

**VOCATIONAL HIGHER SECONDARY
FIRST YEAR**

OFFICE SECRETARYSHIP

Teachers' Sourcebook



**Government of Kerala
Department of Education**

2005

State Council of Educational Research & Training (SCERT)

Vidyabhavan, Poojappura, Thriuvananthapuram-12, Kerala

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Preface

Dear Teachers,

Activity based and learner centered pedagogy is being introduced in the Vocational Higher Secondary Classes. It becomes imperative to make significant changes in the learning process as well as in the evaluation system for its successful implementation.

As far as the discipline Office Secretaryship is concerned, its methodology of learning is generally activity based. This unique feature of the subject itself will enthuse the teachers to pass through different activities for the transaction of the concepts.

This sourcebook has been designed in such a way to help the teachers to convey the concepts through different but relevant processes.

For the preparation of the sourcebook the SCERT Kerala has drawn expertise from the field of Office Secretaryship and from the Vocational Higher Secondary teachers. While going through the contents the teacher can understand that this book provides proper guidance and opportunities for planning the activities needed for the transaction of the curriculum.

May I hope that our concerted efforts will make an upsurge in the field of education.

With regards,

Thiruvananthapuram
25.11.2005

Dr E.Valsala Kumar
Director
SCERT, Kerala

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PART I

APPROACH

Introduction

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 'to work' has determined the destiny, progress and cultural development of the human race. As we all are aware, the objective of education 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 utilise 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 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.

A learning environment which ensures vocational aptitude, vocational training, basic life skills, competencies related to different subjects, appropriate values and attitudes and existential readiness has to be provided here.

The curriculum should be one which recognises the specific personality of the learner and should develop it in a desirable way. It should provide opportunity to imbibe novel ideas to follow a critical approach and for learning through experiences.

The competency to transform ones own resources for the betterment of the society and the individual is to be ensured in each individual. Training in the sense of equality, democratic sense, environmental consciousness and devotion to the constitution is an inseparable factor of the curriculum.

The need of a systematic curriculum is prevailing in vocational subjects. A scientifically structured curriculum incorporating the unique features peculiarity of Kerala ensuring the possibility of higher education and utilising the national and international possibilities of employment is required.

The new curriculum should be capable of assimilating the life skills, scientific temper, attitude of co-existence, leadership qualities and mental health to face the challenges of life. It should be capable of strengthening the competencies imbibed by the learners up to the tenth class.

A curriculum for selecting vocational areas according to the aptitude of the students, learning it in depth, acquire general awareness in the basic areas and to secure jobs has become the social need of the day. A learner centred, process oriented, need based vocational curriculum is envisaged.

What is learning?

- Learning is construction of knowledge and so it is a live and continuous mental process.
- Learning is a process of advancement through adding and correcting in the light of comparing the new issue with the previously learned concepts.
- Learning takes place as a part of the effort to solve problems.
- Learning takes place by assimilating bits of knowledge into ones own cognitive structure.
- Learning is not a linear process. It is a spiral process growing deeper and wider.
- Learning is an intellectual process rather than the mere memorisation of facts. Learning is a conglomeration of a variety activities like problem analysis, elucidation, critical thinking, rational thinking, finding out co-relations, prediction, arriving at conclusions, 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 and against the encroachment of the sectarianism of caste and religion.

The learner should be able to take firm steps and deferred against the social crisis like privatisation, liberalisation, globalisation etc. and against all kinds of dominations.

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.

They should get opportunity to recognise that co-operation is better than competition and that co-operation is the key to social life and culture.

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

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 recognised 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 existentialist intelligence intrapersonal and interpersonal intelligence.

The basis of new approaches on curriculum, teaching- learning process are derived from the developments place 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, they have;

- Great curiosity
- Good imagination
- Numerous other qualities and interests
- Independent individuality
- Interest in free thinking and working in a fearless atmosphere.
- Have 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.

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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 analyse 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 recognise and control the variables
- To raise questions
- To generalise
- 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 to use all the senses 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 is leads to the renewal of cognitive structure. It is through this process construction of new knowledge and the assimilation of them that learning 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 conceptions.

Learning is a live mental process. Rather than the ability for memorisation 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 of the learner regarding the learning process.

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

Learner - His Nature and Features

The learners in standard XI has undergone a learner centered and process oriented learning experience up to X standard. 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 foreseeing national and international job opportunities. Some of the peculiarities of the learner at this stage are:

- Physical, intellectual an emotional planes are intensive changes during this 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 the Learner

- To make acquaintance with a job through vocational education.
- To acquire more knowledge in the concerned area through higher education.
- To recognise and encourage the peculiar personality of the later adolescent period.
- To enable him to defend against the unfavourable circumstances without any help

Role of the Learner

- Active participant in the learning process.
- Acts as a researcher
- Sharer of information
- Sharer of responsibilities
- Collects information
- Takes leadership
- Involves in group work
- Acts as a co- participant
- Observes his environment
- Experiments and realises
- Makes interpretations and draws inferences.
-

Role of the Teacher

The teacher should;

- consider the ‘Stress and strain’ of the teenagers
- understand the socio- economic and cultural background of the students.
- promote and motivate the students to construct knowledge.
- arrange proper situations to interact in and outside of the classroom.
- guide the students by explanations, demonstrations etc.
- promote opportunity for co-operative learning and collaborative learning.
- facilitate interpersonal and intra-personal interactions.
- act as a democratic leader.
- act as a problem solver
- effectively guide the students for the selection and conduct of various continuous evaluation elements.
- continuously evaluate the progress of the learners.
- gives scaffolding/support wherever necessary.
- motivate for learning
- promote divergent thinking.
- act as a democratic group leader.
- act as a co-learner
- gives variety of learning experiences.
- be a constant student
- facilitate for reference/data collection
- have a clear understanding about the age, needs, peculiarities, abilities, nature, aptitude etc. of the learner.
- have the ability to motivate the learner in order to acquire and enrich their knowledge.
- be a guide to the learner in developing insights and creating responses on current affairs.
- be capable to lead the learner into a variety of learning methods and process based on curricular objectives.
- be a link between school and community.
- be a good organiser, guide, friend, philosopher and co-learner.
- have an inter disciplinary approach in learning activities.
- be able to guide the learner in his/her career prospects based on his interest aptitude and ability.
- be impartial and democratic.
- provide ample experiences to attain the basic values and objectives of the curriculum.
-

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

That discussion leads to learning 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 cautions 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 these 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 fulfil 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 if 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: a live mental process

Learning is a cognitive process, only a teacher who has an awareness as to what the cognitive process is alone can arrange learning situations to the learner to involve in it. Learning can be made effectively and intellectual sharpness can be improved by giving opportunity for the cognitive processes like reminding, recognising compromising , co- relating, comparing, guessing, summarising and so on. How is cognitive process considered in language learning? Take guessing and prediction for example.

- Guessing the meaning from the context.
- Guessing the content from the heading.
- Predicting the end of the story.
- Guessing the incident, story from the picture.
- Guessing the facts from indications.
- and other such activities can be given the following activities can be given for the cognitive process of summarisation.
- Preparation of blue print.
- Preparation of list.
- Preparation of flow chart.
- Epitomising in one word.
- Giving titles and so on.
- Symbols, performance of characters indications, lines of a poem, tables, pictures, concepts, actions, body language and such things can be given for interpretation. Process based language given for interpretation. Process based language learning has to give prime importance to the cognitive process.

9 Internal motivation

Internal motivation is given more importance than external motivation. The teacher has to arouse the internal motivation of the learner, A person internally motivated like this alone can immerse in learning and own its responsibility. How motivating is each of the activities is to be assessed.

10 Multiple intelligence

The Theory of Multiple Intelligence put forward 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 effective a 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 and explaining things sequential and arithmetical calculations are capable of developing this area of intelligence.

3 Visual / spatial Intelligence

In those who are able to visualise 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 modelling using clay and pulp, making of art equipments, sculpture, and giving illustrations to stories can help the development of this ability.

4 Bodily Kinaesthetic 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 recognise the different elements of music in musicians and in those who can here and enjoy songs. Playing musical instruments, initiating the songs of musicians, listening silently to the rhythms and activities like this are 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 recognise their own abilities and disabilities. Writing diaries truthfully and in an analysing 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 realise the ultimate nature of mental and physical existences, all these are the peculiarities of this faculty of intelligence.

Emotional Intelligence

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.
- Imaging 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.
- Analysing 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 solutions 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 ten 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.

Objectives of the Vocational Higher Secondary Curriculum

- To facilitate higher education while giving opportunity to enter in the field of employment.
- To develop environmental awareness, sense of national integration, tolerance and human values so as to ensure social and cultural improvement.
- To enable the learner to find on his own employment.
- To inculcate mental courage in the learner to face unfavourable situations.

- To make human resource development possible.
- To enable the learner to understand social problems and to react appropriately.
- To develop the learner to identify and develop his own competencies.
- To develop vocational aptitude, work culture and attitude in the learner so as to provide useful products and services to the society.
- To create an awareness about mental and physical health.
- To acquire awareness about different job areas and to provide backgrounds for acquiring higher level training in subjects of interest.
- To develop possibilities of higher education by creating awareness about common entrance examinations.
- To provide situation for the encouragement of creative thinking and organising training programmes in each area, creative abilities and to develop artistic talents.

Nature of Approach

The learning device is to be organised in the selected vocational subjects in such a way that adequate practical experience should be given, making use of the modern technology. The development in each area on the basis of information technology is to be brought to the learner. The work experience in the respective fields(OJT, Field trip, Production/Service training, Survey, Workshop, Exhibition, Youth festival, Physical fitness etc.) are to be adjusted suitable to the learning and evaluation process. The participation and leadership of the students in planning and execution is to be ensured through this kind of activities. Social service is to be made a part of the course.

Approach towards Vocational Higher Secondary Education

The learning methodology has to be organised so as the learning provide adequate practical thinking on the opted vocational subject utilising the new technology. The development of information technology should be made available in each sector. Work experience, OJT, Field trip production, Service cum training centre, Survey, Workshops, Exhibitions, Youth festivals, Physical fitness etc. should be systematised well appropriate to learning and evaluation. Learner participation should be ensured in the planning and implementation of these activities. Social service should be a part of the course. If a learner has to change his school, he should be provided an opportunity to continue his studies in the new school. While considering criteria for admission to higher courses, grades of vocational subjects should also be given due weightage. In tune with the changes in the Vocational Higher Secondary Education changes should be ensured in the field of higher education.

The teachers have to take special care in arranging learning activities for the development of all the faculties of intelligence.

Learning activities and learning atmosphere

A proper learning atmosphere is essential for the betterment of learning activities.

They are:

- Proper physical environment
- Healthy mental atmosphere
- Suitable social atmosphere
- Active participation of PTA, Local bodies and SRG
- Reference materials and visual media equipments.
- Academic monitoring
- School Resource Group (SRG)

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 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 an organisation, the office has to play a crucial role in the survival and growth of a firm. An office secretary is an indispensable person in any organisation. Any association of persons cannot think of managing its affairs without a secretary. 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 increase the effectiveness of offices by unifying the use of modern technology with office work according to the changing global situations and thus increase the working capacity of the offices in the public and private sectors.
- 3 To assist the officers at the management level for administration.
- 4 To make the students aware of the relation between the offices and the public
- 5 To encourage the students to find out chances of self employment in relation to this field.
- 6 To develop practical skill in using computers in office.



LEARNING STRATEGIES

Learning is a process that starts from the time of birth and continues till death. The various methods/strategies that are adopted for the desired behavioural changes as envisaged in the curriculum can be called learning strategies or learning activities. The modern approach to learning strategies relies on the basic concept that the student builds knowledge based on his/her experiences of activities such as projects, seminars, field visits, case studies, debates, etc. The learning strategy selected for each topic should suit the age group and the mental capacity of the learner.

Given below are a few transactional strategies through which the learner can construct knowledge to attain various curriculum objectives.

Project

Project is a self-learning strategy which can exert great influence on the overall development of the learner. Project as a learning strategy is to be selected where a problem arises in any part of the curriculum. The students 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 are 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 the data collected from different sources, the learners arrive at conclusions that can help solve the problem. Thereby the learner learns the topic through his own activity. The other advantage of this learning activity 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 student's aptitude for the subject.

Stages of a project

- 1. Selection of Topic:** The project selected should be related to the curriculum and it should not be a project for project's sake. The topic or problem should arise from the curriculum related discussions in the classroom. The aim of the project should be simply and clearly defined.

2. Planning of the Project:

(a) Hypothesising : Hypothesising means making assumptions based on the available primary information.

(b) Methods and Techniques : The methods and techniques should be based on the aim and hypotheses of the project. The nature of the project, suitability of the tools, and the method 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 analysing 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 analysed 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 method promotes scientific self-learning and makes him capable of solving the problems arising in real life situations.

- | | | |
|------------|---|--|
| Chapter | - | Office Accommodation and Environment |
| Hypothesis | - | Better environmental conditions accelerate the efficiency of employees |

Methodology	-	Collection of data through group discussions in the class room and secondary sources like reading materials, internet etc.
Tools	-	Reading materials
Analysis of data	-	Environmental conditions play a major role in the worker's efficiency
Conclusion	-	Good environmental conditions affect the workers efficiency

Such projects that are related to the curriculum should be attempted for the transaction of the concepts. Insist that the learners prepare and submit the report. The teacher should evaluate the process of the project and the report based on the indicators.

Seminar

Reporting is an integral part of scientific learning. Seminar is a learning strategy for socially significant and relevant contemporary topics related to the curriculum. Here information collected on the particular topic is interpreted and presented before others. It provides opportunities for secondary data collection and helps the learners in developing communication skills. It also helps in personality development and generate an aptitude for the subject.

Composition of Seminar

- The teacher introduces a subject or topic and sub topics will be assigned to groups. Planning for the seminar should be made collectively by the teacher and the learners.
- Discussions on the topic are to be done within the groups.
- Clear information regarding the topic is to be collected from various sources, mostly secondary. The teacher can suggest available sources.
- Active participation of the members of the group should be ensured at the preparation stage.
- The report is to be examined and corrected by the teacher before presentation.
- One of the members will present it before the class.
- The group must be capable of clearing the doubts of the class.
- Consolidation is to be done by the teacher.
- After the presentation and discussion, each student should prepare and keep for himself a seminar report.

Example :- A seminar on the contents, uses and advantages of office manual

Assignments

Assignments are learning strategies undertaken as a continuation of classroom activities to realise the curriculum objectives. They should be completed in a time-bound manner. They help to lead the learner to higher levels of learning.

Assignments can be for constructing models, drawings, or for writing notes on various topics.

Preliminary discussion and planning should be done in the classroom. Clear instructions on the sources of information should be given in the class.

The teachers may provide such sources if necessary.

The teacher should give necessary directions to the students for preparing the assignments.

Examples:-

- 1 *An assignment on the importance of office*
- 2 *Prepare a note on office manual*

Collection

Collection is a continuous learning activity which ensures student participation and involvement. In Office Secretaryship, collections can be of pictures, photographs, diagrams, samples, brochures etc. The collection of materials provides an avenue to direct experience and it is also an effective learning aid. The student develops a positive attitude towards the preservation of items he/she has collected. The collected materials can be exhibited in the classroom/ lab.

Example: Collection of specimen forms used in a bank for different purposes

Field work/Field trips

One of the most popular methods used in the transaction of the Office Secretaryship curriculum is field work, which is an outdoor activity designed for achieving certain predetermined objectives. In Office Secretaryship, field work is ideal for understanding aspects relating to the subject. It has the strong advantage that the learner gets first hand or primary information about the objects or phenomena in the real world.

Field work provides ample opportunities for group living, group work and co-operation and develops among the learners the ability to plan and execute field work, the power of observation and the ability to understand the subject. While selecting field work/trip as a strategy for the transaction of the concepts in the Office Secretaryship Curriculum, the teacher and students should have a plan, including the following aspects:

1. Selection of the place for field work/field trip
2. The details to be collected
3. The method and tools for collecting information through field work
4. Date/time for the field work
5. Assigning duties to individuals/groups

Example: Plan a field visit to study the office layout.

After the collection of the information/data from the field, a discussion can be conducted in the class. Thus, the information can be shared among all the members of the class. The class should collectively discuss the content and structure of the field report. This field report can be submitted for evaluation.

Discussion

Discussion as an instructional/learning strategy, is very useful as it ensures the active participation of the learner in every stages of the learning process. It provides the learners opportunities to gather information and to construct knowledge. The development of the skill for communication and presentation is the added advantage of this strategy. In order to make learning effective through this process the role of the teacher also has to change. He has to become a facilitator, moderator, guide and democratic leader. The teacher should help the learners to locate various sources from which they can gather the necessary information for discussion and guide them to present the ideas sequentially to achieve the clarity of concepts as envisaged in the curriculum. The teacher should ensure that all the learners are getting enough opportunities in presenting their views.

The discussion process may be summarised as follows:

- 1 Formation of groups
- 2 Assignment of duties to each group
- 3 Fixing time for preparation
- 4 Discussion
- 5 Recording in diary
- 6 Corrections
- 7 Consolidation of discussion notes
- 8 Presentation of the full topics

Discussion Diary: *The learners must maintain a discussion diary, in which they can note down the points discussed. They should also note the consolidations of the topic made by the teacher. The discussion diary will be a self explanatory document which helps the learners for further reference*

Role Play

In role-play the students have to project themselves into simulated interpersonal situations and act out the part of the persons and situations assigned to them. It is a very useful strategy to develop interpersonal skills and strengthen learning in identified areas.

Example:- Conduct a role play based on the duties of an office secretary



CURRICULUM OBJECTIVES

Chapter 1

Office and its functions

- 1 To understand what is an office - traditional, modern and future concepts of office through reading materials, observations, CD-ROMs, internet and present them in group discussions, assignments and seminars.
- 2 To identify the role of office - basic functions of an office and also auxiliary functions through case studies, discussions and to present them in assignments.

Chapter 2

Office Secretary

- 1 To understand the role and duties of office secretary through role play, reading materials and present them in assignments.
- 2 To get an idea about organisation manual and office manual through collection of samples, reading materials, charts and to present them through assignments and reports.

Chapter 3

Office Management

- 1 To understand the functions and elements of office management through reading materials, charts and to present them in assignments.
- 2 To acquire knowledge about qualification, duties and responsibilities and functions of an office manager through reading materials, CD-ROMs and present them through assignments and seminar.

Chapter 4

Data Processing

- 1 To understand the idea about data processing, its importance and to develop the knowledge of DTP through training, reading materials, practicals etc.

Chapter 5

Office Forms

- 1 To understand the importance and uses of office forms through collections, observations and to present them in assignment.

Chapter 6

Office Accommodation and Environment

- 1 To understand the elements of office accommodation and the environmental factors affecting it, through reading materials, interviews, field visits and present them in projects, assignment and reports.



SYLLABUS (THEORY)

1. OFFICE AND ITS FUNCTIONS

Introduction to office - functions of an office - Basic functions and administrative functions - Importance of office - Traditional office - Modern office - office of the future (20 hours)

2. OFFICE SECRETARY

Introduction - His qualities, role and importance - duties - Organisation Manual - Contents, Uses, advantages - Office Manual - Contents, Uses, advantages (15 hours)

3. OFFICE MANAGEMENT

Introduction - Elements of office management - functions of office management - Office manager - Qualification, function, duties and responsibilities (15 hours)

4. DATA PROCESSING

Introduction - Data - Analysis of data - Information - Importance of data processing in offices - Introduction to Desk Top Publishing (DTP) - Page Maker - Fundamentals - Features - Advantages - Applications (30 hours)

5. OFFICE FORMS

Introduction - Advantages in the use of forms - Forms Design - Principles of Forms Design - Guidelines of Forms Design - Forms control - Continuous Stationery - advantages, disadvantages and types (15 hours)

6. OFFICE ACCOMMODATION AND ENVIRONMENT

Introduction - Location of an office - urban and sub urban location - Owned building Vs Leased building - Lay out of office - Open office and Private office - Office Environment - Elements - Lighting , Ventilation, furniture, interior decorations, cleanliness, security, safety, noise, secrecy (25 hours)



SYLLABUS (PRACTICAL)

TYPEWRITING (ENGLISH) - 210 HOURS

Paper I

The student should acquire a skill to typewrite an ordinary passage containing 300 words, i.e; 1500 strokes (i.e. five strokes are treated as a word) with minimum capital letters in double line spacing with ten degrees margin on the left and five degrees margin on the right side. Special attention should be paid to accuracy and neatness.

Paper II

This paper is intended to serve as a test of the candidate's knowledge of spelling, punctuation, printer's correction and common abbreviations and the ability to present in proper form the fair copies for signature. This consists of:

- (a) Statement
- (b) Official letters/ Private letters & Professional letters with carbon copies
- (c) Simple government letters
- (d) Display - Advertisement, Tender Notice, Notice

SHORTHAND (ENGLISH) PAPER I & II - 115 HOURS

Introduction to phonetic systems - consonants - joined strokes - vowel sound places - intervening vowels - position writing - Grammalogues - Punctuations - Alternate signs of R and H - Diphthongs - Phraseography - Circles and Z - large circles - SW, SS of SZ loop ST, Str - revisions - initial hooks - alternative forms - circle and loops to initial hooks, N and F hooks - Circles and loops to final hooks - N and F hooks. Circles and loops to final hooks Shun hook - aspirate upward and downward R, L and SH, compound consonant - vowel indication - ikhalving principle - doubling principle - doubling principles - diphones medial semi circles - prefixes - suffixes and terminations - contractions - general and special figures - essential vowels - revision - contractions.

At the end of the first year the student will be able to take down notes in shorthand at a speed of 80 w.p.m.

Books : Pitman's Shorthand Instructor

COMPUTER WORD PROCESSING AND DTP (PAGEMAKER 7.0) - 115 HOURS

Computer Word Processing

Content Outline

Fundamentals of Computer

Application and usage of computers

Classification of computers

Functional blocks of a computer

Input Unit - Output Unit - Memory Unit

Block Diagram

Hardware/ Software

Memory Devices

High/ Low level Language

Operating Systems

MS - Window

Fundamentals of Window 95/ 98

Components of Window

Applications and usage of a window

Desktop - Taskbar - Recycle Bin

Word Processing

Basic feature and advantages over typewriting

MS - WORD 97/2000

Getting started with word

Starting word

Learning the word window

Exiting Word

Creating a Document

Saving a document

Saving the document

Closing the created document

Working on a New Document

Creating a new document

Opening an existing document

Editing the created document

Navigating in word document

Selecting text

Inserting the deleting text

Moving and copying text

Formatting text

Formatting with Toolbar

Formatting with the menus and dialog boxes

Setting tabs and indentations

Working with several documents

Opening several documents simultaneously

Switching between documents

Displaying multiple documents simultaneously

Managing Word Environment

Using views

Zooming Documents

Displaying Hidden codes

Splitting the document

Formatting long documents

Using styles

Using lists

Creating consistent look with templates

Using templates

Modifying templates

Creating sections

Headers and footers

Dividing the document into sections

Creating headers and footers

More on editing

Finding and replacing a word in a document

Checking and correcting spelling

Incorporating Tables

Creating a word table

Formatting the table

Advanced table features

Printing the document

Setting up the page for printing

Previewing and printing documents

Using Mail Merge

Conducting a simple mail merge

Merging mail list with form letters

Creating labels

Edit a data source

DTP (Pagemaker 7.0)

Getting started with Pagemaker 7.0

Title bar

Control button (Minimise, Maximise, restore, close)

Menu bar

Control Palette

Tool box

Style/ Colour Palette

Header - Footer

Page number

Drop cap

Graphic
Bullet list
Sub heading
Indentation
Paragraph specification
Paragraph spacing

Working with Text

Entering the text
Moving text blocks
Removing text blocks
Importing text/ Deleting text
Importing graphics

Formatting

Changing font size
Making text bold, italicizing
Underlining, Aligning text
Style sheets
Creating and Applying
Importing styles
Bullets and Numbering

Working with graphics

Adding text to graphics
Placing graphic
Wrapping text around graphic
Importing, moving, resizing graphic
Adding caption to graphic
Cropping a graphic

Managing and Printing a Publication

Page Numbering

Page size

Margins

Table of contents

Managing books

Printing a Publication



PLANNING

The transaction of Office Secretaryship Curriculum in Vocational Higher Secondary Classes has to be made through different but relevant activities. The teacher should plan those activities which are suitable for the learners to develop the different concepts, skills and elements of multiple intelligences in them. Such activities can be made within or outside the class room. For the effective, timely and systematic transaction of the curriculum the activities have to be planned well in advance. This will help the teacher to guide the learners to prepare for the activities and to evaluate the process at different stages.

It is necessary that the teacher should prepare an annual plan, unit plan and daily plan for the effective transaction of the curriculum.

Annual Plan

An annual plan has to be prepared in order to foresee a picture of the whole activities to be conducted in the class in an academic year. The annual plan is to be prepared by the teacher after examining the curriculum objectives, text book, source book and other learning materials. While preparing the annual plan the teacher will consider the facilities available in the school, the possibilities of field visits, interviews, seminars, projects, collections, discussions, lab work etc. which form part of the activities of the lessons. Activities are to be arranged by utilising the local resources available. For systematic and effective transaction of the curriculum the annual plan is an important instrument. With the help of the annual plan the teacher can transact the curriculum systematically within the stipulated time.

ANNUAL PLAN

TERM	MONTH	CHAPTER	NAME OF CHAPTER	HOURS	TOTAL
I	June	1	Office and its functions Introduction to office	4	
	July	1	Office and its functions Functions of an office, Basic and Administrative functions, Importance of office	11	
	August	1	Office and its functions Traditional office, Modern office, Future office	5	
		2	Office Secretary Introduction, his qualities, role and importance, duties	4	24
II	September	2	Office Secretary Organisation Manual, Contents, Uses and advantages, Office Manual, Contents, uses advantages	11	
		3	Office Management Introduction, elements, functions, office manager, qualifications of office manager	10	

	October	3	Office Management Duties and responsibilities and importance of office manager	5	
		4	Data Processing Introduction, data, analysis of data, information importance of data processing in office introduction to DTP	15	
II	November	4	Data Processing PageMaker, fundamentals, its features, advantages and application	15	
		5	Office Forms Introduction, advantages in the uses of forms, forms design	5	
	December	5	Office Forms Principles of office forms, guidelines for forms design and forms control, continuous stationery, advantages, disadvantages and its types	10	71
III	January	6	Office Accommodation and Environment Introduction, Location of an office, urban and suburban location, owned building vs leased building, layout of office	10	
		6	Office Accommodation and Environment Open office, private office, office environment elements - lighting, ventilation, furniture, interior decoration, cleanliness	10	
	March	6	Office Accommodation and Environment Security, safety, noise, secrecy	5	25

Unit Plan

In order to convey the curriculum objectives to the students, the teacher should make adequate and prior preparation in making classroom transaction effective. In the planning process, unit plan occupies an important place.

In the unit plan the steady growth of the annual plan is reflected. Curriculum objectives, teaching strategies, learning aids, expected outcomes, evaluation possibilities etc., are to be decided in advance for unit planning. A specimen unit plan is given below. Teachers can prepare unit plans for every unit by utilising this as a base.

UNIT PLAN
CHAPTER 1 - OFFICE AND ITS FUNCTIONS

Sl.No	Curriculum Objectives	Strategies	Materials	Skill	Expected Product	Evaluation	Time
1	To understand what is an office, traditional, modern and future concepts of office through reading materials, observations, CD ROMs, internet	Observations, Collection, Discussion, Assignment Seminar	Reading materials Reference texts CD ROMs, internet	Communication, Presentation Observation Group work	Assignment Discussion Diary Seminar Report	Communication, Presentation Observation Group work	10 hours
2	To identify the role of office, basic functions of an office and also auxiliary functions of office in an organisation.	Case studies, discussion	Reference books, CD ROMs,, internet	Presentation, Group work, Analysing communication	Discussion Diary	Participation, Group work Contents Communication Presentation	10 hours

Daily Plan

Daily plan is the programme for achieving the curriculum objectives targeted for a day. Teachers have to plan elaborately and systematically before organising a class. The success of a class depends on the daily plan. The following points should be kept in mind while framing the daily plan.

- Learning activities should be formulated in such a way as to develop the various skills of the learner.
- It should be in accordance with the availability of time, needs of the learner, learning atmosphere etc. (*if needed the teacher should club one or more periods*)
- Active participation of all the learners should be ensured.
- Learning activities should be challenging, interesting and thought provoking.
- Evaluation part of the daily plan can be completed only after the class.
- Future planning should be based on this feed back.
- The teacher can make use of this part for continuous evaluation.

Daily plan provided here is a sample one. The teacher should prepare daily plans which suits their classes by considering this sample daily plan as reference.

DAILY PLAN

Class	:	First Year
Subject	:	Office Secretaryship
Unit	:	Office and its functions
Curriculum Objectives	:	To understand what is an office, traditional, modern and future concepts of offices through reading materials, observations, CD ROMs, Internet and to present them in group discussion and assignments

PROCESS/ ACTIVITIES	EVALUATION
<p>The teacher introduces the term 'office'. For getting more information about 'office' the students are given reference materials. The teacher divides the whole class into five groups and leads to a discussion providing the following points;</p> <p>Discussion Points</p> <p>(i) What is an office?</p> <p>(ii) What are the usual office activities?</p> <p>After 20 minutes, the groups present their discussion points: The teacher consolidates the discussion points and asks the students to note the points in their discussion diary.</p>	<p>Majority of students actively participated in the discussion. The materials provided to the groups were not sufficient. After discussion each group presented its findings.</p> <p>The presentation by one group was not satisfactory. The problem was the absence of communicative skill.</p>

EVALUATION

The needs of the society determine the nature of education. Our educational system is undergoing rapid changes. As a part of this, new methods and techniques are brought into practice in the transaction of the curriculum. The system gives more stress to the learner-centered pedagogy. Evaluation has a significant role in making the learning process more effective by helping the teachers, students and parents simultaneously.

Evaluation is a systematic process of collecting, analysing and interpreting evidences of students' progress and achievement both in cognitive and non cognitive areas of learning for the purpose of taking a variety of decisions.

As the curriculum is based on a particular vocation, capacity building in the selected vocation is the most important part and it should be evaluated accordingly. The technical skills, interest and devotion in the particular field, communication skills, analysis, organising and presentation skills etc. have to be evaluated. Along with this the personal and social qualities also have to be evaluated.

Evaluation is a continuous process

Learning is a continuous process and evaluation should be an integral part of this process. Students acquire various skills through a variety of learning experiences organised by the teachers. Continuous evaluation ensures an all round development of the students and helps the teacher for diagnosis and to suggest remedial measures.

Evaluation is Comprehensive

To make the evaluation comprehensive, scholastic, co-scholastic, technical skills, capacity building and personal qualities of the students are to be evaluated. Through comprehensive evaluation the assessments of the achievements of all the domains of the learner can be made possible.

Evaluation of the Scholastic Area

The evaluation procedure in the vocational subjects include 5 components.

1. Terminal Evaluation (TE) 80 score

2. Continuous Evaluation (CE)	20 score
3. Practical Evaluation (PE)	150 Score
4. Internship Evaluation (IE)	50 Score

1. Terminal Evaluation (T.E)

Terminal Evaluation should be in written form. The intention of the test must not be confined to memory test alone. It is an important tool for evaluating the facts, concepts, ideas gained by the learner. While preparing questions for the terminal evaluation, more emphasis should be given to the level of application, analysis, synthesis and evaluation than knowledge and understanding. The question should be framed in such a way that the students are able to apply their various mental processes such as .

- 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/organises information appropriately.
- Translates/transfers knowledge or understanding and applies them in a new situations.
- Establishes cause-effect relationships.
- Makes connection/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.

2. Continuous Evaluation(C.E)

Traditionally, we were following only single evaluation tool which measures the intellectual capacity of the learner. To eliminate this limitation evaluation should be done on the multi-dimensional competencies of the learner. In order to fulfill this objective the following items are selected are the tools of continuous evaluation

1. Seminar
2. Assignment
3. Class Test
4. Project

For recording the continuous evaluation, class test (CT) is made compulsory along with any two of the above said tools. CT can be a written test, oral test (viva), practical test.

1. Seminar

Sl. No	Stages	Points to be noted in stages	Score
1	Planning and Organising	Topic, how to collect data, aids for presentation	4/3/2/1
2	Data Collection	Literature review, relevance, Sources	4/3/2/1
3	Content	structure, content depth	4/3/2/1
4	Preparation of paper	Arrangement of ideas, clarity , analysis, interpretation and evaluation	4/3/2/1
5	Presentation of paper	Communication, participation and discussion, reporting seminar report	4/3/2/1

2. Assignment

Sl. No	Stages	Points to be noted in stages	Score
1	Understanding about the content	Knowledge about the content	4/3/2/1
2	Comprehensiveness of the content	Content coverage	4/3/2/1
3	Ability to present	Structure, clarity language, creativity	4/3/2/1
4	Conclusion	Observation and findings	4/3/2/1
5	Timeliness	Time bound completion	4/3/2/1

How to Evaluate ?**3. Class Test**

Unit test must be conducted after the completion of each unit for diagnostic purposes and its average should be recorded as class test in the evaluation report of the learner.

4. Project

Sl. No	Stages	Points to be noted in stages	Score
1	Planning	Relevance of the study, identification of problem, selection of appropriate tools for data collection and analysis	4/3/2/1
2	Data Collection	Adequacy, relevance and reliability of the data(literature review, field visit, Interview, observation and discussion)	4/3/2/1
3	Analysis and interpretation	Systematic arrangement of the data- analysis of the collected data and interpret, conclusions.	4/3/2/1
4	Presentation of report	Presentation of the report in logical and sequential order, authenticity of report, correlation with project diary	4/3/2/1
5	Timeliness	Time bound completion	4/3/2/1

3. Practical Evaluation (P.E)**Office Secretaryship - I Year**

Sl.No.	Subject	Score
1	Typewriting English I Paper	25
2	Typewriting English II Paper	25
3	Shorthand English I Paper	25
4	Shorthand English II Paper	25
5	Computer (Word Processing and DTP)	25
6	Viva Voce	25
	Total	150

I Typewriting English Paper I (Score 25)

Spelling mistake, omission, overtyping, wrong spacing etc. are considered to be a mistake. Each mistake is treated as a stroke mistake. 5 stroke mistakes are treated as full mistakes. After considering the mistakes, scores should be awarded in the following manner:-

Full mistake	Score
0	100%
1	98%
2	96%
3	94%
4	92%
5	90%
6	86%
7	82%
8	78%
9	74%
10	70%

11	64%
12	58%
13	52%
14	46%
15	40%

(Mistakes in strokes - 5 full mistakes)

Candidate should acquire a speed of 30 w.p.m, i.e, 150 strokes per minute.

Special attention should be given for neatness

Candidates who commit more than 5% of mistakes are not eligible for a pass in speed test.

I Typewriting English Paper II (Score 25)

Indicators

A Statement	Score 6
Neatness	
Proper Alignment	
Systematic Arrangement	
Punctuation	
B Private letters/ Official letters/ Professional letters	Score 7
Neatness	
Proper format	
Quality of carbon copy	
Contents	
C Simple government letters	Score 6
Neatness	
Systematic Arrangement	
Proper Alignment	
Content	
D Display/ Advertisement/ Tender Notice	Score 6
Attractiveness	
Proper Alignment	
Systematic Arrangement	
Border Designing/ Content	

III Short hand English Paper I (Score 25)

The following indicators can be considered for evaluation

Sl.No.	Indicators	Percentage	Score
1	Phonography	20	5
2	Grammalogues and Punctuations	20	5
3	Circles, Loop ST and STR, Hooks	20	5
4	Halving and Doubling Principle	20	5
5	Prefixes, Suffixes and Contractions	20	5

To take down notes in shorthand a speech or essay of about 600 words to be dictated at the rate of 60 words per minute. Candidate has to transcribe the dictated matter into longhand within one hour

IV Short hand English Paper II (Score 25)

	Indicators	Percentage	Score
<i>1</i>	<i>Principles of Phonography</i>	<i>30%</i>	<i>7.5</i>
	<ul style="list-style-type: none"> • Classification of consonants • Length of strokes, thick, thin, joined strokes • Straight, Horizontal and Curved strokes • Vowel place and position of outlines • Diphthongs and Triphones 		
<i>2</i>	<i>Write in shorthand</i>	<i>40%</i>	<i>10</i>
	<ul style="list-style-type: none"> • Joined strokes, Vowel place, position of outlines • Grammalogues and punctuation • Circles, Loop ST and STR and Hooks • Halving and Doubling Principle • Prefixes, Suffixes and Contractions 		
<i>3</i>	<i>Transcribe into longhand</i>	<i>30%</i>	<i>7.5</i>
	<ul style="list-style-type: none"> • Spelling • Paragraph 		

- Punctuation
- Omission
- Timeliness

V Computer (Score 25)

1. Word Processing

Score 15

A. Data Entry : The indicators for typewriting English Paper I can be adopted here Score 4

B Formatting

Correct font addition or deletion of rows and column

Alignment

Line Spacing

Paragraph

Columns

C Table

Creation

Systematic arrangement of data

Presentation

Use of merge and split cells

D Mail Merge

Creation of base data

Addition of field name

Content

Proper merging

Print preview

2 DTP (Pagemaker 7.0)

Score 10

A. Layout

Text Entry

Page settings

Insertion of graphics

B. Formatting

Selection of fonts

Paragraph settings

Insertion of Auto shapes

VI External Practical cum Viva Voce (Score 25)

A Practicals *Score 10*

1. Identification of parts of typewriter and computer
2. Procedure writing
3. Handling of equipments
4. Result

B Record *Score 5*

1. Collections
2. Filling up of different types of forms/ proformas

C Viva-Voce *Score 10*

(Questions related with office secretaryship theory)

4. Internship Evaluation

Being a vocational course, a system to judiciously evaluate the required value addition and consequent capacity building in the selected vocational subject is highly essential. As the other evaluation components like CE, PE and TE cannot assess the vocational competencies and professional skills acquired by the students, an internship evaluation (IE) component has been introduced to meet this requirement.

Internship evaluation should be done based on the following components.

I. Regularity and punctuality

A regular presence and habit of time bound completion of task is a must for attaining maximum efficiency.

II. Value addition

Value addition can be evaluated through conducting field visits/survey. The experiences gained through field visit and survey increases the level of intrinsic motivation and positive attitude towards the vocational field and there by increase his value as a skilled semi- professional.

III. Capacity building

Capacity building can be evaluated through conducting the following activities.

1. OJT/Simulated experiment
2. Performance- Camp/ Exhibition/ Clinic.
3. Performance- Production/Service cum Training centre.

These components helps the students to practice the acquired skills in the real situation and there by increasing self confidence and promoting self reliance.

Rating scale

		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

I. Regularity and Punctuality can be evaluated by 5 point scale.

While evaluating the regularity and punctuality the attendance of the students and the time bound completion of the tasks have to be considered.

The above table indicates the points that could be scored by each student. The score obtained by each students has to be converted out of 10.

The aim of value addition is to measure the interest, devotion Group management, perseverance of the learner in specific areas Value addition can be evaluated from field visit, survey and simulated experiments.

Capacity building is aimed at measuring the skills of the learner from OJT/ production cum training centre/ research and development/graded area exposure.

IE Item	Evaluation Indicators	Weightage	Score
1. Regularity and Punctuality			10
2. Value addition	<p>Field Visit</p> <p>1. Attitude and readiness towards the task. 4/3/2/1</p> <p>2. Capacity for observation. 4/3/2/1</p> <p>3. Data collection. 4/3/2/1</p> <p>4. Application of ideas. 4/3/2/1</p> <p>5. Documentation/ recording. 4/3/2/1</p> <p style="text-align: center;">OR</p> <p>Survey</p> <p>1. Planning. 4/3/2/1</p> <p>2. Data collection. 4/3/2/1</p> <p>3. Consolidation of data and analysis. 4/3/2/1</p> <p>4. Drawing inference. 4/3/2/1</p> <p>5. Reporting. 4/3/2/1</p>		20
3. Capacity building	<p>OJT/ Simulated Experiment/ Practical skill</p> <p>1. Involvement/ Participation. 4/3/2/1</p> <p>2. Skills in doing work/ Communication skill. 4/3/2/1</p> <p>3. Time bound action. 4/3/2/1</p> <p>4. Capacity for observation, analysis and innovation. 4/3/2/1</p> <p>5. Documentation, Recording and display. 4/3/2/1</p> <p style="text-align: center;">OR</p> <p>Performance in camp/ Exhibition/ clinic</p> <p>1. Ability for planning and organising. 4/3/2/1</p> <p>2. Mastery of subject. 4/3/2/1</p> <p>3. Ability for communication. 4/3/2/1</p>		20

IE Item	Evaluation Indicators	Weightage	Score
	4. Innovation.	4/3/2/1	
	5. Involvement/Social commitment.	4/3/2/1	
	OR		
	Performance in production/ service cum training centre (PSCTC)		
	1. Mastery of vocational skills.	4/3/2/1	
	2. Managerial capacity.	4/3/2/1	
	3. Promoting self confidence.	4/3/2/1	
	4. Innovative approach.	4/3/2/1	
	5. Promoting self - reliance.	4/3/2/1	

Vocational Competency Items for Internship Evaluation

Items	Score
Regularity & Punctuality	10
Field visit/survey(any one)	20
OJT/simulated experiment/ Practical Skill/ Performance- Camp/exhibition/Clinic Performance- PSCTC (any one)	20
Total	50

The maximum score for IE is 50; the minimum score to be obtained for IE is fixed at 30% is, 15 score

A minimum of 80% attendance is required for promotion to the second year. Those who have shortage of attendance should repeat first year. Those who have 80% and above attendance but failed to achieve 30% of internship evaluation (IE) will be promoted to the second year. He has to improve the component in which he performed poor. He has to attain the minimum by improving the particular component to get eligible for appearing second year public examination.

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.

In the consolidated statement of total score, the scores obtained by each student for CE and TE should be added and this has to be converted into percentage and corresponding letter grade has to be given for the student. Before consolidating the total scores a consolidated statement showing the total scores of the CE items has to be prepared. There are 3 items to be evaluated and each items has a total score of 20 and score obtained for 60 can be converted into 20. This has to be recorded in the consolidated statement of CE. An example for reference is given below. Followed by this separate consolidated statements showing CE+ TE, PE and IE are to be prepared.

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

I Consolidated Statement of C.E

Stream: Commerce

Class - I year

Subject: Office Secretaryship

Sl. No	Name	Assignment 20	Project 20	Class Test 20	Total Score 80	Score reduced to 20 Score obtained $\times \frac{20}{80}$
1.	Muraleedharan	15	10	11	36	12
2.	Shajee	10	13	14	39	13
3.	Saji Kumar	14	14	14	42	14

II Consolidated Statement of TE and CE

Stream: Commerce

Class - I year

Subject: Office Secretaryship

Sl. No1	Name	T.E 80	C.E 20	Total Score 100	Grade
1.	Muraleedharan	50	12	62	B
2.	Shajee	60	13	73	B+
3.	Saji Kumar	70	14	84	A

III Consolidated statement of PE

Stream: Commerce

Class - I year

Subject: Office Secretaryship

Sl.No.	Name	Type Writing Paper-I 25	Type Writing Paper-II 25	Short hand Paper-I 25	Short hand Paper-II 25	Computer Word Pro- cessing & DTP 25	Viva Voce 25	Total 150	Grade
1	Murali	20	15	15	10	15	15	90	B
2	Shajee	20	20	20	15	10	25	105	B+
3	Saji	15	20	10	15	15	15	90	B

IV

Consolidated Statement of I E

Stream: Commerce

Class - I year

Subject: Office Secretaryship

Sl. No	Name	Regularity & Punctuality	Field visit/ Survey	OJT/ Practical Skill	Total Score	Grade
		10	20	20	50	
1.	Muraleedharan	5	12	10	27	C+
2.	Shajee	6	15	16	37	B+
3.	Saji Kumar	8	14	14	36	B+

PART II

1. OFFICE AND ITS FUNCTIONS

Introduction

Office is the administrative centre of a business. It is an important and indispensable part of every organisation, big or small. This chapter enables the students to know about the role of office, the functions of office, its traditional, modern and future concept.

Curriculum Objectives

- 1 To understand what is an office, traditional, modern and future concepts of office through reading materials, observations, CD ROMs, internet and present them in group discussions, assignments and seminar.
- 2 To identify the role of office, basic functions of an office and also auxiliary functions through case studies, discussions and to present them in assignments.

Syllabus

- Office
- Functions of an office
- Importance of office
- Traditional office
- Modern office
- Office of the future

Through the chapter (20 hours)

For convenience this chapter is divided into the following heads.

- Introduction to the term office
- Importance of office
- Functions of office
- The changing of office scenario

I Introduction to the term office

Suggested Strategy - Lecturing and Discussion

A general discussion can be conducted after an introduction by the teacher to develop an understanding of the office and its activities.

Lead Points

- Routine activities in your school office
- Activities performed in the offices which the students have already seen
- Why an office is needed for an organisation

After discussion, the groups are advised to present their discussion diary and the teacher consolidates the discussion points.

At the end of the discussion the students get a clear idea of the office and its activities.

Expected Product

- Notes on office and its activities
- Discussion diary

II Importance of office

Strategy - Discussion

A discussion may be conducted to make the students aware of the significance of an office in modern business by asking questions like;

- Where did you collect your VHSE course details?

Lead Points

- From where do you get information regarding an organisation?
- The link which connects the organisation with outsiders
- Which is the control centre of an organisation?
- Who co-ordinates the various activities of an organisation?
- Who assist the personnel functions of an organisation?

After the discussion, the students will get a clear idea of the importance of an office. The teacher consolidates the discussion topics and advises them to prepare notes regarding the topics.

Reference Materials

- Office Management - R.K.Chopra
- Modern Office Management - S.P.Jain, T.N.Chhabra
- Office Administration - NCERT

Expected Product

- Assignments

III Functions of an office

Strategy - Discussion

A general discussion can be facilitated by asking questions like;

- What are the various functions performed by an office? (E.g.. School office)

Based on the learners response the teacher asks more questions. From the learners response the teacher writes the points on the blackboard. On the basis of the listed items on the blackboard teacher makes classification of the functions into basic and administrative.

(i) Basic Functions

- To get an idea of the basic functions of an office, the teacher can ask a question
- What are the important functions performed by our school office in connection with administration?

Lead Points

- Collecting information from internal and external sources
- Need for recording information
- Why the collected information is analysed.

At the end of the discussion teacher consolidates the points through a lecture by incorporating suitable examples.

(ii) Administrative Management Functions

To transact this topic in the class the teacher asks question like

- What are the basic functions of an office?
- Can you say what are the other functions performed by an office?

Based on the learners' discussion teacher explains the administrative functions of an office.

Lead Points

- Management functions
- Public relation function
- Office systems, procedures and routines
- Safeguarding of assets
- Form designing and control
- Stationery and supplies control
- Retention of records
- Selection and purchase of office machines

Expected Product

- Notes on the functions of an office
- Discussion Diary

IV Office - Traditional - Modern - Future

Suggested Strategy - Group Discussion and Seminar

A group discussion can be initiated to develop an understanding of changing office scenario.

Lead Points

- Do you agree whether all the facilities in modern office were available in yesterday's office?
- Share your dreams about the future office
- Differences between yesterday's office and modern office

After discussion the students may be helped to get an idea of the changing office scene and the teacher concludes the discussion points.

Expected Product

- Notes on changing office scene
- Assignment - Collection of related pictures

Seminar

The discussion should help the learners to understand the changing office scene and the differences between yesterday's office and modern office. To get more information on the above topic, conduct a seminar as a strategy to transact this portion.

Planning the seminar

Topic :- Yesterday's office, modern office, office of the future

- Grouping the learners. Learners can be divided into three 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.

Topics and seminar points to be assigned are:-

Group 1

Topic 1 : Office Yesterday

Discussion Points

- Introduction
- Paper work in yesterday's office
- Manpower used

- Lighting and ventilation
- Communication facilities
- Conclusion

The teacher may suggest the following books/ materials for reference

- Office Management - R.K.Chopra
Office Management - S.Sachdeva
Modern Office Management - S.P.Jain & T.N.Chhabra

Group 2

Topic : Modern office

Discussion points

- Introduction
- Office Automation
- Lighting and ventilation
- Communication - modern devices
- Conclusion

The teacher may suggest the following books, materials for reference

- Modern Office Management - S.P.Jain and T.N.Chhbhra
Office Management - R.K.Chopra

Journals, Magazines, Newspapers, Articles etc.

Group 3

Topic : Office of the future

Discussion Points

- Introduction
- Computerisation
- Modern communication devices
- Conclusion

The teacher may suggest the following books for reference.

- Office Management - R.K.Chopra
Office Administration - NCERT

Journals, Newspapers, Magazines, Articles

The teacher should also provide necessary supplementary information.

- One representative of each group should 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 the 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 the changing office scene.

Using the discussion notes, seminar reports etc., the learner may be asked to carry out the following activity.

Activity

Fill the boxes with suitable words.

Sl.No.	Description	Traditional office	Modern office	Future office
1	Lighting and ventilation			
2	Paper work			
3	Man power used			
4	Electronic machine			
5	Furniture			
6	Challenges of legal formalities			
7	Communication facilities			

CE Possibilities

- 1 Assignment
- 2 Discussion diary



UNIT PLAN
CHAPTER 1 - OFFICE AND ITS FUNCTIONS

Sl.No	Curriculum Objectives	Strategies	Materials	Skill	Expected Product	Evaluation	Time
1	To understand what is an office, traditional, modern and future concepts of office through reading materials, observations, CD ROMs, internet	Observations, Collection, Discussion, Assignment Seminar	Reading materials Reference texts CD ROMs, internet	Communication, Presentation Observation Group work	Assignment Discussion Diary Seminar Report	Communication, Presentation Observation Group work	10 hours
2	To identify the role of office, basic functions of an office and also auxiliary functions of office in an organisation.	Case studies, discussion	Reference books, CD ROMs, internet	Presentation, Group work, Analysing communication	Discussion Diary	Participation, Group work Contents Communication Presentation	10 hours

2. OFFICE SECRETARY

Introduction

In modern business world the Secretary is an indispensable person in commerce, industry and institutions, big or small. Any association of persons cannot do its affairs without appointing a secretary. In this chapter an attempt is made to familiarise the learners with office secretary, his qualities, duties and responsibilities. The learners are also made aware of organisation manual and office manual.

Curriculum Objectives

- 1 To understand the role and duties of office secretary through role play, reading materials and present them in assignments.
- 2 To get an idea of organisation manual and office manual through collection of samples, reading materials, charts and to present them through assignments and reports.

Syllabus

- Introduction
- Qualities, role and importance
- Duties of office secretary
- Organisation manual - contents, uses
- Office manual - contents, uses, advantages

Through the chapter (15 hours)

For convenience this chapter is divided into the following three sub topics.

- Office Secretary
- Organisation manual
- Office manual

I Office Secretary

To transact this topic in the classroom, it may be divided into

- (i) - Introduction
- (ii) - Qualities
- (iii) - Role and importance
- (iv) - Duties of office secretary

(i) Introduction

Suggested Strategy - Lecture Method

Lead Points

- The need of office secretary
- Doing confidential work

Note:- Secretary means one entrusted with secrets. The word 'Secretary' is derived from the Latin word 'Secretarius' which means a confidential writer. The dictionary defines the word 'Secretary' as "one who is employed to write or transact business for another person or society, a company or a public body".

Teacher explains the above topic in detail with suitable examples and concludes the class.

Expected Product

- Assignment

(ii) Qualities of an office secretary

Suggested Strategy - Group discussion

Teacher initiates the discussion by giving a brief introduction regarding the qualities required for an office secretary.

Lead Points

- Personal qualities
- Social qualities
- Interest to job

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

After discussion the teacher asks each group to present the discussion diary and finally the teacher concludes the topic by interpreting more points.

(iii) Role and Importance of Office Secretary

Suggested Strategy - Discussion

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

- Why is a secretary necessary for an office?
- Can we do away with a secretary from an office?
- How does the secretary assist the office manager?

Lead Points

- Indispensable part
- Doing routine office work
- Helps the manager
- Acts as a link
-
-
-

Then teacher instructs the learner to collect more details from reference books, interviews, etc. and to complete their discussion diary.

Expected Product

- Discussion diary

(iv) Duties of Office Secretary

Suggested Strategy - Discussion and Role play

Teacher initiates a discussion based on the following points.

Lead Points

- Mail handling
- Maintaining records
- Correspondence
- Filing
- Handling office equipments
- Assisting the executives

After the discussion students are directed to act a role play.

Planning role play

To learn more on the duties of an office secretary :

- select 6 students
- students are assigned the role of
 - (i) office manager
 - (ii) office secretary
 - (iii) Clerk I
 - (iv) Clerk II
 - (v) Peon
 - (vi) Attender
- Few other students may also be selected to act as customers or other roles relevant to the situation.
- Teacher assigns the role of each student and direct them to act their roles based on a particular office situation.

Expected Product

- Discussion diary

II Organisation Manual

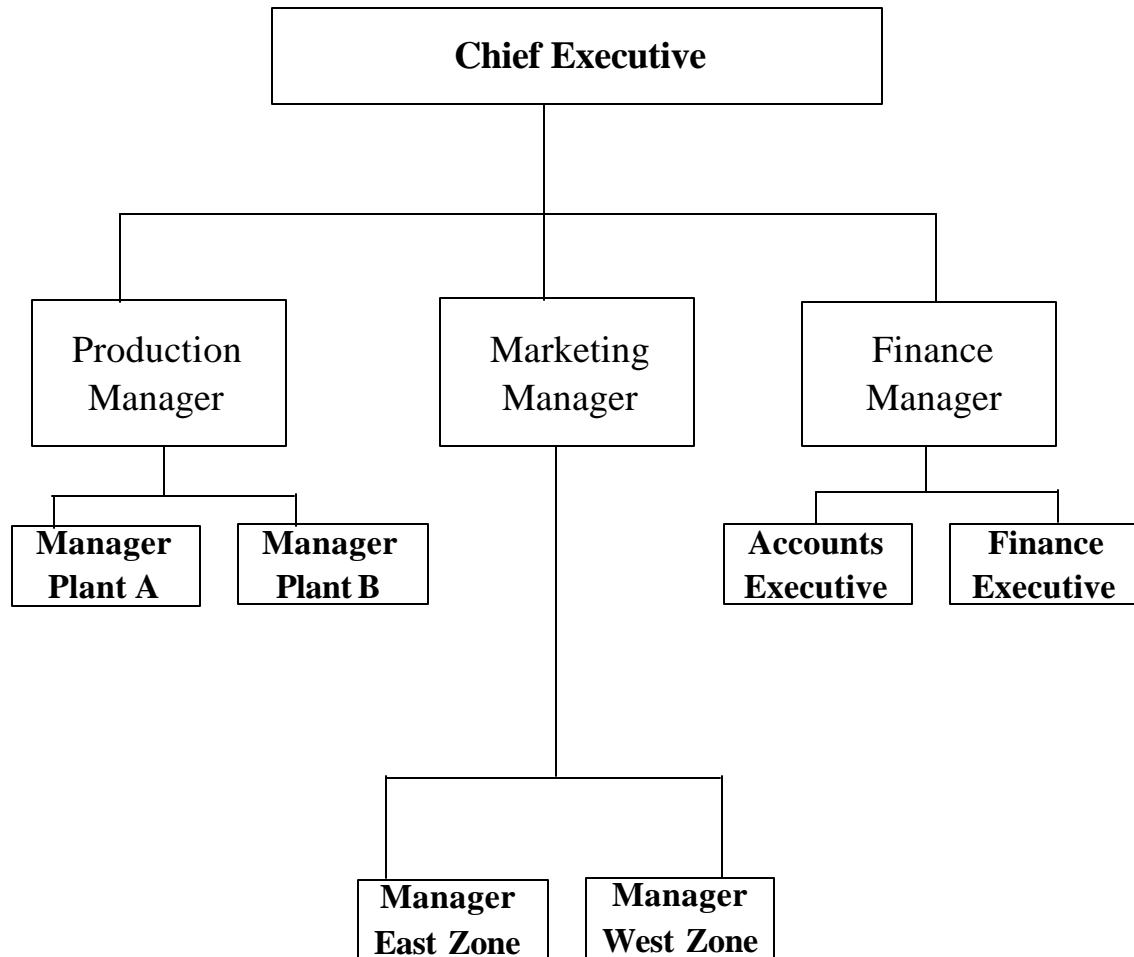
Suggested Strategy - Teacher - learner interaction

Lead Points

- Authoritative guide to the company's organisation
- Supplement to organisation chart
- Booklet
- Content
 - (i) General information of company
 - (ii) Name and status of company executives
 - (iii) Office rules and regulations

To familiarise the topic the teacher may exhibit a chart showing the organisation structure.

ORGANISATION CHART



Then the teacher asks questions like

- Do you agree that we get relevant information from this chart relating to the company?
- What are the other details you want to know about the company?
- From where do you get information relating to the name and status of company executives?

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

Expected Product

- Discussion diary
- Notes on organisation manual and its contents

III Office Manual

Strategy - Discussion and Seminar

The teacher may initiate the discussion by asking questions like

- What are the contents of an organisation manual?
- From where do you get information relating to office procedures?
- What are the contents of an office manual?
- Can you say what are the advantages of preparing office manual?

The discussion contains the following points:

Lead Points

- Authoritative guide
- Essentials for the performance of office work

Contents

- General information
- Office rules and regulations
- Office facilities
- Safety instructions
- Organisation policies
- Executive relationships
- Job description
- Office procedures
- General instructions
- Appendix
- ❖ **Uses, advantages and disadvantages of office manual**

On the basis of the above discussion, the teacher asks the students to prepare for a seminar.

Steps in seminar

(i) Planning Stage

- Identify the presenters
- Assigning areas to presenters
- Date of presentation
- Determination of the moderator

(ii) Data collection

- Reference materials
- Collecting samples of office manuals

(iii) Presentation Stage

- One representative from each group should be selected for presentation.

The group must be well prepared to clear the doubts of others.

- Every student in the class can ask questions about the topic, clarify their doubts, add more information and can delete areas which are not necessary.
- Moderator will conclude the session by expressing his views
- Evaluation
- Seminar reports

Expected Product

- Discussion Diary
- Seminar Report

C.E Possibilities

- Seminar Report
- Discussion Diary



UNIT PLAN

CHAPTER 2 - OFFICE SECRETARY

Sl.No	Curriculum Objectives	Strategies	Materials	Skill	Expected Product	Evaluation	Time
1	To understand the role and duties of office secretary through role play, reading materials	Role Play Assignment Discussion	Reading materials Reference books CD ROMs	Presentation Communication, Observation	Assignment Discussion diary	Planning participation Observation Content Presentation	7 hours
2	To get an idea of organisation manual and office manual through collection of samples, reading materials and charts	Collection Assignment Chart Seminar	Reading materials Reference books	Presentation Communication, Observation	Assignment Collection Seminar Report	Participation Content Presentation	8 hours

3. OFFICE MANAGEMENT

Introduction

Office management consists of responsibilities of planning, organising, directing and controlling office activities for the realisation of the objectives of an office. For this an office manager has the responsibility to plan office activity properly. Office management is a wide area of function involving the organisation of the proper means and the creation of the necessary environment for effective and efficient office work.

Through this chapter the students will get a clear idea of the terms ‘office management’ and ‘office manager’.

Curriculum Objectives

- 1 To understand the functions and elements of office management through reading materials, charts and present them in assignments.
- 2 To acquire knowledge of qualification, duties and responsibilities and functions of an office manager through reading materials, CD ROMs and present them through assignments and seminar

Syllabus

- Introduction
- Elements of office management
- Functions of office management
- Office manager, Qualifications
- Role and responsibilities

Through the chapter (15 hours)

For convenience this chapter is divided into seven sub heads

- Office Management - Meaning
- Elements of office management

- Functions of office management
- Office Manager
- Qualifications of Office Manager
- Functions of Office Manager
- Duties and responsibilities of Office Manager

I Office Management - Meaning

Suggested Strategy - Discussion

A discussion can be facilitated by asking questions like:

- What is the role of management in an office?
- Can management principles be applied in an office?

Lead Points

- Need of management
- Role of management in office

After a general discussion, the students will be able to grasp the meaning of the term office management.

Expected Product

- Notes on meaning of office management
- Discussion diary

II Elements of Office Management

Suggested Strategy - Group Discussion

Teacher can initiate the discussion by giving an introduction.

Lead Points

- Awareness of the true purpose
- Provision for suitable working conditions
- Tools required
- Personnel

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

Expected Product

- Discussion report

III Functions of Office Management

Suggested Strategy - Seminar

The seminar can be initiated with a general introduction about the functions of management.

Stages

(i) Planning stage

- Brief introduction of the topic
- Identify the presenters
- Assigning areas to presenters

The seminars should contain the following key points

- a. Planning
- b. Organising
- c. Staffing
- d. Directing
- e. Controlling

(ii) Data collection stage

- Reference books

(iii) Presentation Stage

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

If necessary teacher can add his views.

Expected Product

- Seminar reports
- Chart showing functions of office management
- Detailed notes on the functions of office management

IV Office Manager

Suggested Strategy - General Discussion

The discussion may be initiated by asking questions like

- Who controls office activities?

Lead Points

- In charge of office
- Link in the chain of command
- Representative of the management

After a general discussion teacher concludes the points.

Expected Product

- Notes on the term office manager
-

V Qualification

Suggested Strategy - Group discussion

Group discussion may be initiated by the teacher through a brief introduction. The discussion should focus on the following lead points:

Lead Points

- Personal qualities
- Formal education and training
- Experience
- Professional interests

After group discussion, teacher asks each group to present their group report. After presentation teacher consolidates the discussion point.

Expected Product

- Discussion diary
- Detailed notes

VI Functions of Office Manager

This topic is intended to provide the learner with an understanding of the functions of the office manager.

Suggested Strategy - Seminar

The seminar may be initiated by giving a general introduction. The seminar should include the following key points.

- Recruitment of staff
- Training of staff

- Work measurement and compensation
- Leadership
- Co-ordination
- Discipline
- Control stationery
- Secretarial services
- Accounting
- Human relations

Evaluation Stage

- Have a discussion on presentation
- Learner can clarify doubts and incorporate their suggestions
- Moderator will conclude the session by expressing his views

VII Duties and Responsibilities

Suggested Strategy - General discussion

The teacher initiates the discussion by asking questions like

- Can you mention the duties performed by an office manager?

Lead Points

- In relation to top management
- In relation to work
- In relation to subordinates
- In relation to associates

After discussion the teacher concludes the topics.

Expected Product

- Notes on duties and responsibilities
- Discussion diary

CE Possibilities

- Class test
- Assignments
- Seminar report
- Discussion diary

UNIT PLAN
CHAPTER 3 - OFFICE MANAGEMENT

Sl.No	Curriculum Objectives	Strategies	Materials	Skill	Expected Product	Evaluation	Time
1	To understand the functions and elements of office management through reading materials, charts	Assignment Class test Discussion	Reading materials Reference books CD ROMs	Communication Presentation Observation	Assignment Discussion diary	Participation Content Presentation score	7 hours
2	To acquire knowledge of qualification, duties and responsibilities and functions of an office manager, through reading materials, CD ROMs	Assignment Class test Seminar	Reading materials CD ROM	Communication Presentation	Assignment Seminar Report	Planning, Participation, Communication Content Presentation score	8 hours

4. DATA PROCESSING

Introduction

Data processing is a series of operations which converts data into information. In data processing technology, data means the collection of unorganised facts or raw figures. Data processing is defined as the processing of data to make it more usable and meaningful, thus transforming it into information. Through this chapter, the learners get an idea of data processing, importance of data processing in office and to develop a practical skill in doing DTP.

Curriculum Objectives

- 1 To understand the idea of data processing, its importance and to develop the knowledge of DTP through training, reading materials, practicals etc.

Syllabus

- Introduction
- Data, Analysis of data
- Information
- Importance of data processing in offices
- PageMaker - Features, Advantages, Applications

Through the chapter (30 hours)

For convenience this chapter is divided into five sub heads

- Introduction
- Data, Analysis of data, Information
- Importance of data processing in office
- Introduction to Desk Top Publishing
- PageMaker, features, advantages, application (Practical)

I Introduction

Suggested Strategy - Lecture Method

Lead Points

- What is data
- Role of computer in data processing

.....
: Data processing is a term meant for the process :
: of collecting all items of data together to :
: produce meaningful information. Data :
: processing is a term mostly associated with :
: business and commercial work. The result of :
: data processing is called information. :
.....

Teacher explains the topic with the help of suitable examples and asks the learner to prepare notes.

Expected Product

- Notes

II Data - Analysis of data, Information

Suggested Strategy - Discussion and Lecture Method

The topic is introduced by the teacher with a brief explanation and encourages a general discussion.

Lead Points

- What is information?
- How is information obtained? (By analysis of data)
- Distinction between data and information

After a general discussion teacher consolidates the discussion and incorporates more points with suitable examples and asks them to prepare notes.

Example:-

- Marks obtained by students and their roll numbers form the data, the report card or mark sheet is the information.
- Anil, Kumar, Jaya, Beena, their roll numbers etc. form the basic data. Statements like Anil stood first class in the examination is a piece of information.

Expected Product

- Discussion diary
- Notes

III Importance of Data Processing in office

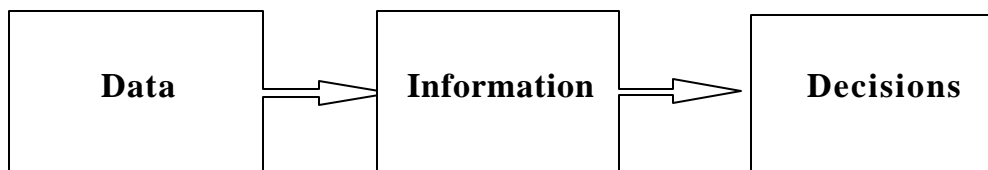
Suggested Strategy - Group Discussion

Teacher initiates a group discussion by giving a brief explanation and encourages the group by providing additional information.

Discussion Points

- The purpose for which data is analysed
- Importance of information in decision making
- Computers as data processors
-

The teacher leads the discussion by ensuring the participation of all the learners. Finally the teacher concludes the topic. Everyone should be instructed to note down all the points in their discussion diary.



Expected Product

- Discussion diary
- Group report

IV Introduction to Desk Top Publishing

Suggested Strategy - Lecture Method

Lead Points

- What is DTP?
- Need
- Suitability
- Devices needed
-
-

The teacher explains the points in detail with the help of suitable examples and asks them to collect more information from reference materials.

Expected Product

- Notes

V Page Maker - Features and advantages

Suggested Strategy - Demonstration

Lead Points

- Page Maker
- Fundamentals
- Features
- Advantages

Teacher demonstrates the above points with the help of a PageMaker software in computer.

Expected Product

- Notes

Application

- Suggested strategy - Practical classes

Lead Points

- Document Planning - Page layout , Margin header - footer, fonts, styling, uses of files, Edit, Frame, Font, Graphics and Option Menu - Preparation of table contents, index, generation of style sheets, usage of width table, Add/ Remove fonts

Pagemaker7.0

- Getting started with pagemaker 7.0
- Demonstration and practical experience
- Teacher demonstrates the pagemaker window in the lab
- Students are asked to observe and prepare a list of components what they see in the window
- Finally the teacher consolidates and should contain the following points
 - Title bar
 - Control button (minimize, maximize, /restore, close)
 - Menubar
 - Control palette
 - Toolbox
 - Style/colour palette
- Discuss the above components and identify the functions of each component
- Students prepare notes on them

Components of a sample document

- Discussion
- Each group discusses the components of a document and presents their listings
- Teacher consolidates their findings and should contain the following points.

Header	Graphic	Indentation
Pagenumber	Bullet list	Paragraph Specification
Drop cap	Subheading	Paragraph spacing
- Students should prepare notes on them

Working with text

- Discussion and practising

The following points are discussed

- Entering the text
 - Moving text blocks
 - Removing text blocks
 - Importing text
 - Deleting text
 - Importing graphics
- On the basis of the discussion students make notes on them, and practise in lab

Formatting Text

- Through discussion and practising
- Following points are to be discussed
 - Changing the font size
 - Making text bold , Italicizing
 - Underlining, Aligning the text
 - Style sheets
 - Creating and Applying
 - Importing styles
 - Bullets and numbering
- Teacher practising the above items in lab and instruct the students to prepare notes

Working with graphics and objects

- Through discussion and practice
- Following points are to be discussed
 - Adding text to graphic
 - Placing the graphic
 - Wrapping text around a graphic
 - Importing, moving, resizing a graphic
 - Adding caption to graphic
 - Cropping a graphic
- On the basis of discussion, students express their ideas, teacher consolidates the discussion and learners are asked to practise the above points in lab.

Managing and Printing a Publication

- Through discussion and practice
- Following discussion and practice
- Following points are to be covered
 - Page numbering
 - Page size
 - Margins
 - Table of contents
 - Managing books
 - Printing a publication
- Teacher encourages and gives necessary help to learners in discussion

- Group presents their findings
- Teacher consolidates the points considering the above facts
- Students should practise the topics in lab and prepare notes.

Poster creation (sample)

- Observation of a model poster
- Teacher shows model poster and a discussion conducted on the following points.
 - Page layout
 - Formatting
 - Communicating
 - Appearance
- Students identify the features involved in the poster and prepare a list of common features of any poster.
- Students design a poster individually with the help of the following points
 - What are the contents of a poster?
 - How it can be arranged
 - What alignments to be included
 - How is graphic imported?
 - What colours can be used?
 - How bullets and numbering can be used.

Self Evaluation and Peer Evaluation

- Work done by each student is observed by others.

Assignment (lab)

- Following steps to take for a DTP assignment
 - Define clearly the final output required
 - Design the layout
 - Define pages, margin, text and graphics frames
 - Import text and place it in the defined page
 - Import graphics
 - Attach text styles and fonts
 - Save the documents with style sheet/templates
 - Print the completed document
- Teacher/student can select suitable topic for assignment

UNIT PLAN
CHAPTER 4 - DATA PROCESSING

Sl.No	Curriculum Objectives	Strategies	Materials	Skill	Expected Product	Evaluation	Time
1	To understand the idea of data processing, the importance of data processing and to develop the knowledge of DTP through reading materials, training, practicals etc.	Practical training Class test Discussion Demonstration	Reference books Audio visual media (Computer)	Application Observation	Discussion diary Assignment	Participation, Observation Content Presentation score	25 hours

5. OFFICE FORMS

Introduction

Forms are the basic tools of all office work, and they assist in the fundamental functions of receiving, recording, arranging and giving information in the office. Through the chapter the students will get an idea of the purpose of using forms, need for forms control and the guiding principles of form design.

Curriculum Objectives

- 1 To understand the importance and uses of office forms through collection, observation and to present them in assignments

Syllabus

- Introduction
- Advantages in the use of forms
- Forms design
- Principles for forms design
- Guidelines for forms design
- Forms control
- Continuous stationery
- Advantages, disadvantages and types

Through the chapter (15 hours)

For convenience this chapter is divided into the following 6 heads.

- Introduction to forms
- Advantages of using forms
- Forms design and principles of forms design
- Guidelines or factors affecting forms design

- Forms control, objectives and steps in forms control
- Continuous stationery, advantages of continuous stationery

I Introduction to forms

Suggested Strategy - Discussion and Collection

The teacher introduces the meaning and purpose of forms with the help of collected specimen.

Lead Points

- Printed sheets of paper
- Information gathered
- Future reference
- Repetitive or Standardised information

After discussion, the students get a clear idea of office forms and their uses and the teacher co-ordinates the discussion by adding more points.

Expected Product

- Notes on the meaning and purpose of using forms
- Collection of forms

II Advantage of using forms

Suggested Strategy - Group discussion

From the above mentioned topic the teacher asks questions like

- What is the need for using forms in an office?

Lead Points

- Reducing cost
- Simplifies operations
- Record keeping
- Data processing
-
-

The teacher consolidates the discussion and add more points.

III Forms design and factors affecting form design

Suggested Strategy - Group discussion

The teacher initiates the discussion by asking questions

- What are the different types of forms you have seen?
- Can you identify any notable difference in their design?

Lead Points

- Ease in use
- Purpose
- Simplicity
- Proper size

At the end of the discussion, the students will get an idea of form design and the factors affecting it with the help of the specimen and the teacher consolidates the discussion points by adding more points.

Expected Product

- Discussion Diary
- Notes on form design and factors affecting form design

IV Principles of form design

Suggested Strategy - Lecture

Lead Points

- Purpose
- Standardisation
- Centralised control
- Paper size

The teacher explains the points by giving suitable examples and asks the students to prepare the notes.

Expected Product

- Notes on principles of form design

V Forms control, Objectives and steps

Suggested Strategy - Lecture and discussion

Teacher introduces the topic 'forms control' by briefly explaining its meaning and objects

and encourages the learners to actively participate in the discussion by asking questions like

- What is the need for exercising forms control?

Lead Points

- Means of exercising management control
- Designing, printing and economical use and supply of forms
- Use and retain necessary forms
- Introduction or revision of forms

Teacher concludes the topic by consolidating the discussion points and incorporates more points.

Expected Product

- Discussion diary

Steps in forms design

Suggested Strategy - Lecture Method

Teacher introduces the steps in forms control by explaining it with the help of the following lead points.

Lead Points

- Centralisation
- Decoding content
- Storing and issue
- New forms
- Designing and Production
- Preparing forms register
- Office routines
- Analysing the term
- Printing and reproduction
- Standardisation

After explanation the students get an idea of the steps of forms control and the teacher asks them to prepare notes.

Expected Product

- Notes

VI Continuous Stationery, Advantages, Disadvantages and Types

Suggested Strategy - Group discussion

The teacher introduces the topic by giving some examples like:

- Roll stationery in telephone booth
- Roll stationery used for billing purpose

Lead Points

- Continuous strip
- Divided from one another by perforation

(A) Advantages

Suggested Strategy - Group discussion

The students with the help of the above mentioned points discuss the advantage of continuous stationery and the teacher assists them by asking questions like the following

- What are the merits in adopting continuous stationery for some offices?
-

Lead Points

- Save in time
- Optimum use of machine
- Reduces monotony in work

While discussing the same, students also point out some of the demerits and then the teacher consolidates the discussion points.

Expected Product

- Discussion diary

CE Possibilities

- Discussion diary
- Collection of forms



UNIT PLAN
CHAPTER 5 - OFFICE FORMS

Sl.No	Curriculum Objectives	Strategies	Materials	Skill	Expected Product	Evaluation	Time
1	To understand the importance and uses of office forms, through collections, observations	Collection Observation Assignments Discussion	Specimens Reading materials	Observation Creativity Presentation	Assignment Discussion diary Collections	Data collection Content Presentation	15 hours

6. OFFICE ACCOMMODATION AND ENVIRONMENT

Introduction

Office Accommodation refers to the total physical facilities required to carry out office function in the best possible manner. Suitable office accommodation is an important factor in improving efficiency and reducing office costs. In this chapter an attempt is made to familiarise the learners with the major aspects of office accommodation and the environmental conditions affecting the efficiency of office.

Curriculum Objectives

- 1 To understand the elements of office accommodation and the environmental factors affecting it through reading materials, interviews, field visits and to present them in projects, assignment and reports.

Syllabus

- Introduction
- Location of office
- Urban and suburban location
- Owned building Vs Leased building
- Lay out of office
- Open office and private office
- Office environment
- Elements
- Lighting, ventilation, furniture, interior decoration, cleanliness, security, safety noise, secrecy

Through the chapter (25 hours)

For convenience this chapter is divided into the following 5 heads.

- Introduction
- Location
- Forms design and principles of forms design

- Building
- Layout of office
- Office Environment

I Introduction

Suggested Strategy - Discussion

The teacher initiates a general discussion by asking questions such as

- What are the physical facilities required for an office?
- What are the factors to be considered while setting up an office?

Lead Points

- Location
- Building
- Lay out

The teacher co-ordinates the discussion points and concludes the discussion.

Expected Product

- Discussion diary

II Location - Factors affecting office location

Suggested Strategy - Discussion

Teacher initiates the discussion by asking the following questions.

- What do you know about the term location?

Lead Points

- The geographical area or site

After the discussion the students get an idea of the term location.

Above discussion can be continued

- The points which you give more emphasis while selecting location for an office?

Lead Points

- Service facilities
- Communication
- Transportation facilities

- Nearness to related trade
- Availability of labour

After discussion the learner get an idea of the factor affecting the location of an office. Then the teacher concludes the points.

Expected Product

- Discussion diary
- Notes on location and factors affecting office location

III Urban and Suburban location

Suggested Strategy - Group discussion

Urban Location

The group discussion can be conducted by asking questions like

- What is an urban area?
- Why is an urban area selected as location?

Lead Points

- Facilities available
- Drawbacks of urban area

Suburban Location

- What is a suburban area?
- Why is suburban area selected for office by some organisations?

Lead Points

- Merits
- Demerits

Then the teacher asks each group to present their report. After presentation of reports the teacher consolidates the points by giving some additional points.

Expected Product

- Notes on building and factors affecting building

IV Layout of office

For convenience this subtopic is again divided into the following

- (i) Office layout
- (ii) Objects of layout

- (iii) Principles of layout
- (iv) Advantages of good layout
- (v) Open office
- (vi) Private office

At the end of this topic, the learner will get an idea of the terms and acquire the skill to draw a layout chart based on teacher's instruction.

(i) Office layout

Suggested Strategy - Group discussion

The teacher initiates the discussion by explaining the points briefly.

Lead Points

- Determination of correct amount of space
- Arrangements of furniture, equipment and machine
- Best possible environmental conditions

After discussion the teacher asks each group to present their views, then the teacher consolidates the discussion by adding more points.

Expected Product

- Discussion diary
- Group reports

(ii) Objects of office layout

Suggested Strategy - Lecture method

Lead Points

- Optimum utilisation of space
- Accessibility of service facilities
- Good working conditions
- Facilities supervision
- Communication and flow of work
- Easiness in movement of staff

Teacher explains the above points by giving suitable examples and asks the students to prepare notes on objects of an office layout.

(iii) Principles of layout

Suggested Strategy - Lecture method

Lead Points

- Location of department
- Flow of work
- Space requirements for staff and equipment
- Number of private offices
- Use of partitions
- Special purpose rooms
- Safety
- Provision for amenities
- Flexibility and expansion

Teacher explains the points by giving suitable examples and asks them to prepare detailed notes.

Expected Product

- Notes on the principles of office layout
- Model layout chart

(iv) Advantages of good office layout

Suggested Strategy - Discussion

Teacher initiates a general discussion by asking questions like

- How does a good layout help an office?

Lead Points

- Efficiency
- Cost
- Supervision
- Goodwill
- Use of machines and equipments
-
-

At the end of the discussion, teacher add more points and conclude the topics.

Expected Product

- Discussion diary
- Notes on advantages of good layout

(v) Open office

Suggested Strategy - Group discussion

The teacher initiates the discussion by giving some hints about open office.

Lead Points

- Large rooms without partitions or walls
- Merits
- Demerits

After discussion the teacher advises the group to present their views. The teacher consolidates the points and asks them to draft a discussion report.

Expected Product

- Group report
- Notes on open office

(vi) Private office

Strategy - Group discussion

The teacher initiates the discussion by giving some hints about private office.

Lead Points

- Small rooms separated from other rooms
- Why private office is necessary for the top executives in an organisation
- Limitations of private office

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

Expected Product

- Notes
- Reports

A strategy of field visit can also be used to transact the above topic.

If field visit is selected, the following steps can be followed.

- state the objectives of the field visit
- select a particular organisation
- prepare a questionnaire
- preparation of the observation diary
- prepare a field report

A report of the visit is to be obtained from the learner. The field report must contain the following.

- Objectives of the visit, date of visit, place of visit, name of organisation, teacher who accompanied them etc.
- A brief introduction specifying the necessity of the visit
- Data collected (Methodology)
- Diagram, map, photo if any

Expected Product

- Field report

V Office Environment

Suggested Strategy - Discussion and Project

To get an idea of the topic the teacher gives an introduction about the term office environment and elements of office environment.

Lead Points

- Lighting
- Ventilation
- Interior decoration
- Furniture
- Freedom from noise and dust
- Safety
- Sanitary arrangements
- Security
- Secrecy

The teacher co-ordinates the discussion points and encourages them to prepare a project for more information

Stages of Project

(i) Selection of topic for the project

Eg. The impact of the office environment on office employees.

(ii) Defining the aim

After choosing the topic, the aims of the project should be clearly defined in simple language. For example,

- (a) Finding out whether good environmental conditions improve workers efficiency.
- (b) Finding out the different elements which influence the physical working conditions of an office.

(iii) Planning

The different stages of planning are as follows.

a. *Hypothesising*

A hypothesis is a temporary conclusion or solution formulated on the basis of available primary information.

b. *Methods and instruments*

Reference materials, internet etc.

c. *Tabulation of data*

What information is to be collected?

d. *Analysis of data*

The collected data need to be analysed to examine the validity of the hypothesis.

For example, environmental conditions play a major role in the workers efficiency.

e. *Conclusion*

For example: Good environmental conditions enhance the workers' efficiency.

(iv) Presentation of the report

Project report is to be prepared by all the students. The structure of the report should be finalised through discussion with students. The project report should have a definite structure.

The cover page showing title of the project, name of student, members of the group, school address etc.

The report may be contain:

- | | |
|--------------------|---|
| a Title | e Collected Data |
| b Introduction | f Analysis and conclusions |
| c Hypothesis/ Aims | g Suggestions |
| d Methods of study | h Reference |
| | i Appendix (Questionnaire, Schedule etc.) |



UNIT PLAN

UNIT 6 - OFFICE ACCOMMODATION

Sl.No	Curriculum Objectives	Strategies	Materials	Skill	Expected Product	Evaluation	Time
1	To understand the elements of office accommodation and the environmental factors affecting it through reading materials, interviews, field visits	Interview Field visit Class test Discussion Seminar Project	Reference books Reading materials Questionnaire	Observation Analysis Presentation Group work	Field report Assignment Discussion diary Seminar report Chart Project report	Planning Data collection analysis Content report presentation Communication score	25 hours

PART III

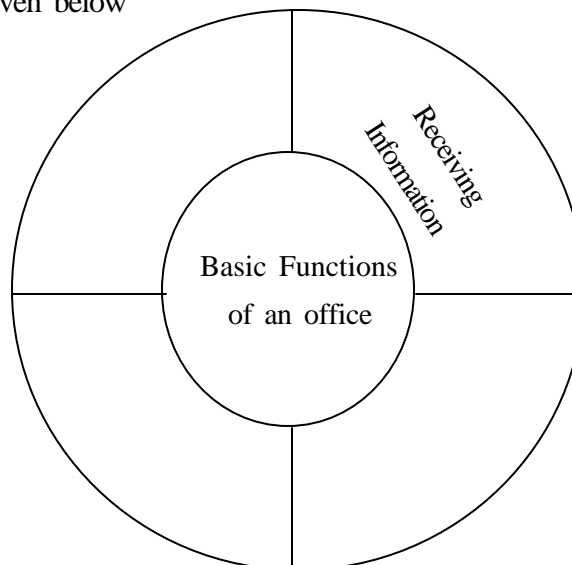
SAMPLE QUESTIONS

Chapter 1 Office And Its Functions

- 1 “The office is the nerve centre of business.” Justify.
- 2 Classify the following activities into basic and auxiliary functions and put a tick mark in the appropriate columns.

	Activities	Basic	Auxiliary
a	Handling telephone calls and enquiries		
b	Reception of visitors		
c	Handling incoming and outgoing mail		
d	Receiving information		
e	Arranging typing and duplication		
f	Preserving information		

- 3 Fill up the circle given below



4 Complete the following table

Functions of Office	
Basic	Auxiliary
Receiving Information	
	Organising the office
Giving Information	Safeguarding assets

5 Express your views regarding office of the future.

6 “The office is to business what the main spring is to watch.” Discuss

7 State whether the following statements are true or false. If false correct them.

- a. Every business needs an office
- b. Office work is merely clerical work
- c. The important feature of office is the work itself and not the place where it is done.

8 Match the contents in column A with those from B.

A	B
PRO	Administrative function
Typing	Office
Safeguarding of assets	Basic function
Store house of information	Office activity
Receiving information	Office Manager

9 “Office work is unimportant as it produces nothing for sale.” Do you agree? Give reasons.

Chapter 2
Office Secretary

- 1 As an office secretary how is office manual helpful for your work?
- 2 Identify the following information and group them into office manual and organisation manual.
 - a. Specimen signature of executives
 - b. Names and status of company executives
 - c. General office rules and regulations
 - d. Job descriptions
 - e. General instructions
 - f. Standard procedure
 - g. Specimen of forms
 - h. Executive relationship

Office Manual	Organisation Manual

- 3 If you are appointed as an office secretary, what qualities are expected from you.
- 4 Any association of persons can't think of managing its affairs without a secretary. Do you agree?
- 5 You have been selected as an office secretary. List out your duties.
- 6 Choose the relative terms from the following.
(Office manual, Organisation manual, Office Secretary)
 - a. One who is employed to write or transact business for another person
 - b. Authoritative guide to the company's organisation
 - c. Authoritative guide to the office organisation
- 7 A visitor in your office requests you to issue him an office manual. How will it be helpful to him?

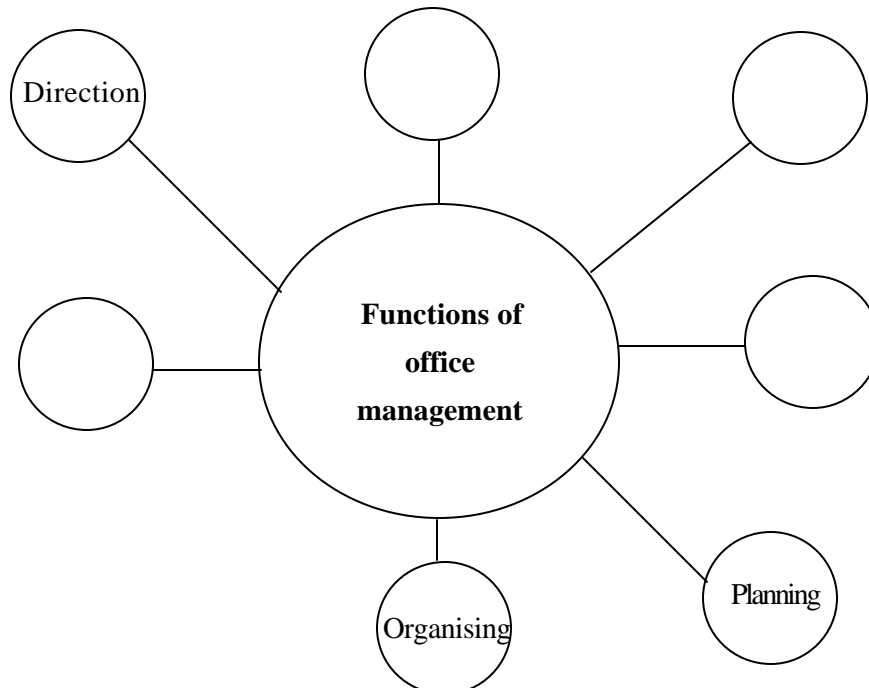
Chapter 3

Office Management

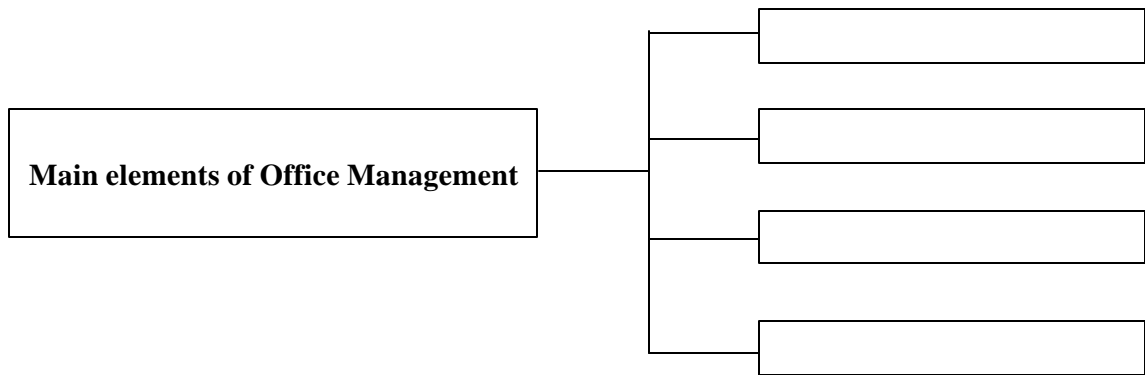
- 1 “Office manager plays an important role in an office.” Do you agree? Give reasons.
- 2 Fill up the following table with a tick mark

		Elements of office management	Functions of office management
a	The communication network		
b	Organising		
c	Planning		
d	Administrative knowledge		
e	Managerial skill		

- 3 Office manager has to act as the Public Relations Officer (PRO). Comment.
- 4 The management of a business organisation conducts an interview for the post of an office manager. What qualities and qualifications do they expect?
- 5 From the following matters, select the functions of office management and explain
 - a. Personnel
 - b. Means
 - c. Planning
 - d. Controlling
 - e. Environment
 - f. Purpose
 - g. Organising
 - h. Co-ordinating
 - i. Managerial skill
 - j. Software and Hardware
 - k. Staffing
 - l. Motivating
- 6 Complete the following diagram and explain



7 Fill up the boxes



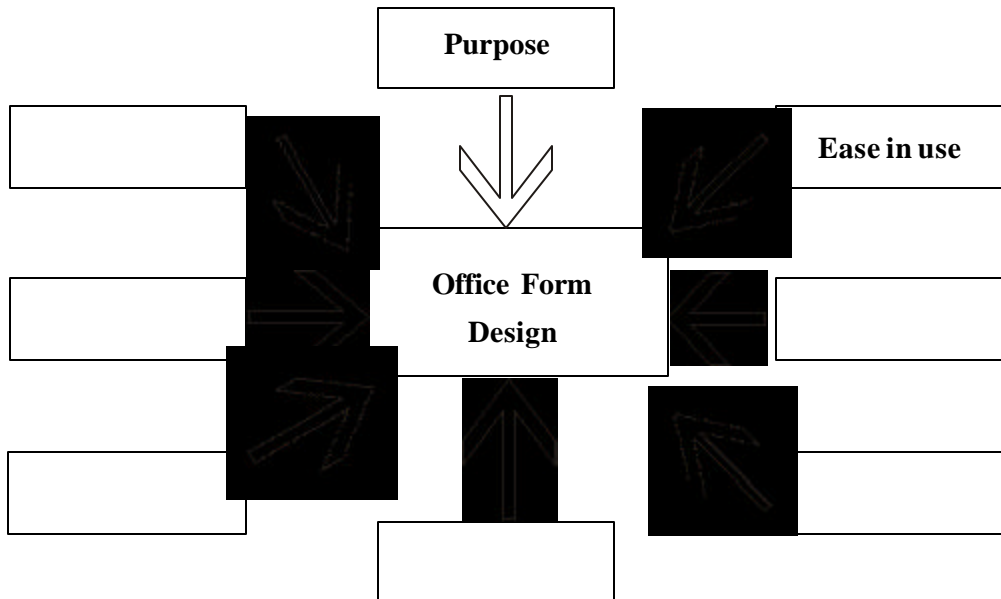
Chapter 4

Data Processing

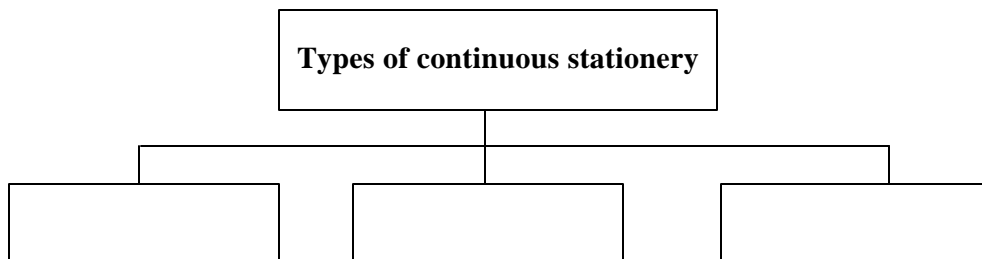
- 1 The terms data and information are used interchangeably. But they are different. Do you agree?
- 2 Say true or false. If false correct them.
 - a. Information is refined or processed data.
 - b. Data is a raw figure.
 - c. Information is the basis of decision making.
- 3 Computer is a machine used for data processing. Elucidate
- 4 Data processing is an important tool in decision making. Why?

Chapter 5 Office Forms

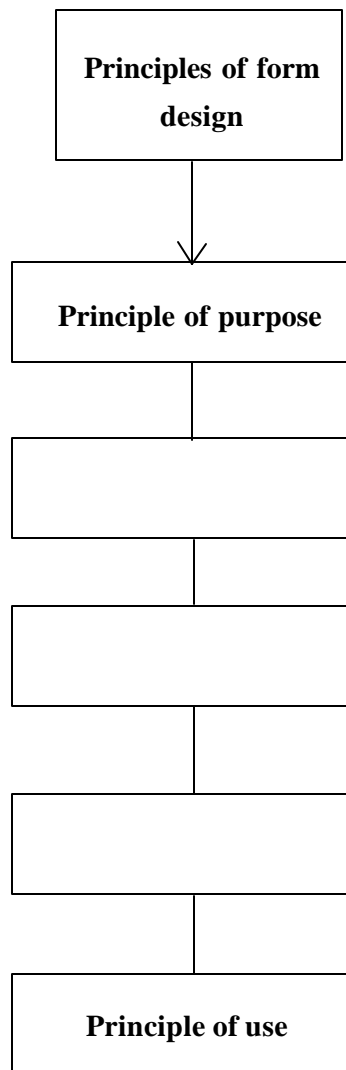
1 Complete the following diagram



- 2 “Nothing happens in an office except to, or by means of a printed piece of paper.” Do you agree with the statement. Why?
- 3 Design an application form used for VHSE admission.
- 4 The relevant forms are introduced and designed to ensure economy and efficiency. Elucidate.
- 5 Complete the following chart and explain.



6 Fill up the boxes and explain



Chapter 6
Office Accommodation

- 1 State whether the following statements are true or false. If false correct them.
 - a. Open office layout provides healthy atmosphere for the work people.
 - b. The essence of good layout is the effective utilisation of space.
 - c. An open office has a number of partitions.
 - d. Office accommodation should be L-shape for better efficiency.
- 2 Match the following
 - a. Office lighting - Electric fans
 - b. Internal noise - Air conditioners
 - c. Office ventilation - Eye strain
 - d. Temperature - Vinyl flooring
 - e. Floor covering - Discussions
- 3 “Working conditions directly affect the efficiency of workers.” Comment.
- 4 Prepare a layout plan for an office with the following departments.

General office, Accounts Department, Cash Department, Correspondence Department, Filing Department, Purchase Department, Reception Room, Entrance, Conference Hall, Bathrooms, Personnel Department, Receiving, Mailing and Despatch, Canteen

- 5 Fill the boxes with suitable word or words

<i>Types</i> Factors	Open Office	Private Office
Secrecy		maintained
Executives	does not prefer	
Supervision		
Flexibility		
Cost	comparatively less	

- 6 You have been asked by your employer to choose an office location. What factors will you consider in doing so?

- 7 List out the drawbacks of private offices from the following
- a. There is no privacy
 - b. Difficulties in supervision
 - c. Efficiency of work suffers
 - d. Unhealthy atmosphere
 - e. Problem of communication
 - f. High cost
 - g. Less ventilation and lighting

8 Complete the following table

Factors	Open Office	Private Office
Supervision	facilitated	less effective
Ventilation		
Communication		
Flexibility		
Privacy		

9 Identify the advantages of open office from the following and then fill in the box.

Factors	Advantages of open offices
Flexibility	
Greater privacy	
Better lighting and ventilation	
Absence of Noise	
Better supervision	
Better concentration	
Better communication	

10 Suppose you want to change your office location. Will you select urban or suburban location? Give reasons.

REFERENCEBOOKS

Sl.No.	Name of Book	Author	Publisher
1	Office Management	R.K.Chopra	Himalaya Publishing House, Mumbai
2	Modern Office Management	S.P.Jain, T.N.Chhabra	Dhanpat Raj & Sons New Delhi
3	Office Management	S.Sachdeva	Lakshmi Narain Agarwal, Agra - 3
4	Office Administration	NCERT	NCERT
5	Secretarial Practice	Eugine Joseph	Deejay Publishers Kollam
6	Modern Office Management	I.M.Sahay	Kitab Mahal, New Delhi
7	Office Procedure and Practice	NCERT	NCERT, Sri.Aurobindo Marg New Delhi
8	Office Management and Commercial Correspondence	Balraj Duggal	Kitab Mahal New Delhi
9	Office Management and Secretarial Practice	V.P.Singh	Gyan Publishing House, New Delhi
10	Office Management	B.P.Singh & Others	Kalyani Publishers New Delhi
11	Office Organisation and Management	S.P.Arora	Vikas Publishing House Pvt.Ltd New Delhi

