

**Vocational Higher Secondary  
Education (VHSE)**

**Second Year**

**COMPUTERISED OFFICE  
MANAGEMENT**

*Reference Book - Teachers' Version*



Government of Kerala  
Department of Education

State Council of Educational Research and Training (SCERT),  
KERALA  
2016

## **Foreword**

Dear Teachers

This reference book (**Teachers' Version**) is intended to serve as a transactional aid to facilitate classroom transaction and as a ready reference for teachers of Vocational Higher Secondary Schools. It offers some guidelines for the transaction of the course content and for undertaking the practical work listed in the course content. As the curriculum is activity based, process oriented and rooted in constructivism focusing on the realisation of learning outcomes, it demands higher level proficiency and dedication on the part of teachers for effective transaction.

In the context of the Right- based approach, quality education has to be ensured for all learners. The learner community of Vocational Higher Secondary Education in Kerala should be empowered by providing them with the best education that strengthens their competences to become innovative entrepreneurs who contribute to the knowledge society. The change of course names, modular approach adopted for the organisation of course content, work-based pedagogy and the outcome focused assessment approach paved the way for achieving the vision of Vocational Higher Secondary Education in Kerala. The revised curriculum helps to equip the learners with multiple skills matching technological advancements and to produce skilled workforce for meeting the demands of the emerging industries and service sectors with national and global orientation. The revised curriculum attempts to enhance knowledge, skills and attitudes by giving higher priority and space for the learners to make discussions in small groups, and activities requiring hands-on experience.

The SCERT appreciates the hard work and sincere co-operation of the contributors of this book that includes subject experts, industrialists and the teachers of Vocational Higher Secondary Schools. The development of the teachers' version of reference books has been a joint venture of the State Council of Educational Research and Training (SCERT) and the Directorate of Vocational Higher Secondary Education.

The SCERT welcomes constructive criticism and creative suggestions for the improvement of the book.

With regards,

**Dr. J. Prasad**  
Director  
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## **ABOUT THE COURSE:**

In the present-day scenario Computerised Office Management (COM) professionals are essential for every business/service sector. Due to the technological advancement, people live in a culture governed by the demands of digital life. This digital life blurs and transforms old boundaries between work and home, public and private. It requires ever-increasing levels of technology, literacy and competency. Computer software tools and devices constantly evolve and upgrade, as well as the skills needed to use them are to be upgraded.

The Central and State Governments as well as public and private sectors are shifting from P-Governance to E-Governance. The government offices are changing from Paper office to Paperless office i.e., e-office. In this juncture, our mission is to develop “technology-savvy adults” who possess literacy and competency in Management and IT applications so that they are able to carry out any type of work assigned to them.

The course aims to generate awareness among the students on the working of modern offices. The course is intended to equip the students to assist the officers at the management level for administration. Through this course students can develop the skill to perform office work in a computerized environment and can also transform paper offices to paperless offices. It also brings out chances of starting self employment ventures in Desk Top Publishing, digitization in records management and other IT related establishments and wage employment.

Almost all organizations need an office. The nature of office work differs from organization to organization and from one officer to another. There are lots of employment opportunities related to office management. In modern days computers and other digital equipments are used in every sphere of office activity. A student who acquires COMPUTERISED OFFICE MANAGEMENT skill can find out plenty of chances in this area. The course is relevant in the present day employment scenario.

This course is designed to impart office management, office automation and IT skills together to a learner. As a result, such passed outs can be used as Multi-skilled/ Multi-tasking workforce.

The skills like data entry in English and Malayalam, desk top publishing, effective communication, handling office routine works, digitized records management, routine office accounting, front office management, telephone etiquette, basic presentation skills, Reports/minutes preparation using Dictaphone, etc. will be acquired by the learner on completion of this course.

The job roles identified for the passed outs are Computer Assistant, IT Desk Assistant, Confidential Assistant/ Secretaries to Officers, Data Entry Operator (English and Malayalam), Accounts Assistant, Receptionist, Records management (for paper office as well as paperless office), self employment opportunities like Internet café entrepreneur, ITES entrepreneurs, Photo editors and designers, etc.

The above jobs are available in plenty in Government and Private sectors, BPO Companies, etc. Besides these opportunities, there are lots of self employment avenues.

## **JOB ROLES :**

*Computerised Office Management course is designed in such a way that after the successful completion of the course the learner would be able to get employment opportunities in Government/Semi Government Departments and Private Sector organizations. As well as he/she can start self employment ventures. The job roles identified are:*

<b>GOVT. / SEMI GOVT.</b>	<b>PRIVATE SECTOR</b>	<b>SELF EMPLOYMENT</b>
• OFFICE CLERK	• OFFICE CLERK	• REPROGRAPHIC CENTER
• IT SERVICE DESK ASSISTANT	• OFFICE ATTENDANT	• INTERNET CAFÉ
• COMPUTER ASSISTANT	• DATA ENTRY OPERATOR	• AKSHAYA CENTER
• DTP OPERATOR	• EDP OPERATOR	• DTP CENTER
• DATA ENTRY OPERATOR	• COMPUTER ASSISTANT	• IT OUTSOURCING WORK
• FRONT OFFICE ASSISTANT	• BPO WORKER	• EVENT ORGANIZATION
• TELEPHONE OPERATOR	• SUPPORTIVE WORK TO OFFICERS	• ONLINE SERVICE PROVIDER
• OFFICE ASSISTANT	• FRONT OFFICE EXECUTIVE	• HELP DESK ATTENDANT
• PUBLIC RELATION EXECUTIVE	• RECEPTIONIST	
• LAB TECHNICAL ASSISTANT IN VHSE	• PUBLIC RELATION EXECUTIVE	
• COMPUTER OPERATOR	• SALES OFFICER/EXECUTIVE	
• CONFIDENTIAL ASSISTANT	• CALL CENTRE EXECUTIVE	
• PERSONAL ASSISTANT	• PERSONAL ASSISTANT/SECRETARY	
	• PRIVATE SECRETARY	
	• ERP ASSISTANT	

### Major skills

SL.NO.	MODULE / CODE	UNIT TITLE	SKILL CERTIFICATE
<b>1.</b>	MODULE 1	<i>Office Management with Computer Word Processing</i>	Certificate in Office Management With Computer Word Processing
<b>2.</b>	MODULE 2	<i>Office Automation and EDP</i>	1. Certificate in Office Automation and EDP 2. Certificate in Computerised Typing (English & Malayalam) - Lower 3. Certificate in Front Office Management
<b>3.</b>	MODULE 3	<i>Communication and Publishing Art</i>	Certificate in Communication and Publishing Art
<b>4.</b>	MODULE 4	<i>Enterprise Resource Planning</i>	1. Certificate in Enterprise Resource Planning 2. Certificate in Computerised Typing (English & Malayalam) - Higher

## **Learning outcomes of the course**

After completing the course, the learner will be

- Qualified to get jobs described in the 'job roles'.
- Equipped to start self employment projects.
- Able to carryout the activities of an office.
- Able to understand working of a modern office.
- Able to acquire practical experience in various computer application softwares like MS Word/Open Office Writer , MS Excel/Open Office Calc, MS Access/ Open Office Base, Pagemaker/Scribus, Photoshop/GIMP, ERP Softwares, etc.

*Course Structure*

<b>Module No.</b>	<b>Name of Module</b>	<b>Period</b>
I.	Office Management with Computer Word processing	340
II.	Office Automation and EDP	340
III.	Communication and Publishing Art	340
IV.	Enterprise Resource Planning	340



# *Syllabus*

## **MODULE III – COMMUNICATION AND PUBLISHING ART** - (340 PERIODS)

### **3.1 OFFICE COMMUNICATION** - (40 PERIODS)

- 3.1.1 Introduction to communication
- 3.1.2 Meaning, definition and features of communication
- 3.1.3 Importance of communication
- 3.1.4 Communication process
- 3.1.5 Barriers to communication and measures to overcome it
- 3.1.6 Types of communication and its advantages and disadvantages – On the basis of source of origin, direction, way of expression and organisational structure
- 3.1.7 Communication methods, devices, their use, merits and demerits/limitations – Internet, e-mail, Video conferencing, Inmarsat, Telephone, Mobile phones, Voice Over Internet Protocol (VoIP), Interactive Voice Response System (IVRS), EPABX, Fax, eFax, Social Media
- 3.1.8 Telephone and e-mail etiquettes
- 3.1.9 Postal services – Ordinary letters, Registered letters, Speed post, Value Payable Parcel, Reply-Paid Service, Postage Prepaid Service, Insured Cover
- 3.1.10 Courier Service

### **3.2 COMMUNICATION THROUGH LETTERS** - (60 Periods)

- 3.2.1 Meaning and importance of correspondence
- 3.2.2 Structure of a business letter
- 3.2.3 Layout of a letter
- 3.2.4 Types of business letters – Circular letter, Sales letter, enquiry letter, offers and quotations, Order letter, collection letter, form letters, application letters and bio-data
- 3.2.5 Types of Government letters – Official letter, Demi Official (D.O) letters
- 3.2.5 Inter Office Communications – Memo, Notice
- 3.2.6 Mail service – Inward and outward mail handling procedures

### **3.3 COMPUTERISED TYPING (ENGLISH AND MALAYALAM) – (100 PERIODS)**

- 3.3.1 Typing practice to achieve a speed of 35 w.p.m in English and 25 w.p.m in Malayalam.
- 3.3.2 Typing hand written manuscript of letters, circular, etc.

### **3.4 DESKTOP PUBLISHING (ENGLISH & MALAYALAM) - (110 Periods)**

3.4.1 **Pagemaker/Scribus** - Application of Pagemaker/Scribus – Introducing Pagemaker/Scribus ‘Tools’ – Constructing a publication – Importing pictures and graphics – Editing text – Formatting text – Creating and importing styles – Creating master pages – Working with images, graphics and objects - Managing and printing a publication

3.4.2 **Photoshop/GIMP** - Components of Photoshop/GIMP window - Familiar with Photoshop/GIMP tool box - Familiar with palettes - understand image resolution - Formatting image - Understand file formats PSD, TIFF, JPEG and PDF - Working with selection tools - Drawing, painting and retouching tools - Explore colour picker dialog box - Familiar with retouching tools - Working with layers - Apply blend models - Use type masking and shape masking.

3.4.3 **CoralDraw/Inkscape** – Introduction – Tools – CoralDraw/Inkscape essentials – Working with text, object - Editing – Calendar Designing – Card Designing – Importing images – Exporting files

### **3.5 COMMUNICATION AT WORK PLACE – (30 Periods)**

3.5.1 Describing one’s job

3.5.2 Describing one’s work place (company)

3.5.3 Handling an angry customer

3.5.4 Directing a customer over phone

3.5.5 Preparing a daily and weekly work plan

3.5.6 Giving and receiving simple instructions

3.5.7 Enquiring about a job vacancy

3.5.8 Facing an interview

3.5.9 Effective communication techniques

3.5.10 Duties of Customer Service Representatives

3.5.11 Presenting a specific topic

**MODULE IV – ENTERPRISE RESOURCE PLANNING - (340 Periods)**

- 4.1 ENTERPRISE RESOURCE PLANNING (ERP) - (100 PERIODS)
  - 4.1.1 Introduction to Enterprise Resource Planning
  - 4.1.2 Meaning and definition of Enterprise Resource Planning
  - 4.1.3 Need for ERP in business
  - 4.1.4 Benefits and limitations of ERP
  - 4.1.5 Components of ERP
  - 4.1.6 ERP Packages – ERP and business – Functionalities of ERP Packages
  - 4.1.7 Ideal ERP Modules – Internet enabled ERP systems
  - 4.1.8 ERP software – Application of Ideal ERP Modules
  - 4.1.9 ERP Implementation – Methodologies - Life cycle - Issues
- 4.2 PAPERLESS OFFICE - (20 PERIODS)
  - 4.2.1 Introduction to paperless office
  - 4.2.2 Meaning and features of paperless office
  - 4.2.3 How to set up a paperless office?
  - 4.2.4 Merits and demerits of paperless office
  - 4.2.5 Office in pocket
- 4.3 E-GOVERNANCE - (30 periods)
  - 4.3.1 Concept of e-governance
  - 4.3.2 Meaning of E-governance and E-government
  - 4.3.3 Objectives of E-Governance
  - 4.3.4 Domains of E-Governance
  - 4.3.5 Major E-governance projects of Government of Kerala
  - 4.3.6 E-governance services to citizens
  - 4.3.7 Benefits of E-governance – to the Government – to the citizens
  - 4.3.8 M - Governance
- 4.4 COMPUTERISED TYPING (ENGLISH AND MALAYALAM) - (100 PERIODS)
  - 4.4.1 Typing practice to achieve a speed of 45 w.p.m in English and 30 w.p.m in Malayalam.

- 4.4.2 Typing hand written manuscript of government order, proceedings, statements, etc.
- 4.5 **IT ENABLED OFFICE SERVICES** - (20 periods)
  - 4.5.1 Introduction and meaning of ITES
  - 4.5.2 Business Process Outsourcing
  - 4.5.3 Blog - creation – writing - publication
  - 4.5.4 Medical Transcription
  - 4.5.5 Affiliate Marketing
  - 4.5.6 Call Centres
  - 4.5.7 Virtual Assistants
  - 4.5.8 Freelance Journalism
  - 4.5.9 Computerised Accounting
- 4.6 **WEB PAGE DESIGNING** – (40 Periods)
  - 4.6.1 Introduction to HTML
  - 4.6.2 Starting with HTML – HTML Document – Headers tag, Body tag – Elements of HTML Document
  - 4.6.3 HTML tags for text, images, videos, lines, tables, lists, layouts, styles, hyperlink
  - 4.6.4 Cascade Style Sheet
  - 4.6.5 Static and Dynamic websites - Advantages and disadvantages
  - 4.6.5 Web Server and Domain Name
- 4.7 **CYBER ETHICS** - (30 periods)
  - 4.7.1 Introduction to Cyber ethics
  - 4.7.2 Meaning of Cyber ethics
  - 4.7.3 Computer crimes
  - 4.7.4 Cyber crimes / Internet crimes
  - 4.7.5 Offences and penalties under Information Technology Act, 2000

## ***PRACTICAL ACTIVITIES***

1. *Role play*
2. *Field visit*
3. *Communication games*
4. *Exhibition*
5. *Survey*
6. *Mini project*

## ***LEARNING OUTCOMES OF THE UNITS***

After the completion of two modules, the learner will be able to:

### **Module 3 : Communication and Publishing Art**

#### **Unit 1.0 – OFFICE COMMUNICATION**

- 3.1.1 Describe communication
- 3.1.2 Explain meaning, definition and features of communication
- 3.1.3 Summarise importance of communication
- 3.1.4 Identify communication process
- 3.1.5 Detect and over come barriers to communication
- 3.1.6 Identify the communication methods
- 3.1.7 Get acquainted with different communication devices
- 3.1.8 Follow telephone and e-mail etiquettes
- 3.1.9 Identify and explain services offered by postal department
- 3.1.10 Explain courier service

#### **Unit 2.0 – COMMUNICATION THROUGH LETTERS**

- 3.2.1 Explain the meaning and importance of letters
- 3.2.2 Identify the structure of a business letter
- 3.2.3 Select appropriate layout of a letter
- 3.2.4 Identify, explain and prepare different business letters, offers, quotations and bio-data.
- 3.2.5 Identify, explain and prepare different government letters
- 3.2.6 Identify and draft inter office communications
- 3.2.7 Classify, record and distribute inward and outward mails

#### **Unit 3.0 – COMPUTERISED TYPING (ENGLISH & MALAYALAM)**

- 3.3.1 Acquire a speed of 35 wpm in English and 25 wpm in Malayalam
- 3.3.2 Type handwritten/manuscript letters, Government orders, statements etc.

#### **Unit 4.0 – DESKTOP PUBLISHING**

- 3.4.1 Use Pagemaker/Scribus for publishing a document
- 3.4.2 Work in Photoshop/GIMP
- 3.4.3 Apply CoralDraw/Inkscape tools for designing

#### **Unit 5.0 – COMMUNICATION AT WORK PLACE**

- 3.5.1 Develop communication skill
- 3.5.2 Acquire self confidence
- 3.5.3 Enrich vocabulary
- 3.5.4 Engage in conversations
- 3.5.5 Practice and make sentences

## **Module 4 : Enterprise Resource Planning**

### **Unit 4.1 – ENTERPRISE RESOURCE PLANNING**

- 4.1.1 Describe ERP
- 4.1.2 Explain meaning and definition of ERP
- 4.1.3 Identify need of ERP in business
- 4.1.4 Summarise benefits and limitations of ERP
- 4.1.5 Sort out components of ERP
- 4.1.6 Describe ERP package
- 4.1.7 Identify ERP Modules
- 4.1.8 Work in an ERP software
- 4.1.9 Explain ERP implementation methodologies, life cycle and issues

### **Unit 4.2 – PAPERLESS OFFICE**

- 4.2.1 Identify paperless office
- 4.2.2 Explain meaning and features of paperless office
- 4.2.3 Set up a paperless office
- 4.2.4 Outline merits and demerits of paperless office
- 4.2.5 Describe office in pocket

### **Unit 4.3 – E-GOVERNANCE**

- 4.3.1 Identify e-governance
- 4.3.2 Distinguish e-governance and e-government
- 4.3.3 Identify domains of e-governance
- 4.3.4 List out major e-governance projects
- 4.3.5 List out e-governance services
- 4.3.6 Outline benefits of e-governance
- 4.3.7 Explain M-Governance

### **Unit 4.4 – COMPUTERISED TYPING (ENGLISH & MALAYALAM)**

- 4.4.1 Acquire a speed of 45 wpm in English and 30 wpm in Malayalam
- 4.4.2 Type hand written/manuscript letters, Government orders, statements, etc.

### **Unit 4.5 – IT ENABLED SERVICES**

- 4.5.1 Identify various ITES
- 4.5.2 Create and publish a blog

## **Unit 4.6 – WEB PAGE DESIGNING**

- 4.6.1 Explain HTML and WWW
- 4.6.2 Create HTML document
- 4.6.3 Use HTML tags
- 4.6.4 Distinguish static and dynamic website
- 4.6.5 Identify webserver and domain name

## **Unit 4.7 – CYBER ETHICS**

- 4.7.1 Explain cyber ethics
- 4.7.2 Describe meaning of cyber crime
- 4.7.3 Identify computer crimes
- 4.7.4 Identify cyber crimes
- 4.7.5 Understand punishment and penalties for cyber crimes



## Scheme of Work

<b>Term</b>	<b>Unit</b>	<b>Period</b>
Term I	June, July, August, September	
1.	Office Communication	40
2.	Communication through letters	60
3.	Computerised Typing (English & Malayalam)	100
4.	Desktop Publishing	100
Term II	October, November, December	
5.	Communication at Work Place	40
6.	Enterprise Resource Planning	100
7.	Paperless Office	20
8.	E-Governance	30
Term III	January, February	
9.	Computerised Typing (English & Malayalam)	100
10.	IT Enabled Services	20
11.	Cyber Ethics	30
12.	Web Page Designing	40
	<b>Total</b>	<b>680</b>

### ***Structure of Module***

The second year VHSE syllabus is divided into two module. Each module is of five month duration.

#### **Module 3 : Communication and Publishing Art (Total Periods 340)**

<b>Unit No.</b>	<b>Name of Units</b>	<b>Period</b>
1.	Office Communication	40
2.	Communication through letters	60
3.	Computerised Typing (English & Malayalam)	100
4.	Desktop Publishing	110
5.	Communication at Work Place	30
<b>Total</b>		<b>340</b>

#### **Module 4 : Enterprise Resource Planning (Total Periods 340)**

<b>Unit No.</b>	<b>Name of Units</b>	<b>Period</b>
1.	Enterprise Resource Planning (ERP)	100
2.	Paperless Office	30
3.	E-Governance	30
4.	Computerised Typing (English & Malayalam)	100
5.	IT Enabled Services	20
6.	Web Page Designing	40
7.	Cyber Ethics	20
<b>Total</b>		<b>340</b>

### ***Classroom activities***

The suggested classroom activities to transact the units mentioned in the above two Modules are Brain storming, General discussion, Group discussion, Seminar, Debate, Chart preparation, Role play, presentation, Case study, etc.

## **Practical activities at the end of 3<sup>rd</sup> and 4<sup>th</sup> Module**

### **I. Module 3 : Communication and Publishing Art**

1. Create e-mail account and send e-mails
2. Open an account in social media and manage it for office purpose
3. Send fax message
4. Prepare business letters, statements, etc.
5. Speed typing in English and Malayalam
6. Type handwritten letters, statements, etc.
7. Prepare a Pagemaker/Scribus file with two or more boxes.
8. Design and create visiting card
9. Design a brochure
10. Resizing photos with given size and resolution

### **II. Module 4 : Enterprise Resource Planning**

1. Create a blog
2. Work in ERP Software –Data entry – Report generation
3. Speed typing in English and Malayalam
4. Typing various handwritten/manuscript letters, statements, government order, etc.
4. Website creation and hosting
5. OJT
6. Field visit

### **Module III – COMMUNICATION AND PUBLISHING ART**

#### ***Overview***

Communication plays a key role in the success of an organization. With the development of technologies, so many changes took place in the field of communication. To cope up with the situation, some additions are given on the Unit 'Office Communication' with latest technologies. There are drastic changes in handling the correspondence in an office, but some conventional practices still exists. The module is properly blended with old and new communication technologies which are necessary to perform the office effectively.

As a student of Computerised Office Management he/she should possess skill in handling the office situations efficiently. To acquire such skills this module is enriched with opportunities for development of communication skill, handling correspondence, skill in handling communication devices and using DTP softwares for publishing work etc.

## Unit No.3.1 - Office Communication

### About the Unit

Communication plays a pivotal role in the success of an organization. It acts as a basis of co-ordination and helps in smooth working of an enterprise. Decisions are made on the basis of proper communication which leads to managerial efficiency. The personnel in an office should know and familiarize with different aspects of communication. They should also acquire the skill to manage the communication system in the organization in most effective manner.

### Unit grid

Concept/Ideas/Skill	Learning Outcomes	Suggested activities	Assessment
Communication – Introduction, Meaning, Definition, Features, Importance	<b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>➤ Describe communication</li> <li>➤ Explain meaning, definition and features of communication</li> <li>➤ Summarise importance of communication</li> </ul>	Brain storming General discussion Case study	Participation in general discussion Notes in the activity log Skills – Identification, Comparison, Communication
Communication – Process, Barriers and remedies	<b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>➤ Identify communication process</li> <li>➤ Detect barriers to communication</li> <li>➤ Overcome barriers to communication</li> </ul>	General discussion Role play Draw the communication process Presentation on selected topics individually or in group	Participation in general discussion Presentation abilities Notes and drawing in the activity log Skills – Observation, Identification, Communication
Communication – Types, its advantages and disadvantages	<b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>➤ Explain different types of communication</li> <li>➤ List out advantages and disadvantages</li> </ul>	Brain storming General discussion Assignment Prepare chart	Participation in general discussion Notes in the activity log Assignment Chart Skills – Use of ICT, Presentation, Communication

Concept/Ideas/Skill	Learning Outcomes	Suggested activities	Assessment
Communication – Methods, Devices, use, merits and demerits/ limitations	<p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>➤ Identify the communication methods</li> <li>➤ Get acquainted with different communication devices</li> <li>➤ Point out merits and demerits/ limitations</li> </ul>	<p>General discussion            Create e-mail account and send e-mails            Prepare and send fax messages            Debate            OJT</p>	<p>Participation in general discussion            Notes in the activity log            Ability in handling devices            OJT Report            Skills – Use of ICT, Presentation, Communication, Interaction, using devices</p>
Communication – Telephone and e-mail etiquettes	<p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>➤ Follow telephone and e-mail etiquettes</li> </ul>	<p>General discussion            Role play            Compose e-mail</p>	<p>Participation in general discussion            Notes in the activity log            Performance in role play            Skills – Use of ICT, Presentation, Communication, Interaction</p>
Postal and courier services	<p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>➤ Identify and explain services offered by postal department and courier agencies</li> </ul>	<p>General discussion            Visit to post office and courier centre            Google search for further information            Assignment</p>	<p>Participation in general discussion            Notes in the activity log            Field visit report            Skills – Presentation, Communication, Interaction, using Internet</p>

## ***Additional Information***

### **I. Interactive Voice Response System**

Many companies are switching from staffed receptionists to interactive voice response. Large and small businesses have adopted IVR technology because it saves money that would otherwise be spent on living, breathing (expensive) employees. An IVR system's effectiveness is rated by the percentage of callers who ask to speak to a live operator. The lower the percentage, the more successful the system.

The new **IVRS / IVR / Interactive Voice Response System** applications are:

- Restaurant Reservation and food ordering.
- Stock Quotes alerts and instant trading.
- Airlines reservation.
- Directory Assistance (Yellow Pages)

Some examples of IVRS:

1. **IVRS of VHSE for admission**  
It helps the admission seekers by providing details of various courses offered by VHSE, course combinations and other features of the courses.
2. **IVRS of Gas Agencies (Indane, HP, Bharat Gas)**  
It provides services related to gas refill booking.

## ***II. Voice Over Internet Protocol***

There are three different "flavors" of VoIP service in common use today:

- **ATA** -- The simplest and most common way is through the use of a device called an ATA (analog telephone adaptor). The ATA allows you to connect a standard phone to your computer or your Internet connection for use with VoIP. The ATA is an analog-to-digital converter. It takes the analog signal from your traditional phone and converts it into digital data for transmission over the Internet. Providers like Vonage and AT&T CallVantage are bundling ATAs free with their service. You simply crack the ATA out of the box, plug the cable from your phone that would normally go in the wall socket into the ATA, and you're ready to make VoIP calls. Some ATAs may ship with additional software that is loaded onto the host computer to configure it; but in any case, it's a very straightforward setup.
- **IP Phones** -- These specialized phones look just like normal phones with a handset, cradle and buttons. But instead of having the standard RJ-11 phone connectors, IP phones have an RJ-45 Ethernet connector. IP phones connect directly to your router and have all the hardware and software necessary right onboard to handle the IP call. Wi-Fi phones allow subscribing callers to make VoIP calls from any Wi-Fi hot spot.
- **Computer-to-computer** -- This is certainly the easiest way to use VoIP. You don't even have to pay for long-distance calls. There are several companies offering free or very low-cost software that you can use for this type of VoIP. All you need is the software, a microphone, speakers, a sound card and an Internet connection, preferably a fast one like you would get through a cable or DSL modem. Except for your normal monthly ISP fee, there is usually no charge for computer-to-computer calls, no matter the distance.

## ***III. Electronic Fax***

The major efax service providers are efax, Myfax, RingCentral Fax, MetroFax, etc. In order to send and receive efax one requires facilities like;

7. Internet connection.
8. Obtain a fax account and fax number from an approved service provider. (Some service providers give free services)
9. The computer should have Windows Fax and Scan program, if the OS is Windows7.
10. The computer or printer (device used for sending efax) should have a telephone cable portal to connect telephone line.



#### ***IV. Email***

There is a practice to send and receive official communications through personal email account. It is not good. Whenever an officer is transferred, all the previous communications in his account will be either deleted or kept as personal. The new officer could not see anything. To avoid such dilemma, it is advised to communicate only through official email ID provided from the organisation's website. It is also important to remember that after the implementation of IT Act and amendment of Indian Evidence Act, the digital records are taken as evidence by our Courts.

The email account facility provided by Google, Hotmail, Yahoo, etc. are not hundred percent secured. These communications are closely monitored by many foreign agencies. Therefore, confidential matters like policy decisions, strategy planning, Company board decisions, etc. should convey by official email ID only.

#### ***V. Social Media***

**Social media** are computer-mediated tools that allow people, companies and other organizations to create, share, or exchange information, career interests, ideas, and pictures/videos in virtual communities and networks.

Facebook is founded in February 04, 2004 by Mark Zuckerberg,

WhatsApp Inc., was founded in 2009 by Brian Acton and Jan Koum. Now it is owned by Mark Zuckerberg.

Twitter is an online social networking service that enables users to send and read short 140-character messages called "tweets". Registered users can read and post tweets, but those who are unregistered can only read them. It is started in 2006 by Jack Dorsey, Biz Stone, Evan Williams and Noah Glass.

#### **Assessment Activities**

*Activity : Case study*

ABC LTD decided to increase their sales target from Rs.1 lakh to Rs.2 lakhs after a market survey. They implemented the decision during the financial year 2014-15. After the first half of the Financial Year they realized that the target is below expectation. They reviewed the entire activities taken place upto the moment and concluded that there was absence of proper communication among departments. The Department Heads are instructed to achieve the goal at any cost by the end of the Financial Year.

Study the case and suggest suitable way outs to solve the issue in the light of importance of communication.

*Activity : Draw the communication process.*

*Activity : Role play for barriers to communication*

Select five students. Give the first student a topic of five to six sentences and ask him to convey the topic to the second student and the second to third and so on. Then evaluate the original with the last one.

*Activity : Prepare a chart showing different types of communication.*

*Activity : List out advantages and limitations of types of communication.*

### Worksheet

Type of communication	Advantage	Limitations
Oral		
Written		
Gesture		

*Activity : Complete the worksheet with advantages and limitations of face-to-face communication.*

Advantages	Limitations
➤	➤
➤	➤
➤	➤
➤	➤

*Activity : Create an e-mail account and send a message to your friend.*

*Activity : Conduct a seminar on the impact of social media among youth.*

*Activity : Visit nearby post office and prepare a report on the postal services.*

### **List of items in Portfolio**

<b>Assessment Activities</b>	<b>Portfolio (Expected)</b>
General discussion	Participation
Case study	Notes in activity log
Draw communication process	Drawing
Presentation of selected topics	Communication skill
Prepare chart	Chart
E-mail account creation	E-mail account
Field visit	Report on field visit
Seminar	Seminar report

## Unit No.3.2 - COMMUNICATION THROUGH LETTERS

### About the Unit

Office job starts with the arrival of correspondence. Most of the office jobs are related with the preparation of letters and other correspondence in one or other way. Though some of the conventional methods of correspondence became outdated, still the basic elements are relevant. The office personnel should have proper knowledge about preparation of correspondence. This unit enables the learner to draft correspondence in accordance with the different office situations.

### Unit grid

Concept/Ideas/Skill	Learning Outcomes	Suggested activities	Assessment
Communication through letters – Meaning, importance	<b>The learner will be able to:</b> ➤ Explain meaning and importance of correspondence	Brain storming General discussion Collection of letters	Participation in general discussion Notes in the activity log Skills – Identification, Comparison, Presentation, Communication
Communication through letters - Structure of a business letter Layout of a letter	<b>The learner will be able to:</b> ➤ Identify structure of a business letter ➤ Assign appropriate layout for letter	General discussion Analyse letters collected Prepare a specimen of layout	Participation in general discussion Notes in the activity log Skills – Identification, Comparison, Presentation
Communication through letters - Types of business letters	<b>The learner will be able to:</b> ➤ Identify, explain and prepare different letters, offers & quotations, bio-data, etc.	General discussion Prepare specimen letters	Participation in general discussion Notes and specimen of letters in the activity log Skills – Identification, Comparison, Presentation, Communication
Communication through letters - Types of Government letters	<b>The learner will be able to:</b> ➤ Identify, explain and prepare different Government letters	General discussion Prepare specimen letters	Participation in general discussion Notes and specimen of letters in the activity log Skills – Identification, Comparison, Presentation, Communication

Concept/Ideas/Skill	Learning Outcomes	Suggested activities	Assessment
Communication through letters - Inter office communication	<b>The learner will be able to:</b> ➤ Identify and draft inter office communications	General discussion Prepare specimen IOMs	Participation in general discussion Notes and specimen of IOMs in the activity log Skills – Identification, Comparison, Presentation
Communication through letters - Mail service – Inward and outward mail handling procedures	<b>The learner will be able to:</b> ➤ Classify, record and distribute inward and outward mails.	General discussion Prepare specimen of inward and outward mail register Record details of letters in the register	Participation in general discussion Notes and specimen of mail registers in the activity log Skills – Identification, Recording

### **Additional Information**

Dictaphone is using in many offices for official communications. Officers are recording letters, reports, etc. in it and handing over to the Data Entry Operator or Computer Assistant for getting it typed.

Therefore, while in lab give practice in preparing letters and reports recorded using Dictaphone and type it by listening the voice. Some softwares are available in the market for converting voice to text, this can also be used for this purpose.

***Note: The under mentioned activities can be trained with the above method.***

### **Assessment Activities**

*Activity : The Team Leader verbally promised a hike in salary if their project completes within the stipulated time. Team members worked hard and achieved the goal. Later the team Leader refused to keep his word as there is nothing in black and white. Based on the above, examine the importance of correspondence in office and in business.*

*Activity : “ Correspondence is the backbone of every organization” . From the above statement ask the learners to discuss & write the points which highlight the relevance of good correspondence in an organisation.*

*Activity : Collect various types of letters, make an album & identify parts of the letter.*

*Activity : Observe the types of letters collected and identify the block form layout and indented form layout.*

*Activity : Write the following inside addresses in Block form and indented form.*

- a. The Manager, Ciba Cosmetic Products, North Extension-2, New Delhi.*
- b. The Proprietor, Thomas & Sons, Main Road, Quilon.*
- c. Kumar Chand & Company, Dealers in Electrical Goods, Film Institute Marg, Pune.*

*Activity : Draft an invitation letter to parents to inform the class P.T.A. meeting on the next week.*

*Activity : Draft a sales letter, outlining the advantages and special features of any product produced by VHSE students of your school.*

*Activity : Draft an offer enclosing quotation for handloom curtain material on behalf of "Excellent Weaving Company, Vikas Nagar, Palakkad" to "Nice Furnishing company, Grant Road, Mumbai."-*

A sample Application letter

From

Anup Sivan,  
Siva sadanam,  
Balussery P.O.  
Kozhikode.

To

The HR Manager,  
Modern Industries,  
Ernakulam.

Sir,

Sub : Application for the post of Accountant - reg –

With reference to your advertisement in The Indian Express Daily dated ....., I wish to apply for the post of Accountant in your institution.

I am a graduate in Commerce (B.Com) with Accounting and Costing as main subjects from Calicut University . Then I joined in Maheswara distributors, a marketing agency at Thrissur, as office clerk. I have successfully undergone the Tally course from C-DIT, as a part time student. I have sufficient experience in accounts or the last 2 years.

Now I am drawing a salary of Rs.15,000/- per month from my present employer. If you are interested with my bio-data, please give me a chance for a personal interview.

Expecting a favourable reply from you.

Yours faithfully,  
S/d  
Anup Sivan

Encl.:- Bio-data.

*Activity : Collect classified advertisement columns of different newspapers . Select one or two “situation vacant” or ‘Wanted’ advertisements and prepare Application letters for it.*

Activity : Prepare a bio-data in the above format with imaginary details.

Activity : Draft an official letter on behalf of the Principal of your school seeking permission for a field visit to 2<sup>nd</sup> year Computerised Office Management students in the nearby Post Office.

Activity : Draft an official letter on behalf of Principal to obtain permission to conduct On-the-job -Training in the Panchayath Office/Municipal office

Activity : Prepare a notice on a “ study tour” to be conducted in next month in your school.

Activity:

Following is the data available from the mail section of Akshaya Manufacturers , Kottayam-36. Enter the data in appropriate column of the Inward mail register.

- A registered letter from Canara Bank, to the accounts section informing the dishonour of cheque No. 05467 received on 5.8.2008.
- On 8.8.2008 received a letter from Sales Tax Department regarding sales tax return submission.
- On 4.8.2008 received a letter from Subhas Associates, Calcutta, a business enquiry .
- On 8.8.2008 , letter from South India Marketers, Erode an order worth Rs.10,00,000/-
- On10.8.2008. letter from Mr. Mukesh, a customer complaining on the services of the company.

Activity : 1. Draw the format of Inward mail register which is seen during office visit.  
2. Outline the various stages for handling inward mail .

Activity : 1. Draw the format of Outward mail register.  
2. Outline the various stages for handling outward mail.

### **List of items in Portfolio**

<b>Assessment Activities</b>	<b>Portfolio (Expected)</b>
General discussion	Participation
Collection of letters	Album
Draw specimen of inward and outward mail registers	Inward and Outward mail register
Preparation of letters	Letters



### Unit No. 3.3 - Computerised Typing (English and Malayalam)

#### About the Unit

This unit is aimed to upgrade the typing skill in English and Malayalam to 35 wpm and 25 wpm respectively. Another objective is to familiarize with handwritten documents. Handwritten letters, statement, reports, etc. are often typing in offices. Therefore, the learner must have enough skill in handling such documents.

#### **Unit grid**

Concept/Ideas/Skill	Learning Outcomes	Suggested activities	Assessment
Computerised typing (English & Malayalam) - Acquire Data Entry Skill	<b>The learner will be able to:</b> ➤ Acquire a speed of 35 w.p.m in English ➤ Acquire a speed of 25 w.p.m in Malayalam ➤ Type hand written/Manuscript letters, G.O, Statements, etc.	Speed practice  Provide handwritten/ manuscript material for typing	Speed test Letters, G.Os etc. in prescribed format Skills – Data entry, Presentation

#### *Additional information to Teachers/Instructors*

1. Ensure that the learners should be provided with enough materials to practice speed (English & Malayalam) and other practicals.
2. Collect the products and kept as a record.

#### List of items in Portfolio

Assessment Activities	Portfolio (Expected)
Speed test (English & Malayalam)	Soft/hard copy of the typed matter
Preparation of hand written/manuscript letters, statements, GO, etc.	Soft/hard copy of the letters, statements, GO, etc. typed.

## **Unit No. 3.4 - Desktop Publishing (English & Malayalam)**

### **About the Unit**

**Desktop publishing (DTP)** is the creation of documents using page layout skills. DTP software can generate layouts and produce typographic quality text and images comparable to traditional typography and printing. This technology allows individuals, businesses, and other organizations to self-publish a wide range of printed matter. When used skilfully, desktop publishing allows the user to produce a wide variety of materials, from menus to magazines and books, without the expense of commercial printing. Those who are skilled in Malayalam DTP works have good demand in the DTP sector.

## Unit grid

Concept/Ideas/Skill	Learning Outcomes	Suggested activities	Assessment
Desktop publishing	<p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>➤ Use Pagemaker/Scribus for publishing a document in English &amp; Malayalam</li> <li>➤ Apply CoralDraw/Inkscape tools for designing</li> <li>➤ Work in Photoshop/GIMP</li> </ul>	<p>Group discussion</p> <p>Pagemaker/Scribus practice in computer lab:</p> <ul style="list-style-type: none"> <li>• Open Pagemaker/Scribus window</li> <li>• Familiarize tools</li> <li>• Create, save and print publications</li> <li>• Formatting</li> <li>• Insert images, graphics and shapes</li> <li>• Import and export documents</li> </ul> <p>CoralDraw/Inkscape practice in computer lab:</p> <ul style="list-style-type: none"> <li>• Open CoralDraw/Inkscape window</li> <li>• Familiarize tools</li> <li>• Create, save and print</li> <li>• Working with images, patterns and textures</li> <li>• Designing calendar, cards</li> <li>• Import images and export files</li> </ul> <p>Photoshop/GIMP practice in computer lab:</p> <ul style="list-style-type: none"> <li>• Open Photoshop/GIMP window</li> <li>• Familiarize tools, layers and palettes</li> <li>• Image size and resolution</li> <li>• Formatting image</li> <li>• Type text on images and its effects</li> <li>• File formats and save document</li> <li>• Design a brochure</li> </ul>	<p>Notes in activity log</p> <p>Practical test</p> <p>Visiting card</p> <p>Brochure</p> <p>Skill – Use of ICT, Presentation, Communication, Expertise in publishing art</p>

## Assessment Activities

### PAGEMAKER/SCRIBUS- Phase-I

Prepare sample text notice pages with two boxes in a page. Page number and sub point bullets are essential. Headings are bold and large in size. Also satisfy the following features.

- Various alignment
- Different font
- Various types of bullets

### PAGEMAKER/SCRIBUS- Phase-II

Prepare text book page with following features

- At least 3 boxes in a page
- Page border and page number
- Various size and fonts for Heading and sub heading
- Insert picture and flowcharts on pages
- Various alignments and bullets
- Also use spell check, find and replace features
- Save and print the text page

### PHOTOSHOP/GIMP - Phase - I

Set a Photo in to 50 x 56 pixels, maximum size is 50 kb. Use the following feature.

- Select image more than 300 resolution
- Colour balancing
- Level adjusting
- Hue Saturation
- Sharpen the image
- Clarify with smudge and other tools

### PHOTOSHOP/GIMP - Phase – II

Prepare a brochure with following feature

- Page dimension 12 x 8 inch
- Use multiple images
- Use the layer property tools maximum
- Filter tools such as hue saturation, sharpen, blur etc
- Shadow highlights, level adjusting
- Insert texts (Malayalam also) with effects
- Colouring the texts and make more attractive

### CORAL DRAW – Phase –I

Design visiting card for sales executive of Alpha Pharmacy, Alappuzha with the following features

- Card dimension is 80mm x 40mm
- Must include a photo
- Attractive colours and design
- Different patterns and textures
- At least one Vector image
- Set the card in A3 paper

### CORAL DRAW – Phase –II

Design a logo for an IT company with the following features.

- Logo master size in 15cm x 15cm
- Develop with various shapes and artistic design
- Short name or full name of the firm must include
- Attractive colours and effects
- Resize the designed logo for various printings such as cards, brochures, notices, letter pads etc.
- Set the logo in A3 paper without lost the resolution of image, at least 15 logos in a sheet.

**List of items in Portfolio**

<b>Assessment Activities</b>	<b>Portfolio (Expected)</b>
Group discussion	Participation in discussion
Designing notice (Pagemaker/scribus)	Notice
Designing brochure (Photoshop/GIMP)	Brochure
Designing calendar, cards (Coral draw/ Inkscape)	Calendar, Visiting card

## Unit No. 3.5 – Communication at Work Place

### About the Unit

In the workplace, the learners will meet a variety of communication styles. They may need to understand how language can mean different things to different people. They need to know how to communicate directly and to clarify expectations. The unit contains classroom exercises to enhance the communication skill of the learners. The exercises and situations given are likely to face by an employee in the work place. There is a special section introducing the student to specific skills for facing an interview.

### Unit grid

Concept/Ideas/Skill	Learning Outcomes	Suggested activities	Assessment
Communication at work place – Develop Communication skill	<p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>▶ Develop communication skill</li> <li>▶ Acquire self confidence</li> <li>▶ Enrich vocabulary</li> <li>▶ Engage in conversations</li> <li>▶ Practice and make sentences</li> </ul>	<p>General discussion Presentation Role play</p>	<p>Participation Presentation style Knowledge in language Skills – Identification, observation, Interaction, Communication, Presentation, Creative thinking</p>

### Assessment Activities

*Activity:*

- KSFE** · Kerala’s largest chitty company in the Government sector
- Offers financial services like chitty, chitty loan, personal loan, vehicle loan etc.
  - One of the most trustful institution
  - Providing employment to around 20,000 people

Assume the learners are employees of KSFE and let them prepare a note on KSFE with the above hints and present it.

*Activity* : “A customer purchased a new Laptop from a well-known computer manufacturer. A few months later, the laptop malfunctions and the customer wants the company to replace the laptop or provide service that’s free of charge.

The company responds that it is not responsible and that it would not replace the Laptop as it showed signs of some parts being short circuited because of water. The customer

informs the company that water has never been spilt on the Laptop; however, all of the customers' calls to the company's customer service department were met with one negative excuse after another. As a result of this, the customer has become very angry.”

Encourage the learners to respond to the situation.

Sample topics: 1. Impact of social media among youth. 2. Make in India 3. Digital India

**List of items in Portfolio**

<b>Assessment Activities</b>	<b>Portfolio (Expected)</b>
General discussion	Participation in discussion
Observation and Presentation	Communication skill



### *Extended Activities*

Extended activities includes visits to the actual work sites, interaction with experts working in the field, interaction with successful entrepreneur, working in the PTC of the school and serving the public with what the students learned from the class/practical room.

## **MODULE IV - ENTERPRISE RESOURCE PLANNING (ERP)**

### Overview

Globalisation and explosion of the Internet has tremendous impact on every sphere of business. Managing business is a herculean task unless information is provided as and when required. Here comes the importance of implementing novel technologies in business to integrate the whole activities of it. Therefore, Enterprise Resource Planning, a new Information Technology based system is implemented in several business enterprises. Enterprise Resource Planning (ERP) integrates all important business areas such as accounting, finance, production, sales and distribution, human resource management, etc. This module contains the basic concepts and techniques of Enterprise Resource Planning. ERP system alone can produce a result if the concepts like paperless office, e-governance and IT Enabled Services stay separately. As such these concepts are also dealt with in this module.

## Unit No. 4.1 ENTERPRISE RESOURCE PLANNING (ERP)

### About the unit

Enterprise Resource Planning is a complete solution to the problems of a business. The business environment is becoming increasingly complex with functional departments requiring more and more inter-functional data flow for decision making, timely and efficient procurement of product parts, management of inventory, accounting and human resources. These can be overcome by implementing a well designed ERP system which can integrate the above issues in a single platform. Business firms irrespective of their size - small, medium or large – have started to implement their own or vendor supplied ERP Solution softwares. Acquiring knowledge in ERP will be an added advantage to any person.

### Unit Grid

Concept/Ideas/Skill	Learning Outcomes	Suggested activities	Assessment
Enterprise Resource Planning – Introduction, Meaning, Definition, Need	<b>The learner will be able to:</b> ➤ Describe ERP ➤ Explain meaning and definition of ERP ➤ Identify need for implementing ERP	Brain storming General discussion	Participation in general discussion Notes in the activity log Skills – Identification, Communication
Enterprise Resource Planning -Benefits and limitations - Components	<b>The learner will be able to:</b> ➤ Summarise benefits and limitations of ERP ➤ Sort out components of ERP	Brain storming Group discussion	Participation in group discussion Notes in the activity log Skills – Identification, Comparison, Interaction, Presentation
ERP Packages – ERP and business – Functionalities of ERP Packages – Ideal ERP Modules	<b>The learner will be able to:</b> ➤ Describe ERP package ➤ Identify Ideal ERP Modules	General discussion Assignment	Participation in general discussion Notes in the activity log Assignment Skills – Identification, Presentation
ERP software – Application of Ideal Modules	<b>The learner will be able to:</b> ➤ Work in an ERP software	General discussion Data entry in ERP Software Generate different reports	Participation in general discussion Familiarising ERP software Notes in the activity log Skills – Use of ICT, Identification, Presentation

Concept/Ideas/Skill	Learning Outcomes	Suggested activities	Assessment
ERP Implementation – -Methodologies -Life cycle -Issues	<b>The learner will be able to:</b> ➤ Explain ERP implementation methodologies, life cycle and issues	General discussion Assignment	Participation in general discussion Notes in the activity log Assignment Skills –Identification, Presentation

### **Assessment Activities**

*Activity: Practice in ERP System*

*Activity: Generate reports using ERP Software*

*Activity : List out advantages and limitations of ERP Software*

### **List of items in Portfolio**

<b>Assessment Activities</b>	<b>Portfolio (Expected)</b>
General discussion	Participation in discussion
General discussion	Participation in discussion
Assignment	Internalising idea
Generation of reports	Reports

## Unit No.4.2 – Paperless Office

### About the unit

It is a concept derived during 1970s. The idea is to reduce the amount of paper usage to the minimum. The aim of this concept is to increase efficiency, save environment, reduce the amount of paper usage, reduce cost and to save the storage space. With the developments in technological field, a giant leap happened in achieving the concept. As it is an environment friendly concept, it need considerable attention of all concerned. The unit contain topics relevant to transact the paperless office concept.

### Unit grid

Concept/Ideas/Skill	Learning Outcomes	Suggested activities	Assessment
Paperless office – Introduction Meaning Features	<b>The learner will be able to:</b> ➤ Identify paperless office ➤ explain meaning and features of paperless office	Brain storming Group discussion	Participation in group discussion Notes in the activity log Skills – Identification, Presentation
Paperless office - How to set up it? Merits and demerits	<b>The learner will be able to:</b> ➤ Set up a paperless office ➤ Outline merits and demerits of paperless office	Group discussion Field visit OJT	Participation in group discussion Notes in the activity log Field visit report Skills –Identification, Comparison, Report preparation, Presentation
Office in pocket – Concept Meaning Features	<b>The learner will be able to:</b> ➤ Describe office in pocket	Group discussion Assignment	Participation in group discussion Notes in the activity log Assignment Skills –Identification, Presentation, Creative thinking

### Assessment Activities

*Activity : Field visit*

### List of items in Portfolio

Assessment Activities	Portfolio (Expected)
General discussion	Participation in discussion
Group discussion	Participation in discussion
Field visit	Report on field visit
OJT	OJT Report

## Unit No.4.3 – E-Governance

About the unit

E-Governance has become an essential part of any firm in globalisation process. Increasing demands of clearness in administration, rapid information transfer, more competent performance and improved public service has pushed organisations to choose electronic means for success in business. Organisations can give better performance through innovative use of information technology and e-governance. As such, this unit deals with meaning and objective of e-governance, major e-governance projects, advantages and disadvantages of e-governance, etc.

Unit grid

Concept/Ideas/Skill	Learning Outcomes	Suggested activities	Assessment
E-governance – Concept Meaning E-Government Domains	<b>The learner will be able to:</b> ➤ Explain e-governance ➤ Identify domains of e-governance	Brainstorming Group discussion	Participation in group discussion Notes in the activity log Skills –Identification, Communication
E-governance – Major projects of Govt. of Kerala - Services to citizens - Benefits	<b>The learner will be able to:</b> ➤ List out e-governance projects ➤ Outline services and benefits	Group discussion Field visit Case study	Participation in group discussion Notes in the activity log Field visit report Skills –Identification, Report preparation, Presentation
M-governance – An introduction	<b>The learner will be able to:</b> ➤ Describe M-governance	General discussion Seminar	Participation in group discussion Notes in the activity log Seminar report Skills –Identification, Report preparation, Presentation

### Assessment Activities

*Activity : Collect a feed back of e-governance services received by the learner.*

*Activity: Conduct a seminar on e-governance service.*

### List of items in Portfolio

Assessment Activities	Portfolio (Expected)
Group discussion	Participation in discussion
General discussion	Participation in discussion
Field visit	Field visit report
Seminar	Report

## Unit No.4.4 – Computerised Typing (English & Malayalam)

### Introduction

This unit is aimed to upgrade the typing skill in English and Malayalam to 45 wpm and 30 wpm respectively. Another objective is to familiarize with handwritten documents. Handwritten letters, statement, reports, etc. are often typed in offices. Therefore, the learner must have enough skill in handling such documents.

Concept/Ideas/Skill	Learning Outcomes	Suggested activities	Assessment
<b>Computerised typing (English &amp; Malayalam) -</b>  Acquire Data Entry Skill	<b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>➤ Acquire a speed of 45 w.p.m in English</li> <li>➤ Acquire a speed of 30 w.p.m in Malayalam</li> <li>➤ Type hand written/Manuscript letters, G.O, Statements, etc.</li> </ul>	Speed practice  Provide handwritten/manuscript material for typing	Speed test  Letters, G.Os etc. in prescribed format  <b>Skills</b> – Data entry, Presentation

### *Additional information to Teachers/Instructors*

1. Ensure that the learners should be provided with enough materials to practice speed (English & Malayalam) and other practicals.
2. Collect the products and kept as a record.

### **List of items in Portfolio**

Assessment Activities	Portfolio (Expected)
Speed test (English & Malayalam)	Soft/hard copy of the typed matter
Preparation of hand written/manuscript letters, statements, GO, etc.	Soft/hard copy of the letters, statements, GO, etc. typed.

## Unit No. 4.5 – IT Enabled Services

This unit describes development of information technology and how it influenced the functioning of traditional as well as new generation offices. It is also an attempt to familiarise the seamless employment opportunities of ITES industry viz. Business Process Outsourcing, Call centre, Computerised Accounting, Medical Transcription, Blogging, etc. to the learners.

### Unit grid

Concept/Ideas/Skill	Learning Outcomes	Suggested activities	Assessment
IT Enabled Services ➤ Introduction ➤ Meaning	<b>The learner will be able to:</b> ➤ Describe ITES	Brainstorming Group discussion	Participation in group discussion Notes in the activity log Skills –Identification, Communication
ITES ➤ BPO ➤ Blog creation to publication ➤ Medical transcription, etc.	<b>The learner will be able to:</b> ➤ Identify and use different ITES ➤ Create and publish blog	Group discussion Seminar Practical lab work: Login to the email account Open blogger.com Create blog	Participation in group discussion Notes in the activity log Blog Skills –Identification, Use of ICT, Blog creation, Presentation

#### *Additional information*

**Knowledge Process Outsourcing** is the outsourcing of core business activities, that are important and forms a primary part of a company's chain of activities. KPO services include all kinds of research and information gathering, e.g. intellectual property research for patent applications; equity research, business and market research, etc.

#### Activity : How to create a blog in **Blogger.com**

1. Navigate to [www.blogger.com](http://www.blogger.com) using your web browser of choice.
2. Sign in using your Google Account to get started.
3. If you do not have a Google Account, click “Get Started” to create one.
4. Enter a “Display Name” to be used to sign your blog posts and click “Continue”.
5. Click “Create Your Blog Now”
6. Select a “Blog title” and an available URL for your blog. You can check if the URL you are considering is available by clicking "Check Availability"(if it is unavailable try adding more letters and don't use things like hyphens,under scores, colons etc).
7. Enter the word verification and click continue.



8. Choose a starter template, which will act as the basic design/layout of your blog.
9. Click “Start Blogging”
10. You can create new blog posts, edit posts, and edit pages from under the “Posting” tab.
11. The title of your post goes in the text box next to “Title”.
12. The body of your post will get entered into the “Compose” text editor, where you will also be able to access basic text editor functions such as font size, text color, the ability to insert links.
13. You can also use the “Edit HTML” tab to insert your post in HTML format, if you prefer.
14. The “Post Options” section located underneath the “Compose” text editor will allow you to enable reader comments, HTML settings, and post the time and date.
15. You can now either select “Save Now” to save your post, “Preview” to preview your post before publishing to your blog, or “Publish Post” to publish your post directly to your newly created blog.
16. If you wish to change the design of your blog from the starter template you selected when initially creating your blog, you can do so under the “Design” tab.
17. From within the “Design Tab” you will be able to edit Page Elements, HTML, and change your template with Temple Designer.
18. If you want to adjust other settings such as who is able to view, contribute to, or comment on your blog etc, click the “Settings” tab.
19. You can adjust publishing, comments, archiving, permissions, and all other settings from within the sub-tabs located under the main “Settings” tab.
20. You can add new authors that are able to contribute to and edit your blog by clicking the “Settings” tab> “Permissions” sub-tab, and selecting “Add Authors”.

***Additional information***

**How medical transcription works**

- Health practitioners dictate what they have done after performing procedures on patients and MT's transcribe the oral dictation and edit reports that have gone through speech recognition software.
- Medical transcription can be performed by MT's who are employees in a hospital or who work at home as telecommuting employees for the hospital or who work as an independent contractor for an outsourced service.
- MT requires the correct spelling of all terms and words; and hence occasionally corrects errors in dictated medical terminology.
- MT also edits the transcribed documents, print and returns the completed documents on time.

***Additional information***

*A typical call center functions as follows:*

- A customer uses a toll-free number (there is no cost when this number is dialed) that is connected to a customer support center.
- When a call reaches the call center, the customer is answered by a trained customer service representative, who has access to a wide database of information, and is trained on the product/service being offered.
- The technology created, by the IT experts, to support the Call center makes sure that the customer service representatives have the latest information available, so that the highest standards of customer service are delivered.
- With the increase in world-wide connectivity, it does not matter if the call center is located in the city of the customer or anywhere else in the world.

**List of items in Portfolio**

<b>Assessment Activities</b>	<b>Portfolio (Expected)</b>
Group discussion	Participation in discussion
Creating blog	Blog
Seminar	Report

## Unit No. 4.6 - Web Page Designing

### Introduction

The term web design is normally used to describe the design process relating to the front-end (client side) design of a website. Web design encompasses many different skills and disciplines in the production and maintenance of websites. The different areas of web design include web graphic design; interface design; authoring, including standardised code and proprietary software; user experience design; and search engine optimization. The web site created should be hosted using *internet hosting service* to access it via the **World Wide Web**.

### Unit grid

Concept/Ideas/Skill	Learning Outcomes	Suggested activities	Assessment
Web page designing	<b>The learner will be able to:</b> <ul style="list-style-type: none"><li>➤ Explain HTML and WWW</li><li>➤ Create HTML document</li><li>➤ Use HTML tags</li><li>➤ Host a website</li></ul>	General discussion <b>Web page designing</b> practice in lab: <ul style="list-style-type: none"><li>• Starting with HTML</li><li>• Searching the Web, HTTP, URLs, Web servers, Web protocols</li><li>• HTML editors</li><li>• Insert text, images, hyperlinks.</li><li>• back ground and colour controls</li><li>• Work with hyper link</li><li>• Web publishing, Domain name registration.</li><li>•</li></ul>	Notes in activity log Practical test Web site  Skill – Use of ICT, Presentation, Communication

### Assessment Activity

#### *Activity*

- Open 'Notepad' → create a new file → save it
- Save As the file as an HTML document
- Provide Headers tag, Body tag

#### *Activity*

- HTML documents, Inserting texts, images, Hyperlinks, Back ground and colour controls
- Different HTML tags, table layouts and presentation

Tables are defined with the **<table>** tag.

Tables are divided into **table rows** with the `<tr>` tag.

Table rows are divided into **table data** with the `<td>` tag.

A table row can also be divided into **table headings** with the `<th>` tag.

Table data `<td>` are the data containers of the table.

#### *Activity*

##### ➤ Ordered and unordered list

An ordered list starts with the `<ol>` tag. Each list item starts with the `<li>` tag.

An unordered list starts with the `<ul>` tag. Each list item starts with the `<li>` tag.

#### *Activity*

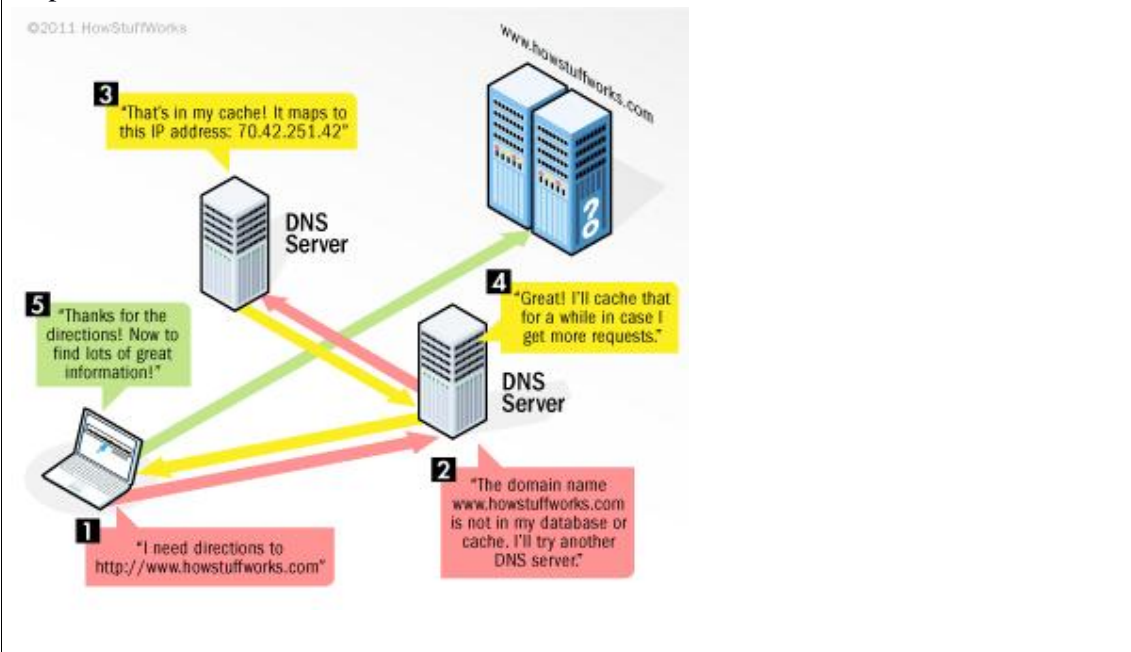
- Creating simple webpage
- Formatting text, aligning the text changing text colour, size and font
- Adding background image
- Working with hyperlink

*Additional information*

### How Domain Name Servers Work

If you've ever used the Internet, it's a good bet that you've used the **Domain Name System**, or **DNS**, even without realizing it. DNS is a protocol within the set of standards for how computers exchange data on the Internet and on many private networks, known as the TCP/IP protocol suite. Its basic job is to turn a user-friendly **domain name** like "howstuffworks.com" into an Internet Protocol (IP) address like 70.42.251.42 that computers use to identify each other on the network. It's like your computer's GPS for the Internet.

Computers and other network devices on the Internet use an IP address to route your request to the site you're trying to reach. This is similar to dialing a phone number to connect to the person you're trying to call. Thanks to DNS, though, you don't have to keep your own address book of IP addresses. Instead, you just connect through a **domain name server**, also called a **DNS server** or **name server**, which manages a massive database that maps domain names to IP addresses.



### List of items in Portfolio

Assessment Activities	Portfolio (Expected)
General discussion	Participation in discussion
Creating heading, table, etc.	Heading, Table
Creating web page	Web site

## Unit No.4.7 – Cyber Ethics

### Introduction

Cyber ethics are the manners to be followed by a netizen. Most of the netizens are committing cyber crimes due to ignorance and it is increasing day by day. Therefore, it is necessary to make them aware of the prose and cones of wrongdoing. This unit deals with the computer crimes, cyber crimes and punishment and penalties for it.

### Unit grid

Concept/Ideas/Skill	Learning Outcomes	Suggested activities	Assessment
Cyber ethics - Introduction - Meaning	<b>The learner will be able to:</b>  ➤ Describe cyber ethics	Brainstorming Group discussion	Participation in group discussion Notes in the activity log Skills –Identification, Communication
Cyber ethics - Computer crimes - Cyber/Internet crimes - Differences	<b>The learner will be able to:</b>  ➤ Identify computer crimes, cyber crimes ➤ Differentiate computer crime and cyber crime	General discussion Collection of cyber crime news from news paper	Participation in general discussion Notes in the activity log Collection Skills –Identification, Comparison, Communication, Presentation
Cyber ethics - Offences and penalties under Information Technology Act, 2000	<b>The learner will be able to:</b>  ➤ Explain penalties under IT Act, 2000	Brain storming Group discussion	Participation in group discussion Notes in the activity log Skills – Identification, Presentation

***Additional information***

**Responsible behaviours**

- Do not use rude or offensive language.
- Don't be a bully on the Internet.
- Do not call people names, lie about them, send embarrassing pictures of them, or do anything else to try to hurt them.
- Do not copy information from the Internet and claim it as yours. That is called plagiarism.
- Adhere to copyright restrictions when downloading material including software, games, movies, or music from the Internet.
- Do not break into someone else's computer.
- Do not use someone else's password.
- Do not attempt to infect or in any way try to make someone else's computer unusable.

**Assessment Activity**

*Activity: Collect news of cyber crimes from news paper.*

**List of items in Portfolio**

<b>Assessment Activities</b>	<b>Portfolio (Expected)</b>
General discussion	Participation in discussion
Group discussion	Participation in discussion
Collection of news	Album

### ***Extended Activities***

Extended activities includes visits to the actual work sites, interaction with experts working in the field, interaction with successful entrepreneur, working in the PTC of the school and serving the public with what the students learned from the class/practical room.



## ***On-the-Job Training***

On-the-job training (OJT) occurs whenever more experienced employee or supervisor teaches less experienced person on how to do one or more tasks of a job. The training utilizes actual equipment and materials. OJT should be undertaken in a structured manner with a training plan under the supervision of an experienced trainer or supervisor. A training plan that reflects tasks to be performed and competencies to be imparted should be prepared and signed by the student, teacher, and supervisor at the workplace for training of the students in the organization/industry. The trainer should break down all the steps of the job and train the students as per the training plan. In a structured OJT, the following steps should be followed:

- **Step 1:** The Instructor or the trainer tell, show, demonstrate, and explain. The trainer gives an overview of the task while explaining the constructional details and use of the tools, equipment, materials, etc. in performing the tasks.
- **Step 2:** The Instructor or the trainer demonstrates each step in detail, actually doing the steps of the task and explaining each step, one at a time, while the trainee watches. The steps may not necessarily be demonstrated in the sequence of actual operation, as sometimes it is better that simple tasks are demonstrated first to build confidence. While demonstrating, the trainer explains why each step is done in the way it is done.
- **Step 3:** It involves direct trainee participation. The trainer monitors the progress on a checklist of competencies and offers feedback and pointers where and when needed.
- **Step 4:** The trainee practices with clearly defined targets for performance standards.

Any Government/private office having enough infrastructure facility to impart training to the participants can be considered as OJT centre. Akshaya centre, Computer institutes, Computer training centres, Kaushal Kendra, Technopark, Infopark etc. can be utilised for the purpose.

Directorate should take an initiative for allotting OJT centres to the schools. Regional offices should also be instructed to extend their help to the school authorities in selection process.

***List of References:***

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5. Enterprise Resource Planning by Abdul Assis Koroth
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10. Information Technology Law by Dr.S.R.Myneni
11. [www.cybercrime.gov](http://www.cybercrime.gov)
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