes on record administration
- Discussion diary

II. Filing- its function and advantages

Suggested strategy- Group discussion

Teacher can initiate the discussion by giving an introduction

Lead points

- Awareness of the true purpose
- Benefits acquired from keeping records

After the discussion each group presents their reports. then the teacher consolidates the points.

Expected product

- Discussion report

III. Essentials of a good filing system

Suggested strategy- Seminar

The seminar can be initiated with a general introduction about the essentials of good filing system.

Stages

1. Planning stage

- Brief introduction of the topic
- Identify the presenters
- Assigning area to the presenter

Key points

- Simplicity
- Economy
- Flexibility
- Convenience of accessibility
- Safety

2) Data collection stage

- Reference books

3) Presentation stage

- In this stage learner can comment on the topic including correction, opinion and suggestion.
- Moderator will conclude the session by expressing his view.
- Evaluation
- Seminar report

If necessary the teacher can add his views.

Expected products

- Seminar report
- Detailed notes about the essentials of a good filing system

IV. Classification of papers for filing

Suggested strategy- Group Discussion

Teacher can initiate the discussion by asking question like;

- How to preserve the record in proper manner to facilitate easy accessibility?
- Alphabetic, Numerical, Alpha-numerical, Subjectwise, Geographical, Chronological

Lead points

- Need of classification of papers
- Different methods of classification adopted

After the discussion the learner can understand the need and different method of classification of records for filing and ask them to prepare discussion diary. The teacher can make arrangements for office visit to understand the different method of filing adopted in different offices according to the nature of business and volume of work

Expected product

- Discussion diary
- Field visit report

V. Methods of filing- Old and modern method of filing - Microfilming - Indexing

Suggested Strategy- General Discussion and field visit.

Discussion may be initiated by the teacher through a brief introduction. The discussion should focus as the following lead points.

Lead points

- Old methods
- Modern methods
- Microfilming
- Advantages and disadvantages

After discussion the teacher consolidates the discussion points. Then make a field visit to identify the methods of filing

Note: Indexing is necessary to find out the particular record from the cabinet or shelf. So the learner should go through some of the most popular systems of indexing.

Expected product

- Discussion diary
- Detailed notes
- Field visit report

C.E.Possibilities

- Class test
- Assignment
- Seminar report
- Discussion diary
- Office visit report

T.E.Question

1. Filing can be described as the core of records management. Explain
2. Information can be stored in films and computers. Explain.
3. List out the methods of classification of paper for filing.

4. What method of filing would you recommend in the case of a concern having large number of customers spread over the whole country. Give reason for your answer.
5. The record management may be taken as a key to efficient office administration. What is your opinion?

UNIT 5

OFFICE REPORTS

Introduction

Office reports are prepared to give information about various operation of the office . It is a systematic presentation of information relating to an event, progress of action or some office activities. Reports are supplementary records, which are to be maintained in addition to other essential records. In this chapter an attempt is made to familiarise with the learner the purpose of reports and its presentation.

Curriculum objectives

- To acquire skill in preparing office report through training, reading materials, reference, collections etc.
- To acquire skill in presenting office reports with the help of I.T.resources.

Syllabus

- Object of report
- Features of a good report
- Steps in report writing
- Preparation of reports
- Preparation of office reports with the help of I.T.resources

Through the chapter (10 hrs)

For convenience this chapter is divided into the following heads:-

- Objects and features of good report (2 hrs)
- Steps in report writing (1 hr)
- Preparation of office reports with the help of I.T.resources (7 hrs)

I. Objects and features of a good report

Suggested Strategy:- General Discussion

The discussion should help the learners to understand the object and features of a good report

Lead points

- Communicate information
- Contact with outside world
- Analysis of work performance
- Basic function of the office (reporting/ giving information)
- Management information system (MIS)
- Simplicity etc.

After the discussion the learner will get a clear idea of the objects and features of a good report. The teacher consolidates the discussion points and ask the learners to prepare notes.

Expected products

- Notes
- Discussion diary

II. Steps in report writing

Suggested strategy - General Discussion

A general discussion can be conducted after an introduction by the teacher to develop an understanding of the steps in report writing

Lead points

- Ascertaining the purpose
- Collection of necessary data
- Analyzing data
- Discussion

Preparation of report

- Title
- Introduction
- Contents
- Main body
- Summary of recommendation
- Appendix

At the end of the discussion the learners will get an idea of preparing report and the teacher shows certain sample copies of office report and asks them to complete their discussion diary and give them an assignment to prepare a report of an event

Expected product

- Notes
- Discussion diary

III. Preparation of office report with the help of I.T resources

Suggested strategy – Demonstration and Practical

The commonly used presentation softwares are 'Power Point of Microsoft' and 'Open Office Impress of Linux'.

Through this topic the learners will acquire the ability to prepare the reports with the help of presentation soft wares and to present it in the lab

Materials required – computer, presentation software, A report.

Steps

- Model report preparation
- Preparation of slides
- Use of more features
- Slide show

Expected product

- Slide show

Assignment (Practical)

Prepare and present a slide show in your school about the features of VHSE courses.

C.E.Possibilities

- Class test
- Assignment
- Discussion diary

T.E. Questions

1. As the office manager you have been directed by the managing director to prepare a suitable report on the sales figures of the last month and the steps for increasing the volume of sales for the next month.
2. Reports are basically summaries of information. Explain
3. As the secretary of your school Commerce Association, prepare an annual reports of the activities you has undertaken.

UNIT 6 **PAPERLESS OFFICE**

Introduction

The Information Technology (IT) revolution is rapidly changing the office scene all around the world. Proper exploitation of IT will create new opportunities, cut down operating costs and reduce time spent on clerical and unproductive work. The increased use of machines in office work may significantly reduce the amount of paper in offices. Through the chapter learners get the concept of “Paperless office” and the modern trends in the field of office work like BPO, Email, Internet, etc.

Curriculum objectives

- To create the concept of paper less office through discussion, reading materials, CD ROMs, seminar etc and to prepare notes and report
- To familiarize the terms, BPO, and International Call Centers through discussion, seminar reading materials etc and to prepare notes and reports
- To identify the new trends in the field of office work through reading materials, Internet etc and to prepare notes and reports.

Syllabus

- Paperless office – concept
- Application of Email and Internet in office work
- New Trends in Office Work

- BPO, International Call Center (ICC)
- Office in pocket

Through the chapter

For convenience the chapter is divided into following heads:-

- Paperless office- concept (1 hr)
- Application of Email and Internet in office work (3 hrs)
- New trends in office work (2 hrs)
- BPO, ICC (3 hrs)
- Office in pocket (1 hr)

I. Paperless office – concept

Suggested strategy – General discussion

Before starting the discussion the teacher should give a proper idea about the concept of ‘paperless office’

Lead points

- Future office
- Office automation
- Use of information technology in offices
- Less use of paper
- Saving in space

- Increased efficiency
- E-office
- Small and home offices

After the discussion the teacher summarizes the topic and learners are advised to prepare notes

Expected products

- Notes
- Discussion diary

II. Application of E-mail and Internet in office work

Suggested strategy: General Discussion

Before starting the discussion the teacher introduces the terms E-mail and Internet and initiates the learners for discussion.

Lead Points

- E mail
- Transfer of messages between offices
- Internet
- Downloading from internet

After the discussion the teacher concludes the points and instructs the learners to prepare notes.

(A strategy of 'Field visit' can also be suggested for transacting the topic)

Expected Product

- Discussion Diary
- Notes.

III. New Trends - Business Process Outsourcing, International Call Centers

Outsourcing means finding an outside person or organization to carryout part of your work process. The motive is usually to cut costs or to obtain better service.

E.g.: - To outsource the mailing activities of a publishing house to an outside agency instead of opening a separate department.

Suggested strategy: Discussion and seminar

The teacher can initiate a discussion on the above topics after giving a brief introduction in the class.

Lead points

- Out sourcing – concept
- Why out sourcing?
- Features
- Advantages and draw backs
- BPO- scope
- How to benefit from the outsourcing?
- Employment opportunities

Expected products

- Discussion diary
- Notes

After the discussion the teacher can initiates a **seminar** in the class as a learning strategy for more information.

Topic

e.g. "Outsourcing - Opportunities and Challenges"

Planning the seminar

- Group the learners into batches
- Assign the topic to each batch
- Allow time for preparation
- Decide the time and date of seminar
- Provide reading materials, and guide line to the learners
- Visit the websites
- One learner from each group should be selected for presentation
- Select a moderator

After the seminar every learner in the class should prepare a seminar report for evaluation purpose.

Expected product

- Seminar report

Based on the above topics the teacher can conduct a **debate** as a learning strategy for more information

Debate

Topic

e.g. Outsourcing – A Bless or a Curse

- Planning for debate
- Selection of panels (favoring and against)
- Selection of moderator
- Collection of information (the teacher should guide the learners)
- Date and time of debate
- Publicity for debate

- Conclusion

Expected products

- Notes

BPO is an IT Enabled Service (ITES), which offers large-scale employment. It is expected that at the end of 2008, nearly 4,00,000 people will get employment as BPOs.

IV. Office in Pocket

Suggested strategy – General Discussion

The teacher gives the necessary information to the learners before starting the discussion

Lead points

- The concept
- Cellular phone- modem
- Laptop

After the discussion teacher consolidates the points and ask the learners to prepare notes

Reference Text

- Office Management – R.K. Chopra

Expected products

- Discussion diary
- Notes

IT enabled employment includes BPO, DTP, Data entry, Medical Transcription, Content Development, Computerised Accounting, IT Journalism etc.
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Activities

1. Expand the following:

- SMS
 - MODEM
 - INMARSAT
 - W W W
 - ITES
 - SIM
- www.paperless.com,
 - www.officemanagement.com,
 - www.officemanagement.co.uk
 - www.vhse.org
4. Create email IDs for each learner. Send messages and check the mail boxes.
2. Find out what is intranet and extranet
 3. Visit the web sites
 - www.business.com,

Books for Reference

Sl. No	Name of the text	Author	Publisher
1	Office Management	R.K. Chopra	Himalaya Publishing House, Mumbai
2	Office Administration	NCERT	NCERT
3	Office Procedure and Practice	NCERT	NCERT
4	Question Bank in Office Practice	NCERT	NCERT
5	Commercial Correspondence	M.C.K. Nambiar	NCERT
6	Office Organisation and Secretarial Practice	V.P.Singh	Gyan Publishing House, New Delhi
7	Office Organisation and Management	S.P.Arora	Vikas Publishing House
8	Improve your Secretarial Skills	E. Krishnamoorthy	Wheeler Publishing House, New Delhi 110001
9	Office Practice	Mirza. S. Siaddin	Tata Mc Graw Hill
10	Business Correspondance and report writing	R.C Sharma, Krishna Mohan	Tata Mc Graw Hill

4	Organizing document	10%
5	Mail merge	10%
6	D.T.P- preparation of notice / brochure	20%
	Total	100%

Evaluation method: Spot evaluation / print out /save document and evaluation.

OFFICE SECRETARYSHIP

SCHEME OF EVALUATION OF COMPUTER WORD PROCESSING AND D.T.P.

Method of examination
: Internal Public examination along with
viva- voce

Duration
: 1 hour 30 minutes

Batch
: Eight students per batch

Nomenclature
: Computer Word Processing & DTP

Score
: 15 score

Sl. No	Question components and division of marks	% of score
1	Identification of the part/ function of the computer system, accessories	10%
2	Data entry- 250 words in 5 minutes	40%
3	Formatting	10%