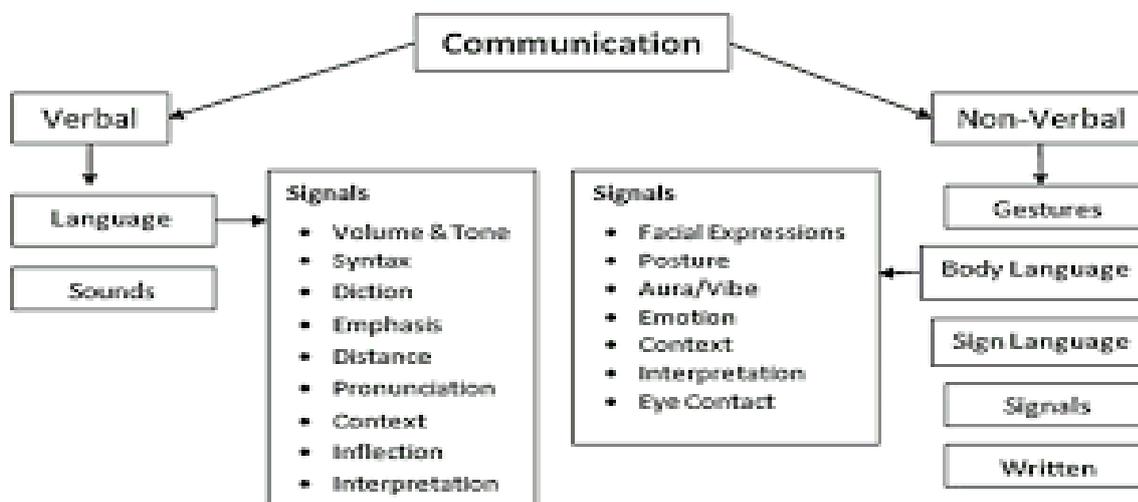




1. What is Communication?

Communication is the act of conveying meanings from one entity or group to another through the use of mutually understood signs, symbols, and semiotic rules.

*The following figure represents types of communication



Learning objectives of Effective communication

1. Development of Interpersonal Skills
2. To express effectively & with maximum efficiency

2. The 4 Communication Styles

Every person has a unique communication style, a way in which they interact and exchange information with others.

There are four basic communication styles: **passive, aggressive, passive-aggressive and assertive.**

It's important to understand each communication style, and why individuals use them. For example, the assertive communication style has been found to be most effective, because it incorporates the best aspects of all the other styles.

2.1 PASSIVE

Individuals who use the passive communication style often act indifferently, yielding to others. Passive communicators usually fail to express their feelings or needs, allowing others to express themselves.

Passive communicators often display a lack of eye contact, poor body posture.

Examples of phrases that those who use a passive communication style would say or may believe include:

- “It really doesn’t matter that much.”
- “I just want to keep the peace”

2.2 Aggressive

The aggressive communication style is emphasized by speaking in a loud and demanding voice, maintaining intense eye contact and dominating or controlling others by blaming, intimidating, criticizing, threatening or attacking them, among other traits.



Aggressive communicators often issue commands, ask questions rudely and fail to listen to others.

Examples of phrases that an aggressive communicator would use include:

- “I’m right and you’re wrong.”
- “I’ll get my way no matter what.”
- “It’s all your fault.”

2.3 Passive-Aggressive

Passive-aggressive communication style users appear passive on the surface, but within he or she may feel powerless or stuck, building up a resentment that leads to seething or acting out in subtle, indirect or secret ways.

Most passive-aggressive communicators will mutter to themselves rather than confront a person or issue. Passive-aggressive communicators are most likely to communicate with body language. Ultimately, passive-aggressive communicators are aware of their needs, but at times struggle to voice them.

Examples of phrases that a passive-aggressive communicator would use include:

- “That’s fine with me, but don’t be surprised if someone else gets mad.”
- “Sure, we can do things your way” (then mutters to self that “your way” is stupid).

2.4 Assertive

Assertive communicators can express their own needs, desires, ideas and feelings, while also considering the needs of others. Assertive communicators aim for both sides to win in a situation, balancing one’s rights with the rights of others.

Examples of phrases an assertive communicator would use include:

- “We are equally entitled to express ourselves respectfully to one another.”
- “I realize I have choices in my life, and I consider my options.”
- “I respect the rights of others.”

Role play on different communication styles(ACTIVITY)

OBJECTIVE: Have fun reflecting on our own communication styles, and consider which can be most effective in bringing our issues forward.

Role Play

Select a neighbourhood problem the group can relate to (Ex. Garbage clean up) and practice a short role-play (2 – 3 min) to demonstrate three communication styles. The players might be the two facilitators and a participant. The aggressive and passive people play the role to an extreme, so that it is so obvious that it is funny. Their behaviour starts to change when the proactive person demonstrates a more constructive approach:

AGGRESSIVE: (wears a very large yellow star) Walks into the scene very confident of his/her ideas, imposing them on everyone else.

PASSIVE: (wears a very small yellow star) When expressing his/her ideas can hardly be heard, and allows the aggressive player to dominate.

PROACTIVE: (wears a large yellow star) Steps into the scene after the other two have already demonstrated their styles. He/She listens to the others, clarifies what they are saying, takes a few moments to consider what she/he is hearing and suggests some positive action for them to consider. (See Proactive in Styles of communication handout.)

- Large group reflection (8 min)

Ask: “What happened? What were the different ways of addressing the situation?”

Note: Keep the conversation focused on the communication style, not the issue.



Worksheet

WHAT COMMUNICATION STYLE ARE YOU?

Directions: Select the answer that describes how you communicate most often. P = Passive, AG = Aggressive, P/A = Passive Aggressive, and AS = Assertive

1. My friends would call me

P :shy _____

AG: loud _____

P/A: sarcastic _____

AS: confident _____

2. I usually:

P: don't share my opinions even though I have them. _____

AG: share my opinions in a demanding way. _____

P/A: have opinions but don't share them and then become angry towards everyone involved. _____

AS: have opinions and share them with others while being open and respectful to the opinions of others.

3. I feel:

P: that the opinions of others matter more than my own. _____

AG: that my opinions matter more than the opinions of others. _____

P/A: that I will follow the opinions and ideas of others but talk badly about them behind their backs. _____

AS: that my needs are important and so are the needs of others. _____

4. When walking into a crowded room:

P: I want to hide my face. _____

AG: I don't mind pushing my way through the crowd. _____

P/A: I may push someone out of my way and then blame it on someone else. _____

AS: I smile and say "hi" to others and respect other people's space. _____

5. I often:

P: ignore problems. _____

AG: cause problems _____

P/A: hide problems. _____

AS: solve problems. _____

Many people mistakenly confuse aggressiveness with assertiveness, which is not true. Aggressiveness is behaving in a hostile way. Assertiveness is standing up for your right to be treated fairly and/or advocating for yourself in a clear, direct, and honest way that is positive and proactive. It is expressing your opinions, needs, and feelings, without ignoring or hurting the opinions, needs, and feelings of others. Assertiveness is actually one of the most positive skill sets you can use and develop for lifelong success.

Worksheet

Select the Assertive Communication method from the choices and see if you can identify the other methods of communication as you read through the choices.

In class:

- A. I'm too afraid to raise my hand even though I know the answer. _____
- B. I shout the answer because I always know them and no one else ever does.
- C. I know the answer but never participate and then get angry at other people who do.
- D. I raise my hand when I know the answer and give others the opportunity to do the same.

2. You got a bad grade on a test and you're not sure why. What do you do?

- A. You ask the teacher to talk after class. You respectfully explain your confusion about your grade and ask what you can do differently next time.
- B. You don't say anything but you talk badly about the teacher behind his/her back.
- C. You don't say anything. It's not a big deal.

3. Someone cuts in front of you in line...

- A. Say nothing, but glare at them and "accidentally" push them a little.
- B. Say nothing and do nothing.
- C. Assume they didn't know you were in line; gently explain that you were waiting before them.
- D. Yell at them and shout for them to return to their place.

a) There was a test in one of your classes on a day that you were absent. You were legitimately sick, but don't have a doctor's note.

The teacher tells you that since you don't have a note, you are not allowed to write the test which jeopardizes your entire credit.

b) A friend wants to go watch a movie, however you want to go see something different.

3. Writing Skills

3.1 What is Writing?

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text.

3.2 Sentences

The main focus here is to improve basic sentence composition skills. One can review the types of sentences and the functions of their component parts listed below.

Simple, compound, and complex sentences

3.2.1 Simple sentence

A simple sentence is one independent clause that has a subject and a verb and expresses a complete thought.

- Must have a subject and a verb.
- Must express a complete thought.
- Must only have one clause.

Examples

- I am out of paper for the printer.
- Will you help me with the math homework?

3.2.2 Compound Sentence

A compound sentence allows us to share a lot of information by combining two or more related thoughts into one sentence. It combines two independent clauses by using a conjunction like “and.” This creates sentences that are more useful than writing many sentences with separate thoughts.

Example of Compound Sentences

We use compound sentences all of the time. Here are some examples, the independent clause is green, the second is purple, and the conjunctions are orange:

I drove to the office, and then I walked to the cabin.

3.2.3 Complex sentence

A complex sentence is a sentence that combines one independent clause with at least one dependent clause.

Example

- Although Rohan had some doubts, he found the courses very useful.

<https://study.com/academy/lesson/types-of-sentences-simple-compound-complex.html#lesson>

The link mentioned above will further will help the students to strengthen their concept on the above mentioned topics.

Activity

This activity simulates 'chatting' – a popular (online) communication can be used in the language-learning classroom for students who still find it too difficult to write without first having a little 'thinking' time, and also as a means of moving students away from being overly concerned with accuracy, and focussing more on successful communication. The students really enjoy this activity, especially the fact of being 'allowed' to write notes in the class.

The students will need one piece of paper for writing on simple sentences. To encourage students to write brief messages each time, this could be in the form of a 'chatting page.' (The activity will be done in pairs)

Chat sheet

Student A	
Student B	
Student A	
Student B	

A suitable subject for the students to 'chat' about is chosen such as: 'Discuss your favourite sports'. Subjects requiring students to reach a solution are particularly effective, for example: 'Arrange to meet up a client at the weekend and decide what you are going to build up business.'

- It will be explained to students that in order to communicate, they write a message on the first line of their paper, say 'Hi, how are you?', and 'send' it over their shoulder to their partner, who will respond and pass the paper back as quickly as possible.

A worksheet can be taken up in the class to test the concept clarity.

Worksheet

Choose your answers to the questions for the above set of questions.

Q1. Do as directed

a) How many clauses appear in the sentence below?

When he woke up that morning, Joseph wondered about his chances at getting the job, but he shrugged at any doubts.

- i) Two
- ii) Three
- iii) One
- iv) Five
- v) Four

b) Which of the following sentences has an INCORRECT subject-verb agreement?

- i) Subject-verb agreement usually gets trickier as sentences expand into more complex structures.
- ii) It's amazing that there are never any leftovers in my house after the Super Bowl game.
- iii) The thought of all the home repairs we need after the bathrooms flooded are daunting.
- iv) Any book about space visits from vampire Martian aliens is my idea of a good weekend read.

b) Which of the following pronouns must ALWAYS be paired with a plural verb?

- i) Few, many, both, others, and several.
- ii) Most, any, none, some, and all.
- iii) Politics, gymnastics, mathematics, and news.
- iv) Whomever, whichever, they, and themselves.

Silence is golden when you can't think of a good answer.' - Muhammad Ali

c) In this famous quote, which choice best describes the second part of the sentence 'when you can't think of a good answer?'

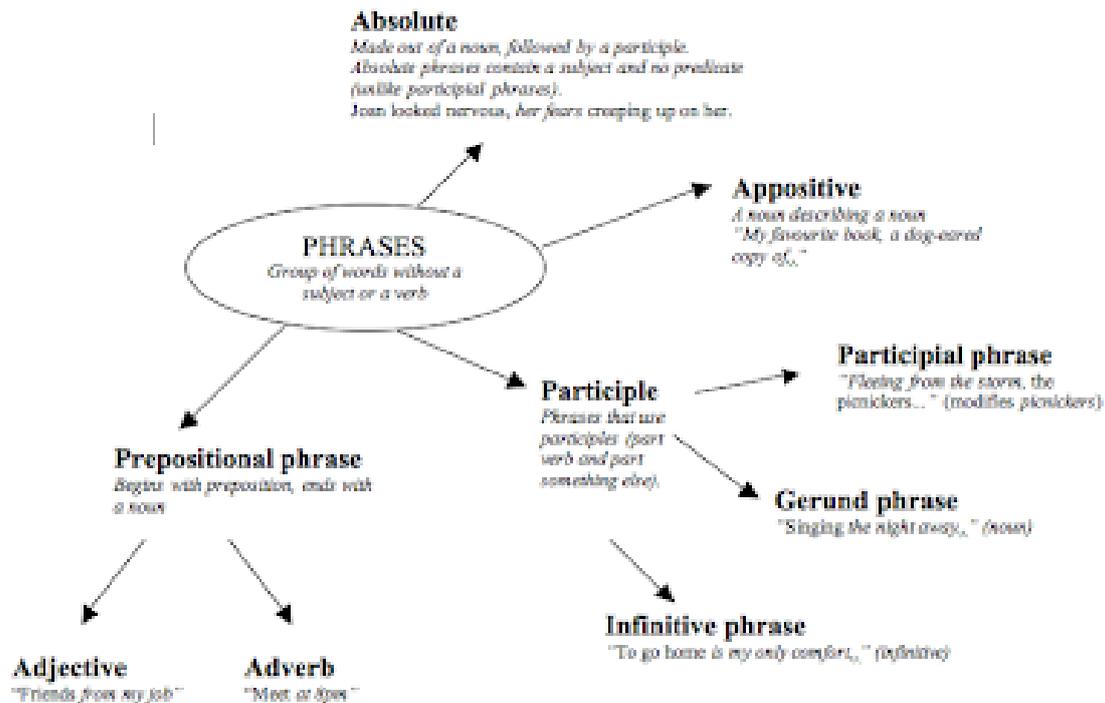
- i) Compound sentence
- ii) Simple sentence
- iii) Dependent clause
- iv) Complex sentence
- v) Independent clause

e) What is wrong with the following sentence?

Clint didn't talk much he just stared you down with cold, dead eyes.

- i) It has a comma splice.
- ii) It is a sentence fragment.
- iii) It is a regular run-on sentence.
- iv) He' should be capitalized.

3.3 Phrases - Phrases are a group of words that work together to communicate an element of speech.



3.4 Types of phrases

3.4.1. Noun Phrase

A noun phrase is any noun or pronoun along with its modifiers:

Example –

- The school children
- Yesterday's newspaper

3.4.2. Verb Phrase

A verb phrase is any number of verbs working together:

Example

- Had been sleeping
- Will contact
- May have written

3.4.3. Prepositional Phrase

1. A prepositional phrase always starts with a preposition and ends with a noun or pronoun (and its modifiers) that is called the object of the preposition:

Example

- Through the wheat field
- Preposition: through
- Object of the preposition: the wheat field

Some more examples of prepositional phrases:

- During the year
- Despite complaints

3.4.4. Verbal Phrases :There are three types of verbal phrases: participial phrases, gerund phrases, and infinitive phrases. Each is explained below.

a) Participial Phrase

Participial phrases start with either a present or past participle. Here are some examples of each.

Phrase with present participles:

- Watching silently

Phrases with past participles:

- Driven to succeed

b) Gerund Phrase

A gerund phrase is a present participle (and its modifiers) that acts like a noun. It can take on a variety of jobs in the sentence. Here are a couple of examples:

- Practicing helped a lot. (subject)
- I love reading. (direct object)

c) Infinitive Phrase

An infinitive phrase is the infinitive and its modifiers:

Example

- To sing
- To walk all that way

d) Appositive Phrase

An appositive phrase is a phrase that renames an earlier noun or pronoun

My best friend, **Nick Palacio**, loves scuba diving.

We watched Sirius, **the brightest star in the sky**

e) Absolute Phrase

Absolute phrases are the trickiest to identify. These phrases are not closely connected to the rest of the sentence; they don't describe a specific word, but modify the whole sentence. They add extra information and are usually separated by commas (or dashes).

Example

The semester finished, Karen sold all her textbooks.

Absolute phrase: The semester finished

A worksheet can be taken up in the class to further built up the concept

Worksheet

For each sentence, Identify the phrase in bold font.

1. I wish the university that I attend would have **an annual kite flying festival** in spring time.
2. I am pretty sure **I have been told** that I'm a good listener.
3. My hero, **the man in the moon**, has not yet delivered a TED talk.
4. She sang a traditional song called "**Over the Hills and Far Away**."
5. Its all spread **by word** of mouth.
6. **The Bill Gates Foundation** does much charitable work.
7. **Bungee jumping** is not a sport that I would try, since it does not seem entirely safe to me.
8. Our lawyer, **William Weary**, takes care of all of our speeding tickets, but his bills end up costin just as much.
9. **To marry him** was out of the question.
10. **Dreaming away**, Tristan did not notice that the lights had changed.

Activity

Writing skills (Consumer power)

We are all to some extent consumers, so this is a subject that students of all nationalities and ages should be able to identify with.



Activity – Mare's nest

A hypothetical situation will be given to students related to present day scenario and they are asked to present(write) the views on the same. The following activity will help them to identify and find a solution the present day Consumerism related issues .

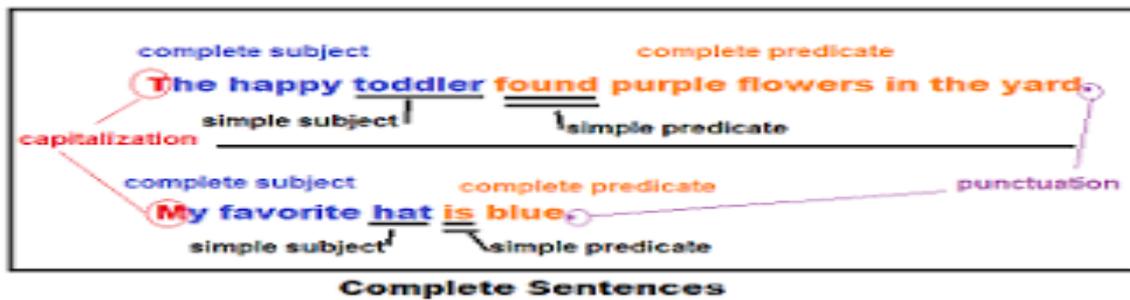
(Example)

You have a favourite brand of trainers that you love. You have asked your parents for a pair of these trainers for you birthday present. Last night you saw a documentary on the TV that showed where this brand of trainers are made and you saw that they are made in huge factories by children who have to work 14 hours per day and are treated badly. What do you do? Do you still want a pair of these trainers for your birthday?

3.5 Parts of a Sentence

Every sentence can be broken into two parts

- a) Complete Subject
- b) Complete Predicate
 - The complete subject consists of simple subject (The noun or the pronoun is the subject is about) and its modifiers
 - The complete predicate is made of up of verb and its modifiers.



The subject of a complete sentence is who or what the sentence is about, and the predicate tells about that subject.

Yesterday after lunch **the students** were complaining about the short recess.

The students" are the subject (red) of the sentence. The predicate always includes the verb, and tells something about the subject; in this example, the students (purple)"were complaining about the short recess."

Activity - Writing skills

Here we will explore the theme of social media. Students will create an imaginary online 'wall' where they can interact with each other.

Making on social networking profile
(Basic information)

Name	
Age	
Gender	
Location	
Hometown	
Interested in(Hobbies)	
Strengths	
Why I am here (few lines)	
Personality(Introvert/ Extrovert)	
Self Introduction	

3.6 Parts of speech- A category to which a word is assigned in accordance with its syntactic functions. In English the main parts of speech are noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, and interjection.

The following figure represents **eight** parts of speech

The 8 Parts of Speech

Verb	An action: like run, jump, or read; or a state of being: like is or was.
Noun	A thing, or idea: rock, dog, John, democracy, birthday, gravity
Adverb	Tells how an action occurred: quickly, slowly, carefully
Adjective	Tells about a noun: big, red, Fred's
Pronoun	Used to replace a noun: it, I, them
Preposition	Describes relationship: on, over, for, beside
Conjunction	Joins words or phrases: and, or, because
Interjection	A word of surprise: Wow! Oh my!

www.HGPublishing.com/Grammar

3.6.1. NOUN- A noun is the name of a person, place, thing, or idea. London, Flower, Happiness

3.6.2. .PRONOUN- A pronoun is a word used in place of a noun. She, we, they, it

3.6.3. VERB- A verb expresses action or being. Jump ,is

3.6.4. ADJECTIVE -An adjective modifies or describes a noun or pronoun. Pretty, old

3.6.5. ADVERB -An adverb modifies or describes a verb, an adjective, or another adverb. Gently, extremely

3.6.6. PREPOSITION -a preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence.

By, with,

3.6.7. CONJUNCTION -A conjunction joins words, phrases, or clauses. T

The young girl brought me a very long letter from the teacher, **and** then she quickly disappeared.

3.6.8. INTERJECTION - An interjection is a word used to express emotion. Oh! ,Wow!

The following link will help to reinforce the concept

<https://www.youtube.com/watch?v=v9fCKTwytJA>

Activity

This exercise helps students to brainstorm how to cross sell products. It focuses on a random set of products so it is rather creative to see what marketing strategies students can come up with. The key point to make in this exercise is that any two products can be related to each other and this can be used as material for marketing and cross selling.

Objective

Cross sell a pair of products while thinking of marketing strategy and advertisement approach.

What You Need

Small blank cards.

Setup

- Make the cards available to all students.
- Explain that in this exercise, students will get to learn how to cross sell.
- First they would need to select a number of products. If the delegates are from the same organisation, they should select their own products. If not, they can select any product though you can choose to limit the set to bias the exercise based on your training needs.
- Ask the students to pick around 20 products together. For example, if you have 8 delegates, each delegate should pick three cards and write the name of one product on each. The teacher will end up with 24 products in this case.
- Allow one minute for this.
- Collect all the cards and check for duplicates. Ask the students to add more products if needed.
- Keep the pile of cards (master pile).
- Now, give one card to each student. Ask students to pair up with another person at random. If you have an odd number of students use a group of three.
- Ask the groups to relate their products with an aim to cross sell them. How would they market the products together? How can one product be used to support the sale of the other? What advertisement strategies would they employ?

Allow 15 minutes for this part.

- Collect half the cards and put them aside.
- Give a fresh card from your master pile to each person who doesn't currently have a card.
- Now ask the students to repeat the exercise. Encourage students to talk to a different person than they did in the first round.
- Ask students their experiences one by one and explain what was most interesting about what they went through in this exercise?

Allocate about 15 minutes for this part.

- Follow with a discussion to wrap up a number of grand conclusions or actions.
- Timing
- Explaining the Exercise: 2 minutes

Activity: 3 min selecting a unique set of products + (15 min cross selling * n rounds) + 15 minutes sharing experiences = 48 minutes for two rounds

Group Feedback: 5 minutes

Summary :

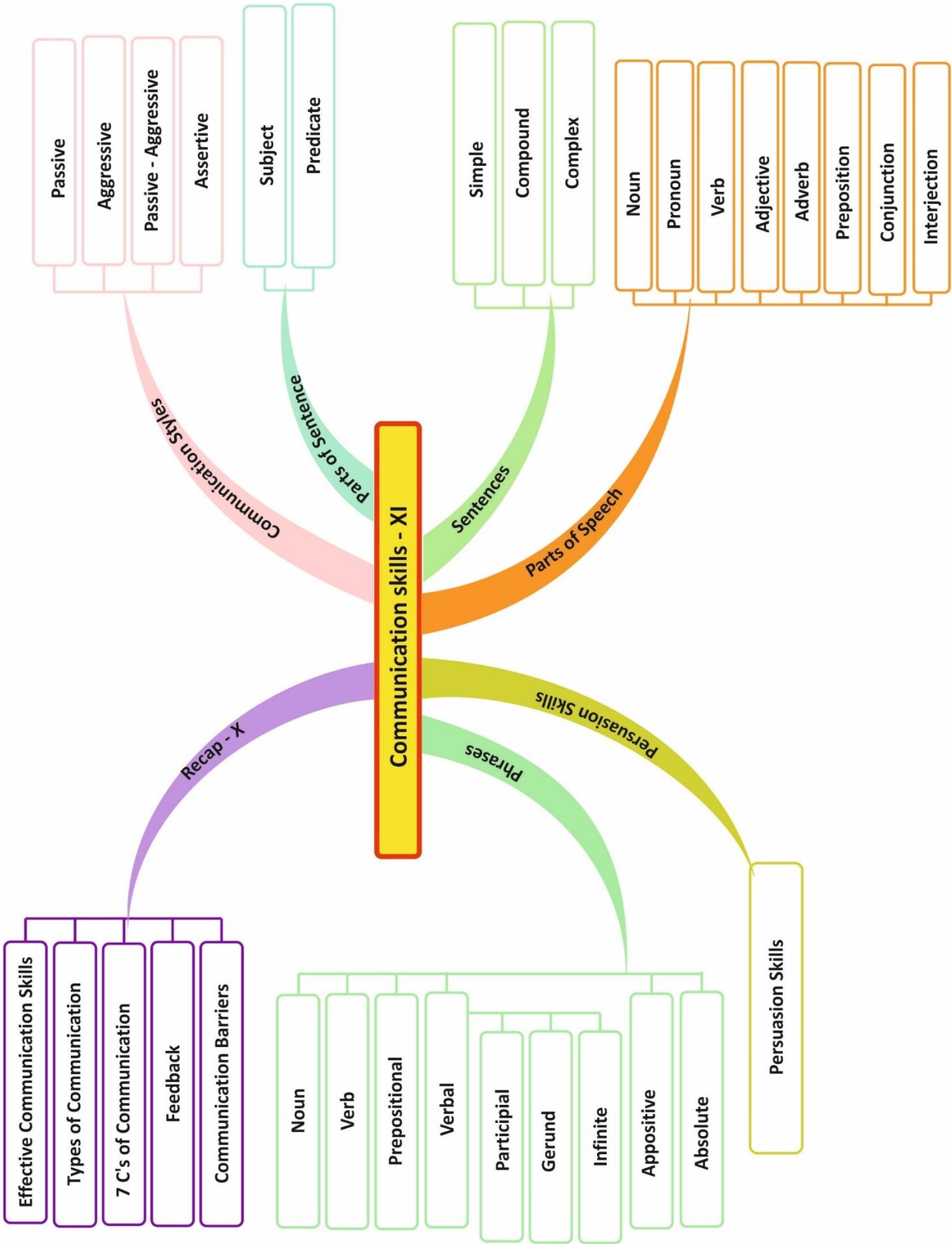
A classroom environment relies heavily on the quality of communication taking place within it. As an instructor, taking steps towards improving the communication skills of your students will contribute positively towards your classroom climate. Students with effective communication skills will be more likely to contribute to class discussions, will be more productive members in group projects, and will ultimately gain more from their experience in the class. Learning and practicing writing skills help students to handle professional and social tensions.

References

- : Google
- : You tube
- : British council Library



Communication skills - XI



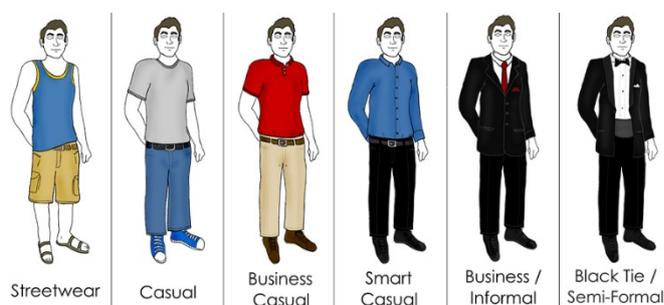


The basic and important aspect of self - management is physical appearance, grooming, mannerisms and etiquettes of a person. This creates first image in the mind of people about others.

1. Impressive Appearance and Grooming

Impressive appearance and well-groomed behaviour reflect our preparedness to handle the world around us. God has blessed us with this beautiful life and our body. It is our utmost responsibility to respect the almighty by keeping and presenting our body in best of shape. It all starts with oneself. You give respect and care to yourself; others will also give importance to you. Let's look at the meaning of impressive appearance and grooming. Impressive appearance means having the ability to impress the mind, arousing admiration, awe, respect for the way someone looks or carries oneself. Grooming refers to the things people do to keep themselves neat and presentable. Proper grooming and impressive appearance are important to gain not just positive impression but also respect in the society.

1.1. Importance of dressing appropriately, looking decent and positive body language



Dressing appropriately, looking decent and positive body language all create a positive first impression. Dressing appropriately reflects the role that one plays. As a student studying in school, one is supposed to wear neat and ironed school uniform. Same uniform will be inappropriate if worn in a party or during family picnic or in swimming pool. When

one dresses appropriately and keeps oneself neat, he/she conforms to generally acceptable standards of respectable and decent looks. Looks, gestures and postures comprise body language. A positive body language uses respectful, decent, non-offensive and appropriate expressions and body movements.

Following points highlight the importance of dressing appropriately, looking decent and positive body language.

- Promotes self-respect
- Boosts self-confidence
- It's a step to overall improvement
- It shows your attention to detail
- Every expression leaves an impression
- Your attire speaks before your words
- Draws the right kind of attention and sends the right message

1.2 Personal grooming checklist

We have already seen the importance of well-groomed individuals. Following is the personal grooming checklist that you should strictly follow.

- Maintaining health by seeing a doctor when necessary.
- Maintaining health by eating well-balanced diet.
- Maintaining health by using good posture.
- Bathing or shower every day.
- Shampooing the hair regularly.
- Styling hair in a neat (away from my face and off my collar) manner.
- Brushing teeth regularly (at least twice daily).
- Trimming fingernails and keeping them clean.
- Wearing properly fitted clothes.
- Donning clean and ironed clothes.
- Changing socks and stockings daily to reduce foot odour.
- Avoiding wearing jewelry or perfume with uniform.

2. Self-Exploration Techniques

Every now and then we examine and analyze the goals we want to achieve in life and the necessary resources we need to realize them. Self-exploration refers to knowing one's potential by examining and analyzing intellectual and spiritual capacities. Self-exploration helps develop a clear understanding of self-interests, attitudes, skills, wants and needs, which guide you to choose your profession for life. It also helps in identifying the goal of life that we wish to pursue. Self-exploration journey is as beautiful as its destination. Following approaches may help people self-explore.

"Knowing yourself is the beginning of all wisdom."

~Aristotle



- **Learning**
Formal / Informal/ Self-directed learning leads to acquiring some skills. Out of the learnt skills some skills may be preferred skills, and may guide us shape our career. An attitude of continuous learning helps us to update ourselves with the required skill set that keeps changing with the time.
- **Career Counsellor / computerized career information systems**
Career counsellor and career information systems can help one with information on courses and the outcome of the courses.
- **Self-reflection/ Inquiry**
This is a thoughtful process where people discover themselves through reflection on past experiences and patterns of their own behaviour.
- **Feedback**
Peers, family and mentors provide us with genuine feedback which help us identify our hidden talents and strengths.

3. Team Work Skills

Team refers to a group of people who have complementary skills and work towards a common goal. Common examples around us are of cricket team, volleyball team, team of doctors and nurses. Teams result in higher productivity. Teams are very useful in performing work that is complicated, complex, interrelated, and /or more voluminous than one person can handle.

3.1 Important factors that influence team building

Following are the factors which influence team building:

- **Work Team Structure**
It includes goals and objectives, operating guidelines, performance measures, and role specification.
- **Work Team Process**
Work team competitiveness and cooperative behaviour need to be considered while building a team.
- **Diversity**
Diversity influences team building as well as effectiveness. Diversity shall be ensured in gender, background and competencies. Diverse team also ensures creativity.



3.2 Factors influencing team work

Following factors may influence team work.

- **Team norms**
Team norms is the standards or rules that govern the performance of the group members. These rules can be written or unwritten.
- **Team cohesion**
Bonding between the group members will come easily and together they contribute to the larger goal.
- **Social loafing**
Social loafing or free riding occurs when one or more group members rely on the efforts of other group members and fail to contribute their time and effort. Identifying individual contribution can help nullify the effect of free riding.
- **Loss of individuality**
It is a social process in which individual group members lose self-awareness and its accompanying sense of accountability, inhibition and responsibility for individual behaviour.

4. Time Management Strategies and Techniques

Time management is the process of planning and exercising control of time spent on various activities to increase efficiency and effectiveness. Time as a resource is the same for everyone. It is up-to us to make the best use of this resource.

Following are the set of activities we need to take up for time management

- **Setting and prioritizing goals**
We have option to steer our life or to let it run on its own. If we take charge of our life and our goals, we will be able to lead a meaningful life. For leading a successful life, we should create our targets and aims. This can only be achieved if we are able to set and prioritize our daily activities, which shall be aligned to our goals.

- **Creating a schedule**
Creating a schedule instills discipline and punctuality and ensure efficient utilization of our time.
- **Making lists of tasks**
This should be our first to-do thing every morning. List of tasks shall be prioritized for making our day worthwhile.
- **Balancing work and leisure**
Work is important and equally important is leisure activity to help us unwind and recharge for the important tasks.
- **Breaking large tasks into smaller tasks**
We should break large tasks into smaller ones. Smaller tasks can be finished in lesser time. When we will finish few small tasks, we feel motivated to complete others too.



Lets' Do It !!

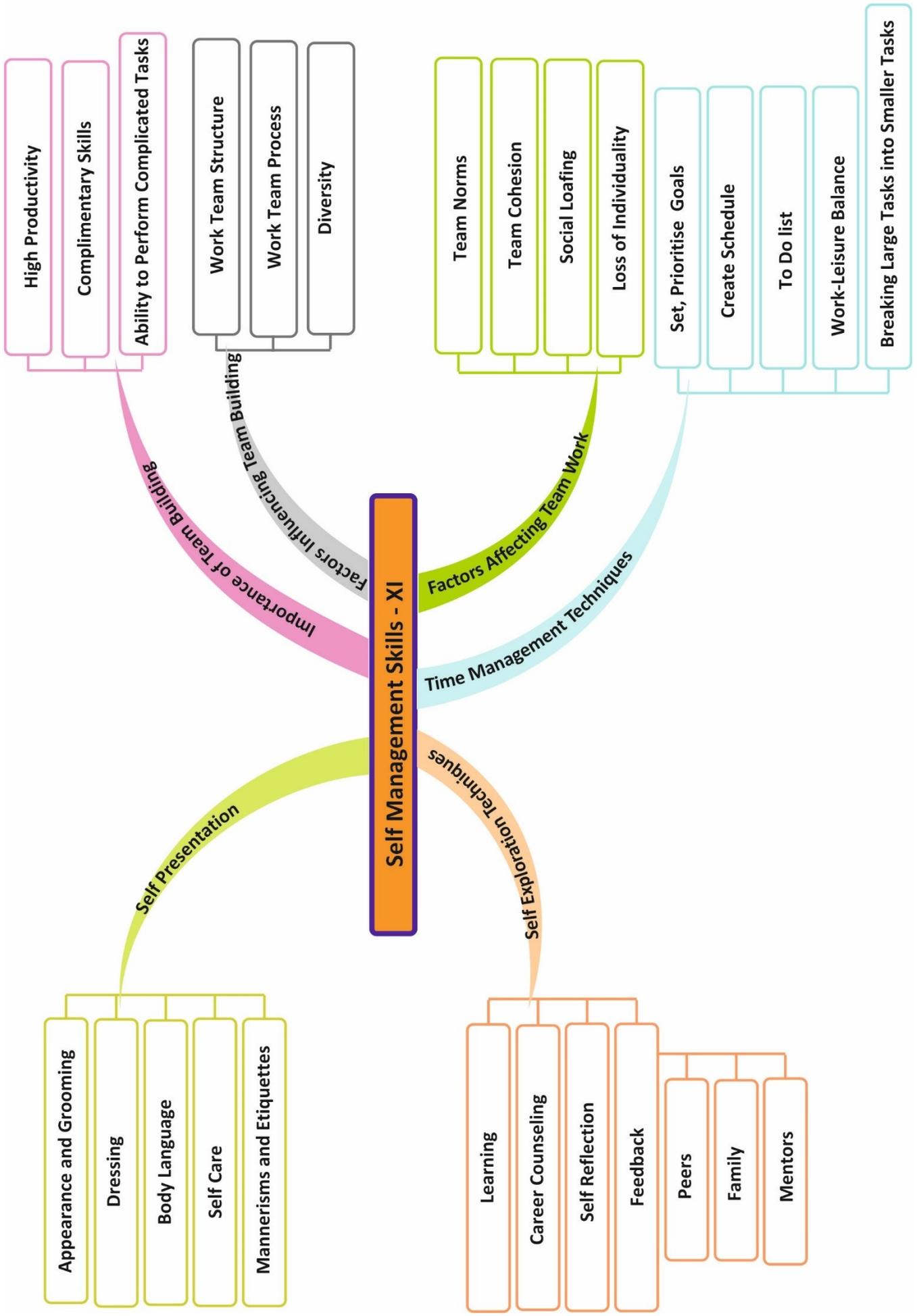
Activities

Session A. Demonstration of impressive appearance and groomed personality

Session B. Demonstration of the ability to self-explore with the techniques mentioned.

Session C. Group discussion on qualities of a good team and on strategies that are adopted for team building and team work

Session D. Game on time management with checklist and to-do-list preparation on a given day.





Unit 1. Creating A Document In Word Processor

1.1 INTRODUCTION TO WORD PROCESSING

A **word processor** is a software that helps you type and work with text on a computer. You can create a document like, letter, memo, newsletter and save it in word processor. The main advantage of creating a document is word processor is that a document can always be opened and edited. You can also format it, check and correct spellings and grammatical errors in it, insert drawings, images, and pictures, apply page borders, and also print it.

1.2 SOFTWARE PACKAGES FOR WORD PROCESSING

A variety of word processors such as Microsoft Word, Open Office Writer, and Star Office have been developed to make text input and editing on the computer easy. An online word-processing application such as Google Docs (part of Google Drive), is also becoming popular.

Let us learn about Apache Open Office Writer, a popular Open source word processor.

1.2.1 Apache OpenOffice

Apache OpenOffice is a free and open-source software that has been developed by the Apache Software Foundation. Apache OpenOffice can be downloaded for free from:

<http://www.openoffice.org/>

It is available in a number of languages. It can also read/write files created in other Office software packages.

The Apache OpenOffice package contains the following:

- OpenOffice Writer (Word processor)
- OpenOffice Calc (Spreadsheet)
- OpenOffice Impress (Presentation)
- OpenOffice Base (Database Management System)
- OpenOffice Draw (Graphics)
- OpenOffice Math (Equation Editor)

In this chapter we are discussing version 4.1.5 of Apache OpenOffice. You regularly get updated versions of OpenOffice. The new version of Apache OpenOffice shows a **sidebar** on the interface of **Writer**, **Impress**, and **Calc**. It is similar to the ribbon in Microsoft Office.

Do you Know?

Word Processor was the first most popular Word processing software.

1.3 OPENING AND EXITING WORD PROCESSOR

Apache OpenOffice Writer is a word processor program, which is equivalent to MS Word. It is used for creating, editing, formatting, and printing text documents. You can include pictures, charts, tables, and can save the document in various formats.

To start OpenOffice Writer, click **Start** > **All Programs** > **OpenOffice 4.1.5** > **OpenOffice Writer**. The Apache OpenOffice Writer window, along with its sidebar and other components, is shown in **Figure 1**.

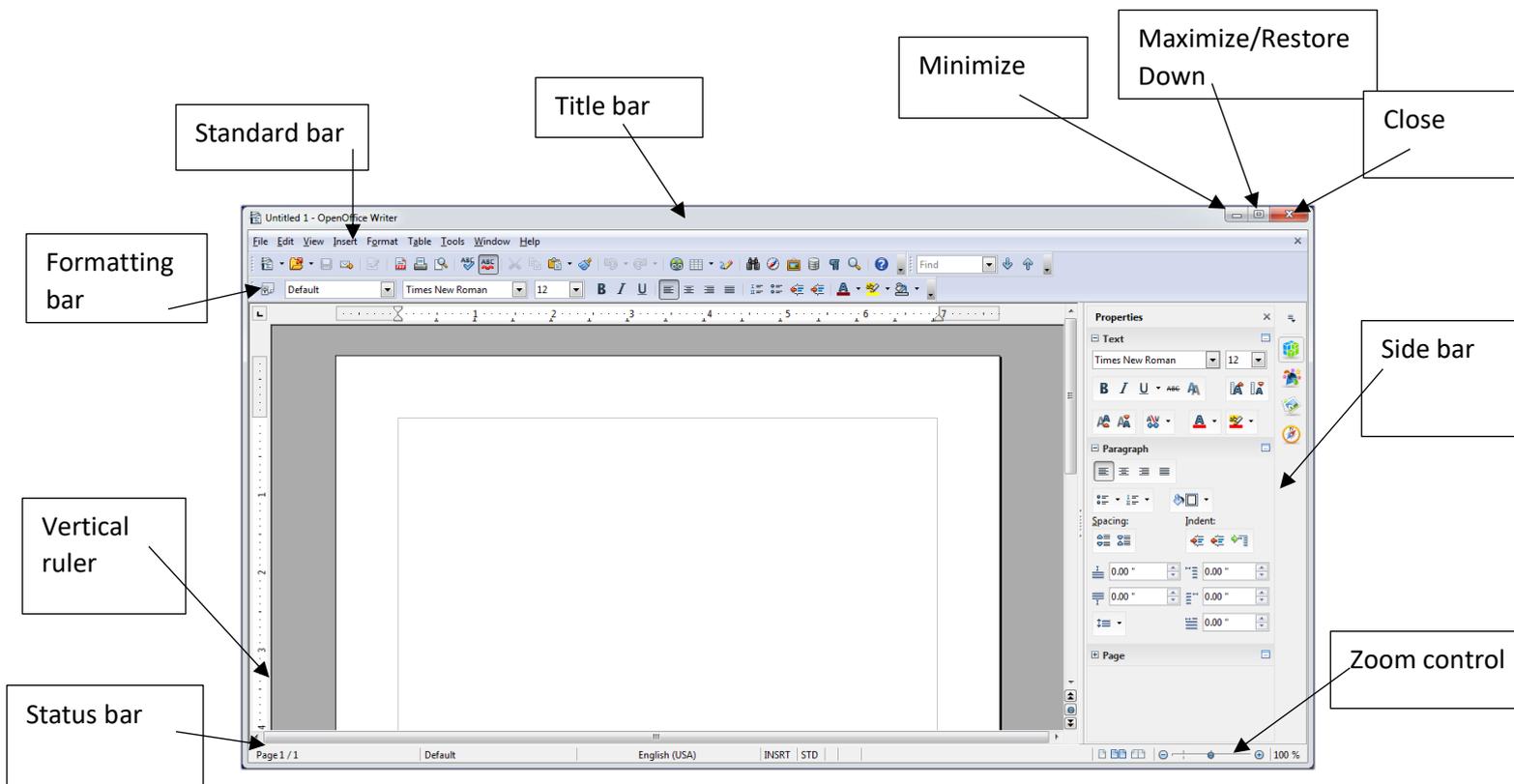


Fig. 1 Apache OpenOffice Writer window

Title Bar The title bar is placed at the top of the Writer window. It displays the currently opened document name followed by the program name. If you create a new document, it shows the name as Untitled 1, Untitled 2, etc. This is replaced by the filename you give when you save the document. To the right of the title bar, you can see three buttons: **Minimize**, **Restore Down/Maximize** and **Close**. The **Minimize** button is used to reduce the window to a small icon on the taskbar. The **Restore Down** button is used to make the window smaller than full size. The same button is used to bring it back to full size. The **Close** button is used to close the window.

Menu bar The Menu bar, which is displayed below the Title bar, has different options like, File, Edit, View, etc.. Clicking on a menu option displays options of this menu.

Standard Toolbar It is displayed below the Menu bar and contains buttons for the most commonly used commands, like, New, Open, Save, etc.

Formatting toolbar This toolbar has buttons for the most commonly used formatting commands.

Document Window The document window is used to create a document. This is the area where you can type text, insert pictures, etc.

Scroll bars The horizontal scroll bar is present at the bottom of the document window and is used to move the document left or right. The vertical scroll bar is present to the right of the document window and is used to move the document up and down.

Rulers The horizontal ruler is present at the top of the document window and is used to set left and right margins. The vertical ruler is present to the right of the document window and is used to set top and bottom margins.

Status bar The Status bar is present at the bottom of the Writer window. It displays information about the current document, such as number of pages, current page number, etc.

Zoom control The zoom level of the document can be set by clicking, holding, and dragging the slider.

Lets Try It

Start OpenOffice Writer. Identify various components of the OpenOffice Writer window: - Title bar, Standard bar, Formatting bar, Horizontal and vertical scroll bar, Horizontal and vertical ruler, Minimize, maximize and Close buttons, Status bar

1.3.1 Opening a Document

To open an already saved document in OpenOffice Writer:

1. Click the **Open** option from the **File** menu.

Or

Click the **Open (Fig 2)** button on the **Standard** bar.

Or

Press **Ctrl + O**.

2. The **Open dialog** box appears.
3. Select the Drive and the folder.
4. Select the file and click **Open** button.

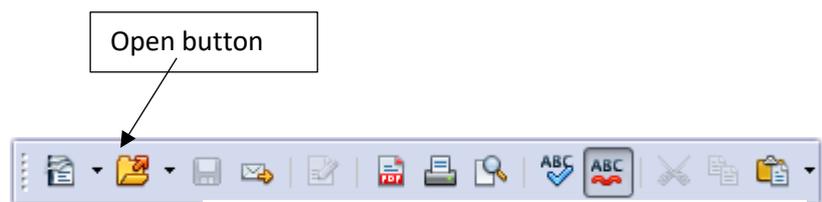


Fig 2 Open button on Standard bar

1.3.2 Closing a Document

To close an open document, click the **Close** option from the **File** menu.

1.3.3 Exit Writer

To exit Writer, click the **Exit** option from the **File** menu.

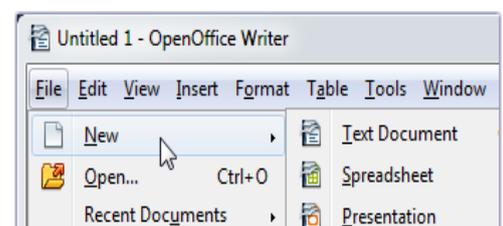
1.4 CREATING A NEW DOCUMENT

To create a new text document in OpenOffice Writer:

1. Select **File > New > Text Document**. (Fig 3)

Or

Click **New** button  on the **Standard** toolbar



and select the desired option to create a new text document.

Or

You can also press **Ctrl + N** on the keyboard to create a new document.

1.5 SAVING A DOCUMENT

To save a document,

1. Click the **File** menu.
2. Select **Save As** option . (Fig 4)

Or

Click the **Save** button  on the **Standard** bar.

3. The **Save As** dialog box appears. (Fig 5)
4. Select the location where you want to save the document.
5. Type the file name, and click on the **Save** button. Documents created and saved in Writer have the extension **.odt** by default.

Keyboard Shortcut

Save	Ctrl +S
Save As	Shift + Ctrl + S

Fig 3 New option of File menu

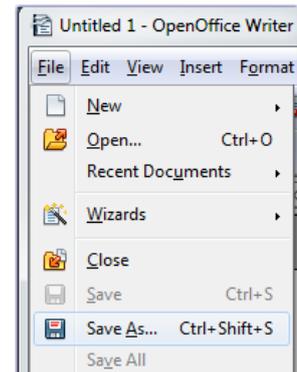


Fig 4 Save AS option of File menu

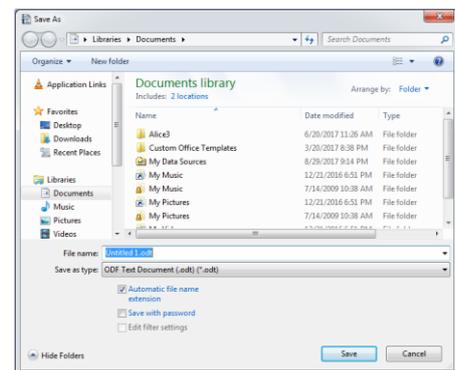


Fig 5 Save As dialog box

Let's Try It

Teacher can discuss with the students about earlier Typewriter which was used for typing. But there were some limitations of using a typewriter. Discuss the limitations and ask the students to create a document and type these limitations. Also, the teacher can discuss about electronic typewriters, which used to print one line of typing at a time.

1. Start OpenOffice Writer.
2. Create a new document.
3. Type a paragraph about limitations of using typewriter. A sample is given below:

Limitations of Using Typewriter

If there was some error while typing using typewriter, correction could not be done and entire sheet had to be typed again. Also, if same document or letter was to be send to different persons, then it had to be typed again and again. The formatting of the text was also not possible when document was typed using typewriter.

4. Save the document with name 'typing'.
5. Close OpenOffice Writer.

Let's Try It

Now, discuss the advantages of using word processor, and ask the students to perform the following task on computer.

1. Start OpenOffice Writer.
2. Open the already saved document 'typing'.
3. Now add another paragraph about advantages of using word processor.

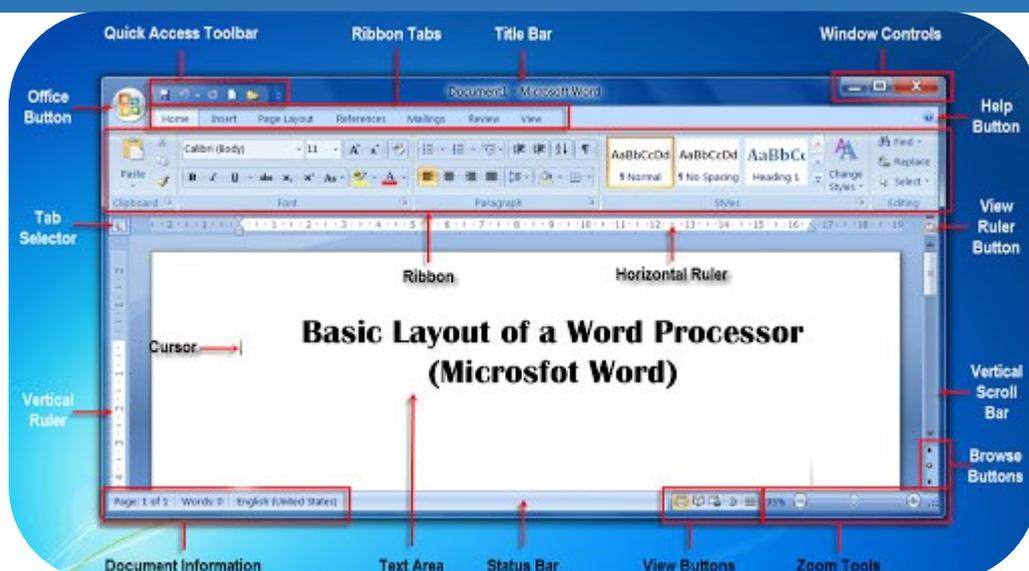
Advantages of Word processor

The document created on computer using word processor can be saved and edited. The document remains saved until we delete it. The text can be formatted to enhance its appearance, like, you can change the font, size and color of the text. You can also highlight important words. If there is some error, the document need not be typed again, corrections can be done in the same document. You can also check the spelling and grammatical mistakes. The document can be printed. You can insert pictures and graphs in a document. You can insert different shapes, etc.

4. Save the document. Which option will you select to save the file with the same name –Save or Save As?
5. Close the document.
6. Exit from Writer.

Let's Try It

1. Create a new document in Writer.
2. Type a paragraph mentioning use of word processor for students, teachers, in business, etc.
Hint: You can mention that students can do assignments, type project reports in word processor. Teachers can prepare assignments, question papers, etc. In offices, word processor can be used for preparing reports, writing letters, etc.
3. Save the document as 'word processor'.



Worksheet 1

1. Name the two toolbars. _____
2. Name the toolbar used to scroll the document up and down _____
3. Name the bar present at the bottom of the Writer window that gives information about the number of pages in the document. _____
4. Name the two rulers _____
5. Name the ruler that is used to set the left and right margins _____
6. Name the bar that has buttons for the most commonly used commands _____
7. Name the three buttons present to the right of the Title bar. _____
8. Name the button used to reduce the window to a small icon on the taskbar. _____
9. Which button is used to make the window smaller than full size? _____
10. Mention any two features of word processors.

Worksheet 2

1. Dhruv has to type his project report. Name the software he can use for this purpose.
2. Hiren has created a new document in Word processor. In which part of the word processor window, name of the document is displayed?
3. Udhav wants to reduce the window size to a small icon on the taskbar, which button should he click – Maximize, Minimize, or Close?
4. Which toolbar – Standard or Formatting contains the buttons for commands like, New, Save, Open, etc.?
5. Piyush wants to check the number of pages in the document. Name the bar that displays this information.
6. Riya has to check left and right margins. Which ruler- Horizontal or Vertical should she check?
7. Mudit noticed “Page 1/2 “ displayed on the left of the Status bar. What do numbers 1 and 2 represent?
8. Name the three buttons present to the right of the Title bar.
9. Gurpreet’s teacher told her that there are two scroll bars in Word Processor window. Name the scrollbar present at the bottom of the document window.
10. Name any one online word processor.

Worksheet 3

1. Write Keyboard shortcuts for the following commands:
 - a. New
 - b. Save
2. Name the menu that has option to create a new document.
3. What is the difference between Save and Save As options of File menu?
4. Dhriti wants to open an already saved document in word processor. Since the mouse is not working properly, her teacher has asked her to use the keyboard shortcut. What is the keyboard shortcut for Open command?
5. Sukrit has created a new document in word processor. Which option should he use – Save or Save As?
6. Udit opened an already saved document ‘My Story’. He made few changes in the document. To save the changes, which option should he use – Save or Save As?

Unit 2. Edit, Save and Print a Document in Word Processor

2.1 EDITING TEXT

As we already know that there are so many advantages of creating document in word processor. One of the main advantages is that we can make changes in the document whenever we want.

Editing means making changes into existing text.

But before editing or formatting the text, you may need to select the text. Selection of text can be done with the keyboard or the mouse.

The selected text gets highlighted with blue color.

OpenOffice Writer features various tools to edit text in a document.

2.1.1 Selecting consecutive text

You can select consecutive text using mouse or the keyboard.

<A> Selecting Text Using a Mouse

To select text using a mouse, follow the steps:

1. Place the cursor to the left of the first character of the text to be selected.
2. Press the left mouse button and drag the mouse to the position where you want to end selection.
3. Release the mouse button.

The selected text gets highlighted in blue color (**Fig. 1**).

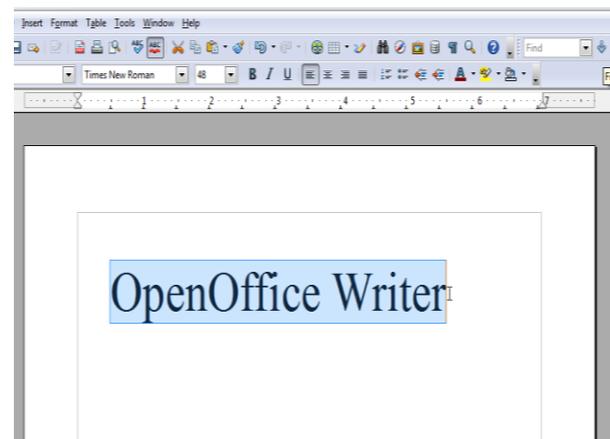


Fig 1 Selecting text

 Selecting Text Using Keyboard

You can select text using even the keys on your keyboard. First, place the cursor to the left of the first character you wish to select. Then use the following key combinations:

To select

One character to the left
One character to the right
One line up
One line down
To the end of the current line
To the beginning of the current line
To the end of the current document
To the beginning of the document
Entire document

Key combinations

Shift + ←
Shift + →
Shift + ↑
Shift + ↓
Shift + End
Shift + Home
Shift + Ctrl + End
Shift + Ctrl + Home
Ctrl + A

<C> Selecting non-consecutive text items

You can also select non-consecutive text in a word processor. (Fig 2)

To select non-consecutive text in a document using mouse:

1. Select the first text.
2. Press and hold down the Ctrl key.
3. Select the next text.
4. Repeat steps 2 and 3 for other text.

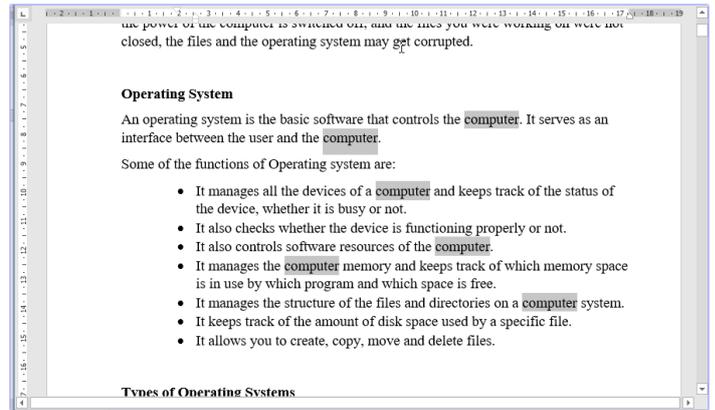


Fig.2 . Selecting Non-Consecutive Text

Let's Try

Open an already saved document. Practice selecting a sentence, any word, a paragraph, and the entire document. (Practice using keyboard and mouse). Also try selecting non-consecutive words or text.

<D> Inserting and Overtyping Text

You can insert (add) text into the existing text or overwrite (replace old text with the new one) text in OpenOffice Writer.

To insert text, press the **Insert** key, to turn ON the **Insert** mode, which is indicated by **INSRT** appearing on the status bar (Fig. 3).

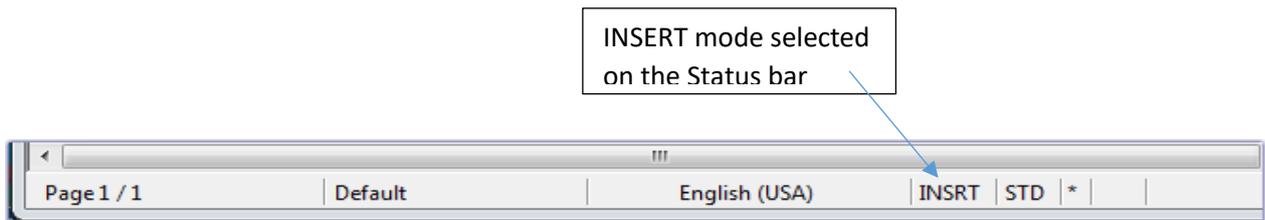


Fig. 3 INSRT on the status bar

Sometimes, you may need to type and replace the current text. This can be done using the Overtyping mode. To overwrite text, press the **Insert** key or click on **INSRT** on the status bar to turn ON the **Overtyping** mode, which is indicated by **OVER** appearing on the status bar (Fig. 4)

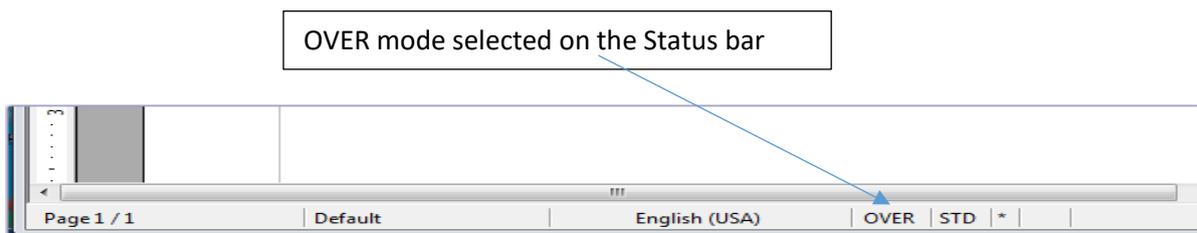


Fig. 4 OVER on the status bar

<E> Inserting a Blank Line

You can also insert a blank line between two existing lines. The steps are:

1. Place the cursor at the end of the line after which you want to insert a blank line.
2. Press **Enter**. You will notice that the next line gets shifted down and a blank line is inserted.

<F> Deleting Text

You can easily delete a character, a word, or a block of text in Open Office Writer. Let us learn how to delete a character, a block of text or a word.

To delete a character, the steps are:

1. Position the cursor to the left of the character to be deleted.
2. Press **DELETE**.

Or

1. Position the cursor to the right of the character to be deleted.
2. Press **BACKSPACE**.

To delete a block of text, the steps are:

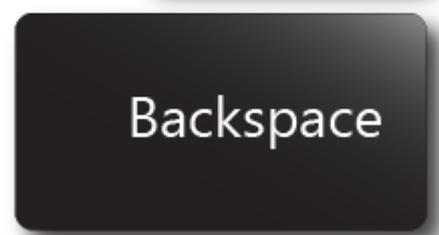
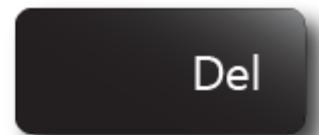
1. Select the text to be deleted.
2. Press **DELETE** or **BACKSPACE**.

To delete a word, the steps are:

1. Place the cursor to the left of the word to be deleted.
2. Press **Ctrl + Delete**.

Or

1. Place the cursor to the right of the word to be deleted.
2. Press **Ctrl + Backspace**.



<G> Undo and Redo Commands

The Undo command is used to reverse the last command/action.

To reverse the last action, click the **Edit** button and then click **Undo** in the drop-down menu. (Fig 5)

Or

Click the **Undo** button on the **Standard** bar. (Fig 6)

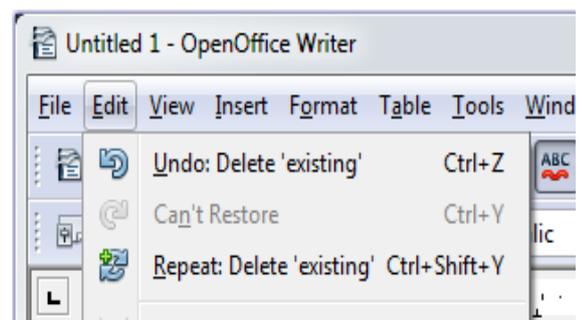


Fig 5. Undo option of Edit menu.

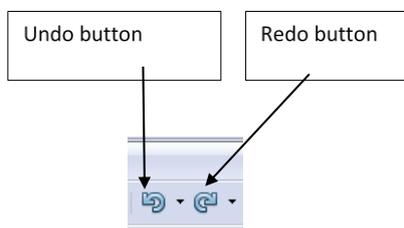


Fig 6 Undo button on the Standard toolbar

Keyboard Shortcut	
Undo	Ctrl + Z
Redo	Ctrl + Y

The **Redo** command is used to reverse the last **Undo** action. To apply this command, click the Redo option from the **Edit** menu.

Or

Click the **Redo** button on the **Standard** bar.(Fig 6)

Note: As long as there is nothing to redo, the Redo command will show up as **Repeat** command. The function of the Repeat command is to repeat the last thing you did in OpenOffice Writer. When you undo an action, the Repeat command changes to Redo.

<H> Copying Text

You can easily copy text from one place to another in a document. For this purpose, you will have to use Copy and Paste commands. The Copy command creates a duplicate of the selected text and the Paste command pastes the copied text at the position where the cursor is placed.

To copy text from one location and paste it at another location, the steps are:

1. Select the text to be copied.
2. Click the **Copy** option from the **Edit** menu.
Or
Click the **Copy** button on the **Standard bar**. (Fig 7)
3. Position the cursor at the location where you want to paste the text.
4. Click **Paste** option from the **Edit** menu.
Or
Click the **Paste** button on the Standard bar. (Fig 7)

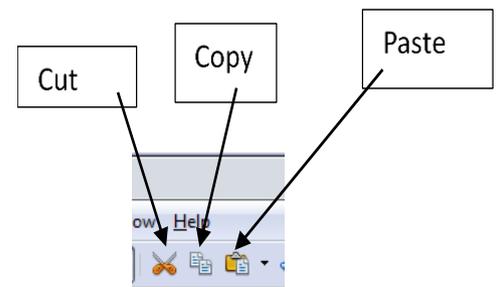


Fig 7 Standard bar

<I> Moving text

You can easily move text from one position to another using Cut and Paste commands. The steps to move text from one location to another are:

1. Select the text to be moved.
2. Click the **Cut** option from the **Edit** menu.
Or
Click the **Cut** button on the **Standard bar**. (Fig 7)
3. Position the cursor at the location where you want to paste the text.
4. Click **Paste option** in the **Edit** menu or Paste button on the Standard bar.

Keyboard Shortcut	
Copy	Ctrl + C
Cut	Ctrl + X
Paste	Ctrl + V

Let's Try

Open an already saved document in Writer and practice deleting text using Delete key, backspace key. Also practice copying and moving text.

2.2.1 Wrapping Text

Text wrapping is a feature that automatically starts a new line when a word in a sequence reaches the border of a picture, a text box, or the margin. There are different options to wrap text around the image. The steps are:

1. Select the image.
2. Select **Wrap option** from the **Format** menu.
3. Select the desired option.

2.2.2 Setting Alignment

Alignment is the manner in which text is placed within the margins of a page. Alignment is used to create attractive, and readable pages in a document. Proper alignment makes the document visually appealing and easier to read.

The steps to change the alignment of text are:

1. Select the text.
2. Select **Paragraph** option from the **Format** menu.
3. The **Paragraph** dialog box appears. (**Fig 8**).
4. Select the desired alignment option.
5. Click OK.

Or

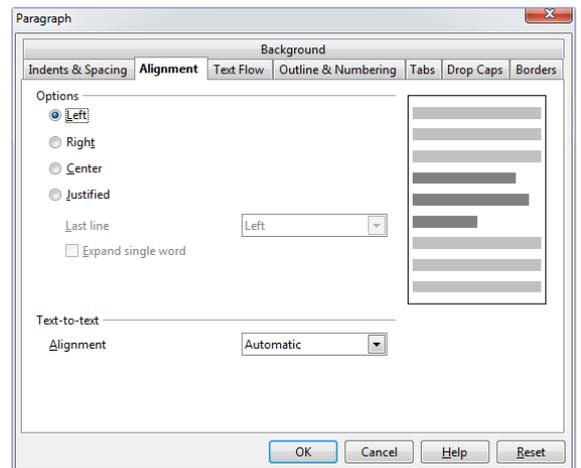


Fig 8. Alignment tab of Paragraph dialog

You can click a desired alignment button on the **Formatting bar (Fig 9)**

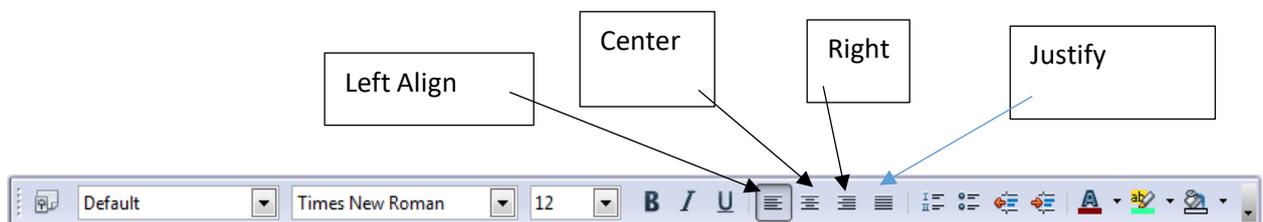
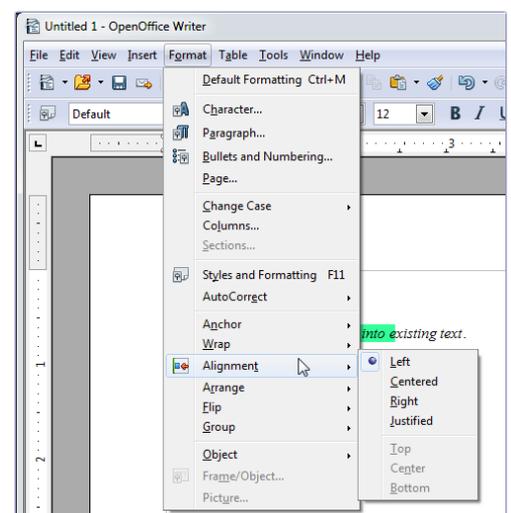


Fig. 9 Alignment buttons on the **Formatting bar**

Or

Click the **Format** menu and then click **Alignment** in the drop-down menu (**Fig. 10**). Select the desired option from the submenu.

Fig. 10 Alignment option in the **Format** menu



Let's Try

Open an already saved document in writer. Also try different alignment options.

2.3 FONT SIZE, TYPE AND FACE

Another advantage of word processor is that we can change the appearance of the text by changing the size, color and style. Formatting is the process of changing the appearance of the text in a document through the use of various fonts, font colors, font sizes, etc.

Some settings are pre-defined in Writer. These pre-defined settings in a software are called **default settings**. You can also make changes in the default settings.

The font size or text size is the overall size of a character shown on the computer screen or the printed page. A font is typically measured in unit called point (pt). There are approximately 72 points in one inch or 2.54 cm.

Font style refers to whether the font or text is displayed in bold, italics, underlined or normal. We can apply more than one style to the characters.

A typeface is a style of lettering. For example, Times New Roman is a typeface.

A font is a specific size and style of a typeface. For example, '14pt Times New Roman Bold' is a font. Each style of font (Arial, Callibri, etc. are stored in a separate font file.

2.3.1 Formatting Text

Text formatting can be done either by using the **Format** menu or by using the Formatting toolbar.

<A> Text Formatting Using the Format Menu

1. Select the text.
2. Click the **Format** menu bar and then select **Character** option. The **Character** dialog box appears.
 - You can change the font, font size, and typeface using the **Font** tab in the dialog box (**Fig. 11**).
 - Click on the **Font Effects** tab to change the font color, font effect, and apply other styles such as underlining (**Fig. 12**).

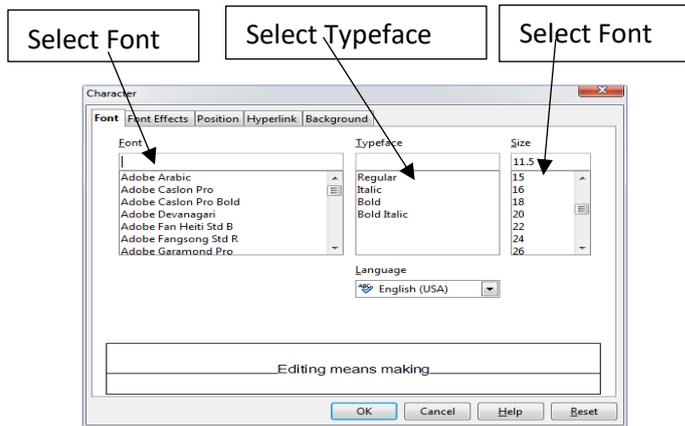


Fig. 11 Font tab of the Character dialog box

Keyboard Shortcuts

Bold	Ctrl + B
Italic	Ctrl + I
Underline	Ctrl + U

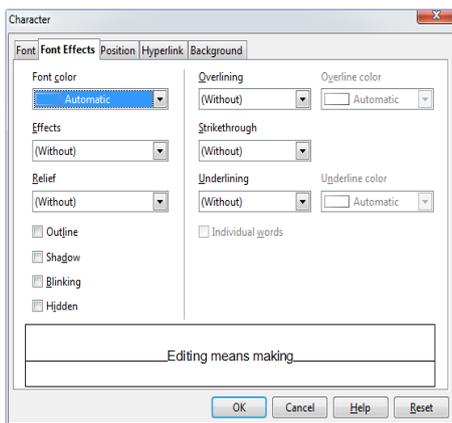


Fig. 12 Font Effects tab of the Character dialog box

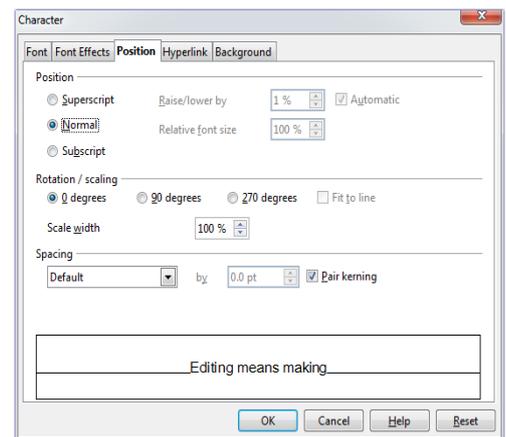


Fig. 13 Position tab of the Character dialog box

- You can change the position of the text (e.g., superscript, subscript, etc.) using the **Position** tab (Fig. 13).
- 4. Click **OK** after choosing the desired options.

** Text Formatting Using the Formatting Bar**

The **Formatting** bar has various buttons on it, as shown in **Figure 14**. These buttons can be used for formatting text.

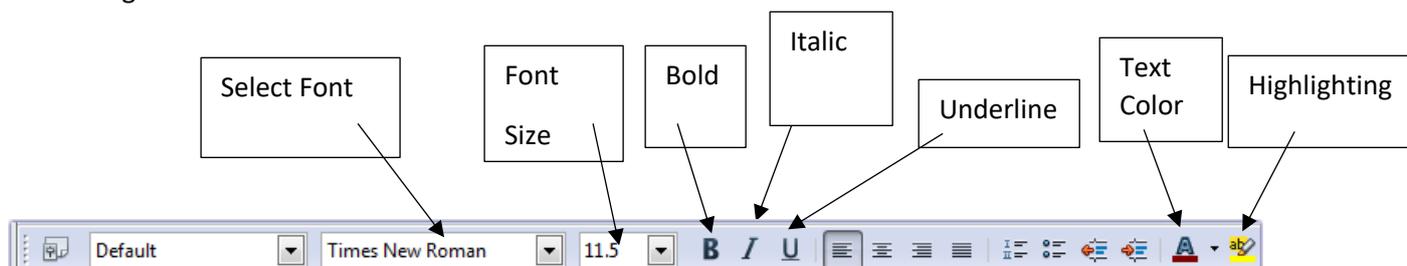


Fig. 14 Formatting bar

2.3.2 Change Case

Sometimes you type the entire text in upper case and after typing you realize that it should have been in lowercase or vice - versa. You need not type the entire text again but use the Change Case option to change the case of text. The steps are:

1. Select the **Change Case** option from the **Format menu**. (Fig. 15).
2. Select the desired option in the submenu.

Sentence case The first character in a sentence is capitalized and the rest are in lowercase.

lowercase All characters are in lowercase (small letters)

UPPERCASE All characters are in uppercase (capital letters)

Capitalize Every Word The first character of each word is capital and the rest are in lowercase

tOGGLE cASE Changes lowercase characters to uppercase and uppercase characters to lowercase

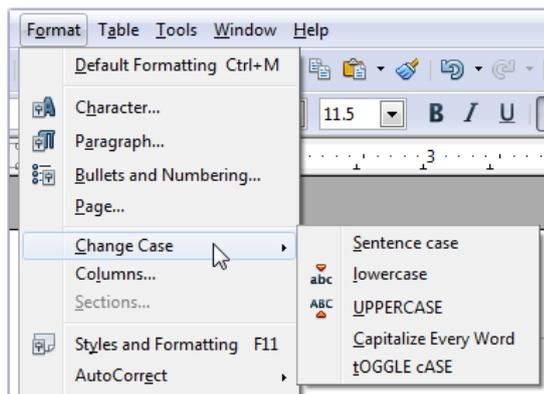


Fig. 15 Change Case option in the **Format** menu

Let's Try

Open an already saved document in Writer. Try different Change Case options.



Let's Try

1. Start OpenOffice Writer.
2. Create a new document and type the following text:

Secrets of Maintaining Good Health

We can keep good health by having good eating habits. We should take balanced diet in accordance with planned timings.

We should ensure that our meal incorporates the five food groups: cereals and grains, pulses and legumes, fruits and vegetables, milk and meat products, nuts and oils.

We should drink at least two liters of water every day to maintain the water balance of the body, flush out toxins and prevent dehydration.

Oil, ghee, butter are actually healthy, but we should minimize their use. Healthy alternatives like, steaming, boiling, roasting, etc. should be adopted in cooking.

For best results, include regular exercise, regular check-ups, positive thinking, yoga and meditation.

3. Select the second paragraph using the mouse.
4. Now, make a copy of the selected paragraph at the end of the document.
5. Undo the last action.
6. Format the text according to the following specifications:
 - a. Heading should be in Comic Sans MS font and font size 16.
 - b. Paragraph text should be in Times New Roman font and font size 14.
7. Save the file as 'good health'.

Final document will appear as shown below.

Secrets of Maintaining Good Health

We can keep good health by having good eating habits. We should take balanced diet in accordance with planned timings.

We should ensure that our meal incorporates the five food groups: cereals and grains, pulses and legumes, fruits and vegetables, milk and meat products, nuts and oils.

We should drink at least two liters of water every day to maintain the water balance of the body, flush out toxins and prevent dehydration.

Oil, ghee, butter are actually healthy, but we should minimize their use. Healthy alternatives like, steaming, boiling, roasting, etc. should be adopted in cooking.

For best results, include regular exercise, regular check-ups, positive thinking, yoga and meditation.

Worksheet

1. Madhur wants to make a copy of the paragraph he has typed in the document. Name the set of commands he should use to make a duplicate of the selected text.

2. Pranav has typed the paragraph at wrong position. Write the set of commands used to move the text from one position to another in a document.

3. Write keyboard shortcut for the following commands:
 - a. Copy
 - b. Cut
 - c. Paste
 - d. Undo
4. Vedika has to make the important words darker than the normal text. Which command of word processor can she use to make the text darker than the normal text? What is the keyboard shortcut for this command?

5. Sukrit has typed a document in word processor. He wants to make entire text in the document bold. How can you select entire document using the keyboard?

6. Name the command used to reverse the last action.

7. Name the menu that has option to change the text color and size.

2.4 HEADER AND FOOTER

Header is the text that is printed at the top of each page (in the top margin) in a document. **Footer** is printed at the bottom of each page (in the bottom margin).

Header and Footers provide additional information about the document, like, date, page number, etc.

2.4.1 To insert headers and footers in a document;

1. Select **Insert** ➤ **Header or Footer** ➤ **Default**.

The header area appears at the top of the document. (Fig 16) Type the header.

Or

2. Select **Page option** from the **Format** menu.
 - a. The **Page Style: Default** dialog box appears.
 - b. Click the **Header** tab (Fig. 17) or the **Footer** tab (Fig. 18).
 - c. A box will appear at the top and the bottom area of the page, respectively (Fig. 19).
3. You can either type text or add date and time by selecting the **Fields** option in the **Insert** menu.
4. Click in the document area to finish adding header or footer information.

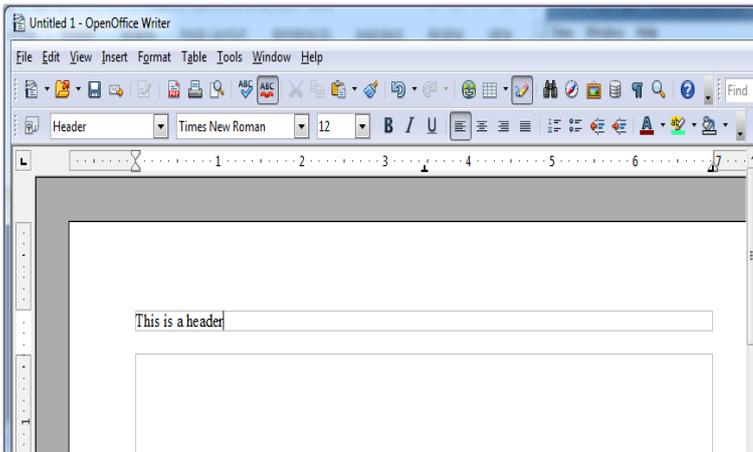


Fig 16 Typing Header

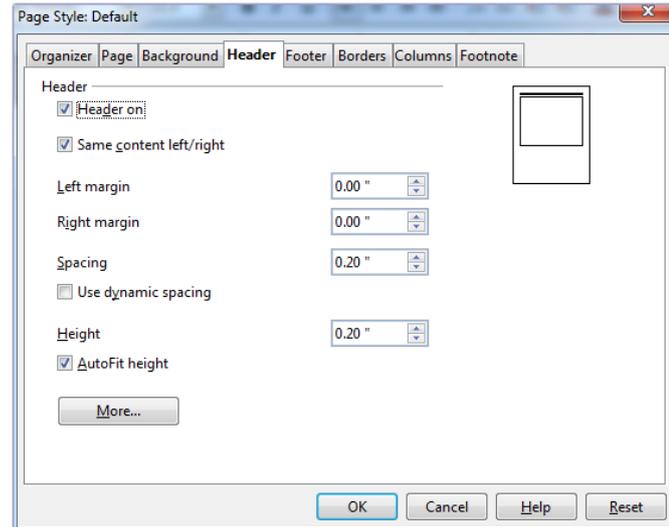


Fig. 17 Header tab of the Page Style: Default dialog box

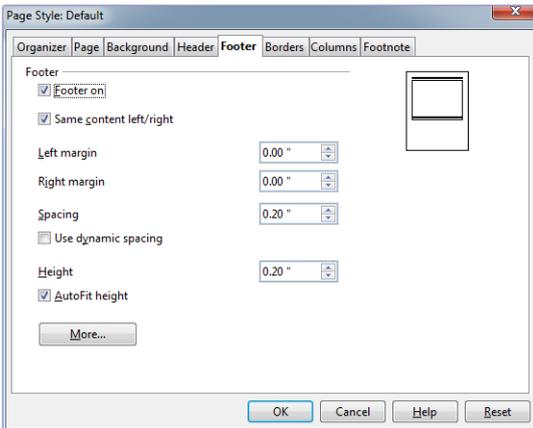


Fig. 18 Footer tab of the Page Style: Default dialog box

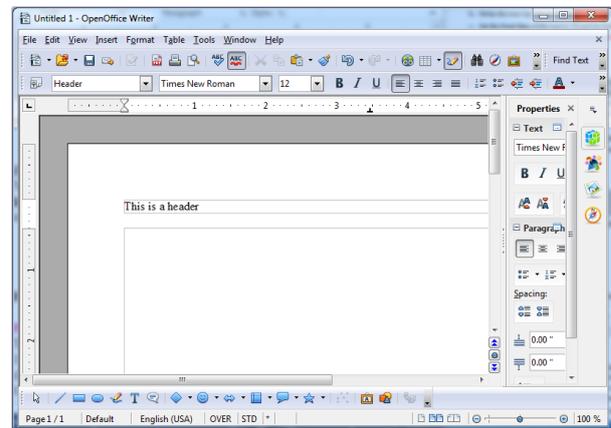


Fig. 19 Inserting header

2.4.2 Removing Header or Footer

To remove header or footer, the steps are:

1. Select **Insert** ➤ **Header or Footer** ➤ **Default**.
2. A **message box** appears (Fig 20).
3. Click **Yes** to delete the header or footer.

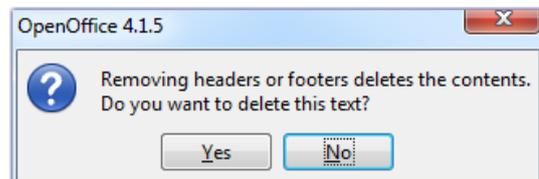


Fig 20 Message box

2.5 AUTOCORRECT

One of the main advantages of creating a document in word processor is that we easily come to know about our spelling and grammatical mistakes done while typing. These can be easily corrected using the options available in word processor. While typing in an OpenOffice Writer document you will notice red or blue wavy lines under the text. A red wavy line indicates a misspelled word and a wavy line indicates a grammatical mistake.

OpenOffice Writer provides the following two ways of checking spelling and grammar in a document:

- Using AutoSpellcheck
- Using the Spelling and Grammar option

2.5.1 Using AutoSpellcheck

The steps to check spellings as you type are:

1. Click the **AutoSpellcheck** button  on the **Standard** bar.

2. Right-click the misspelled word (with a red wavy underline) and then choose a word from the suggested list

Or

from the **AutoCorrect** submenu (**Fig. 21**).

If you choose a word from the **AutoCorrect** submenu,

the misspelled and the replacement words are automatically added to the **AutoCorrect** list for the current language.

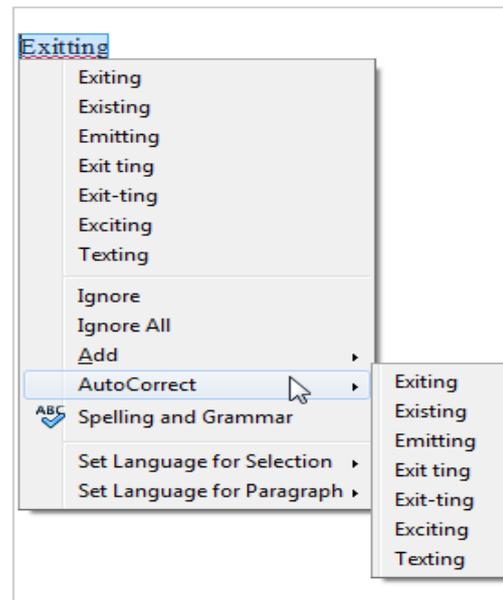


Fig 21 AutoCorrect submenu

2.5.2 Using the Spelling and Grammar Option

The Spelling & Grammar option of OpenOffice Writer helps you check the spelling and grammatical errors in your document. The steps are:

1. Select the **Spelling and Grammar** option from the **Tools** menu.

Or

Click the **Spelling and Grammar**  button on the **Standard** bar.

Or

Press F7

2. The **Spelling** dialog box appears (**Fig. 22**).
 - a. The unrecognized word is displayed in the **Not in Dictionary** text box and the suggestions are displayed in the **Suggestions** box.
 - b. On clicking the desired button, the respective action takes place and the next word is highlighted.
 - c. Repeat this step until a message box saying **The spell check is complete** is displayed. (**Fig 23**)
3. Click **OK**.

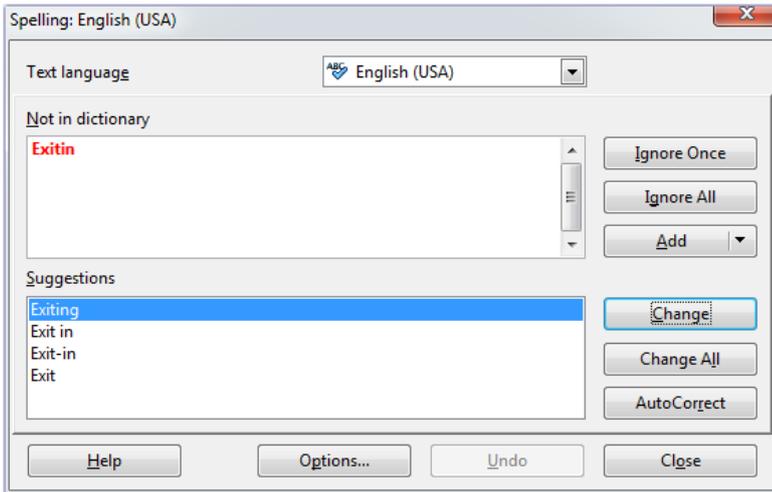


Fig 22 Spelling dialog box

2.6 NUMBERING AND BULLET

A list is a way of organizing items in a document. This helps the reader to understand the key points easily. Lists can be created for step-by-step instructions to a series of points. Word processor has option to create numbered or bulleted list.

A numbered list is created if the order of items is very important. A numbered list is also called ordered list. You can use different numbering styles – numbers, roman numbers, or alphabets to mark the items in a numbered list.

A bulleted list is used when order of items is not very important. This is also known as unordered list. A bullet or symbol is used to mark the items of the list. For example, let's create a list of items to be purchased for your birthday party. Since the order of these items is not important, it can be a bulleted list. But, if you use numbers or alphabets to mark these list items, then it will become a numbered or ordered list.

To create a bulleted or numbered list, do as follows:

1. Place the cursor at the position where you want to start the list.
2. Select **Bullets and Numbering** option from the **Format** menu.
3. The **Bullets and Numbering** dialog box appears.
4. Click the **Bullets** tab (Fig. 24) or the **Numbering type** tab (Fig. 25).
5. Choose the desired style and click **OK**.
6. Type the list item. After typing each list item, press the Enter key.

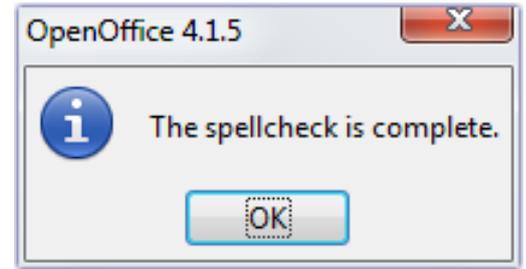


Fig 23 Message box

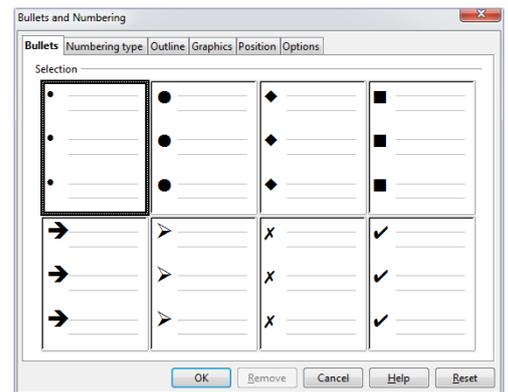


Fig. 24 Bullets tab of the Bullets and Numbering dialog box

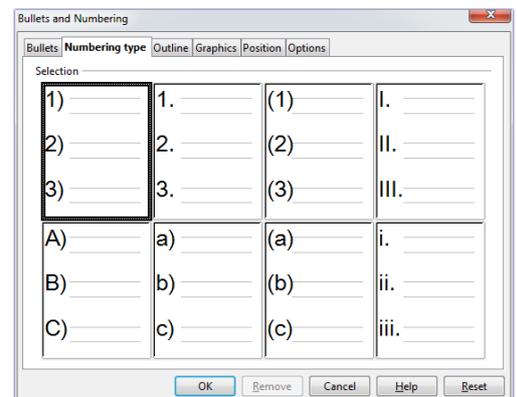


Fig. 25 Numbering type tab of the Bullets and Numbering dialog box

You can also create lists using the **Bulleted list** button or the **Numbered list** button on the Formatting bar. (Fig 26)

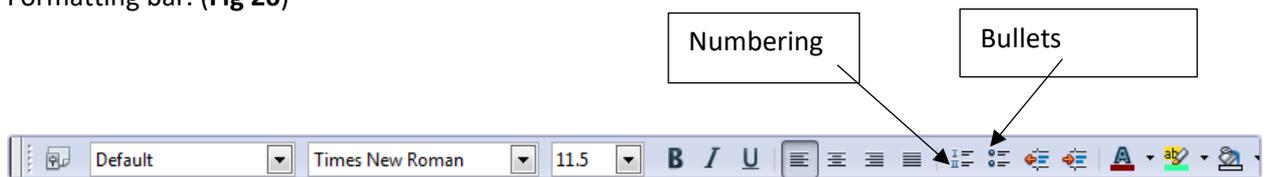


Fig 26 Formatting bar

Let's Try

Create a document in Writer and type a bulleted list of festivals celebrated in your country. Give heading as 'List of Festivals'. Also choose suitable font, size and color for the list text and heading.

Let's Try

Create a new document in Writer and type the following list.

1. Operating System
 - a. Windows 8
 - b. Windows 10
2. Microsoft Office
 - MS Word
 - MS PowerPoint
 - MS Excel

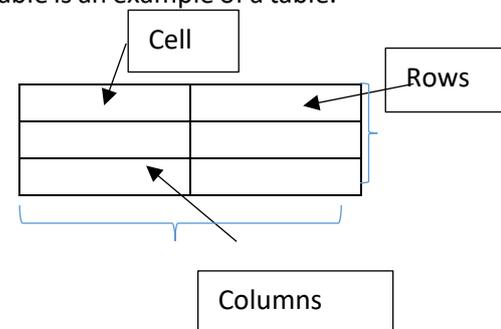
2.7 CREATING TABLE

Tables in a document can be used to present information. It is easier to read or present information in a tabular format. A table is arrangement of data arranged in rows and columns. Word processor uses tables to place information into rows and columns. Your class Time Table is an example of a table.

A column is a vertical series of cells in a table.

A row is a horizontal series of cells in a table.

The intersection of row and column forms a rectangular box called cell.



Tables can be created in OpenOffice Writer in any one of the following ways:

- Using Table button
- Using Table menu

2.7.1 Creating a Table Using the Table Button

The steps to create a table using the **Table** button are:

1. Click the drop-down menu arrow of the **Table** button

on the Standard bar.

2. A grid of cells appears. Move the mouse pointer in the grid to highlight the number of rows and columns required in the table (**Fig. 27**).
3. A table will be inserted at the insertion point.

2.7.2 Creating a Table Using the Table Menu

The steps to create a table using the **Table** menu are:

1. Select **Table > Insert > Table**.

Or

Press **Ctrl + F12**.

Or

Select **Insert > Table**

2. The **Insert Table** dialog box appears.
 - a. Specify the number of columns
 - b. Specify the number of rows
4. Click **OK**

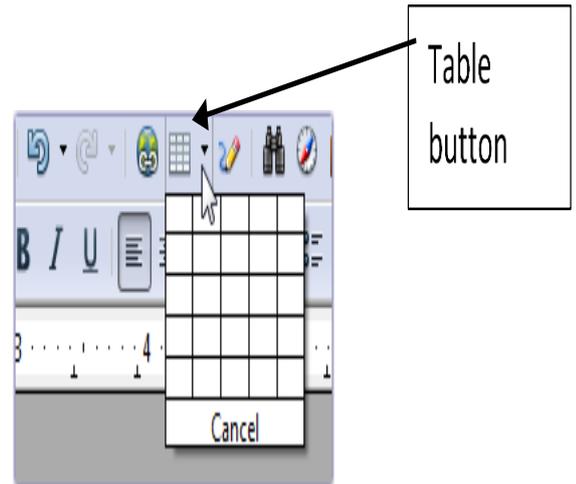


Fig. 27 Table Button

2.7.3 Entering data in a cell

To enter data in a cell, click in the cell and then type the text.

2.7.4 Selecting row or column

To select a row or a column, click and drag the mouse button.

2.7.5 Inserting/Deleting Rows/Columns

A table can be modified by inserting or deleting rows or columns, and by merging or splitting cells.

<A> Inserting Rows

You can easily insert (add) new rows in a table in a Writer document. The steps to insert rows in a table are:

1. Position the cursor in the cell where you want to insert a new row or a column.
2. Select **Table > Insert > Rows**.
3. The **Insert Rows** dialog box appears (**Figs. 28**).
 - a. Specify the number of rows to be inserted.
 - b. Select the position – **Before** or **After** the selected row.
 - c. Click **OK**.

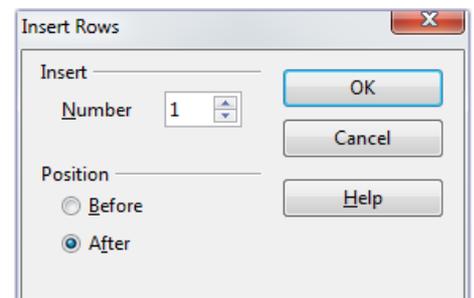


Fig. 28 Insert Rows dialog box

 Inserting Columns

Columns can also be inserted in a document. The steps to insert columns in a table are:

1. Position the cursor in the cell where you want to insert a new column.
2. Select **Table > Insert > Columns**.
3. The **Insert Columns** dialog box appears.
 - a. Specify the number of columns to be inserted.
 - b. Select the position – Before or After the selected column.
 - c. Click **OK**.

<C> Deleting Rows

To delete rows in a table:

1. Select the rows to be deleted.
2. Select **Table** ➤ **Delete** ➤ **Rows**.

<D> Deleting Columns

To delete columns in a table:

1. Select the columns to be deleted.
2. Select **Table** ➤ **Delete** ➤ **Columns**.

<E> Merging the Cells of the table

You can also merge (combine) cells in a table. The steps are:

1. Select the cells to be merged.
2. Select **Table** ➤ **Merge cells**.

<F> Splitting the Cells of the table

You can split (divide) a cell into required number of rows or columns. The steps are:

1. Click in the cell to be split.
2. Select **Table** ➤ **Split Cells**.
3. The **Split Cells** dialog box appears (**Fig. 29**).
 - a. Enter the number of parts in which you want to split the selected cell.
 - b. Specify the direction—**Horizontally** or **Vertically**—in which you want to split the cell.
 - c. Click **OK**.

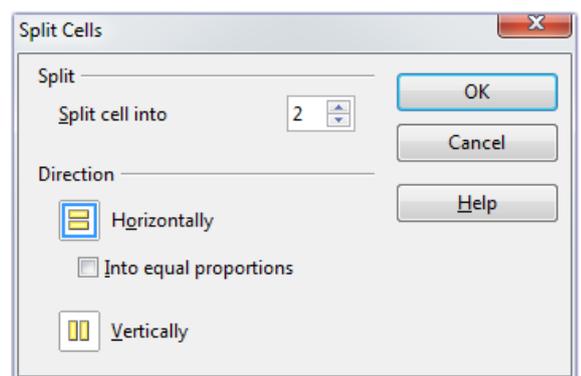


Fig. 29 Split Cells dialog box

<G> Applying Borders and Background to the table

You can apply borders and background color to the entire table or selected cells of the table. The steps to apply borders and background to a table are:

1. Select the table or rows/columns/cells.
2. Select **Table** ➤ **Table Properties**.
3. The **Table Format** dialog box appears
 - a. Click the **Borders** tab (**Fig. 30**). Select the line style and line color.
 - b. Click the **Background** tab. (**Fig 31**). Choose the desired background color.
 - c. Click **OK**.

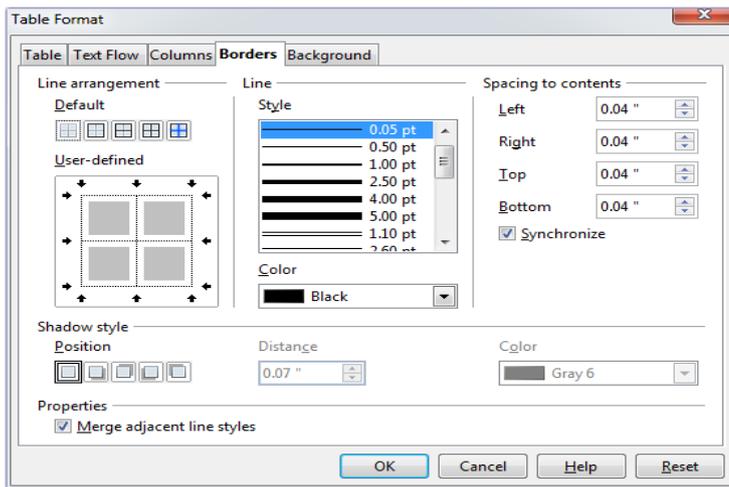


Fig. 30 Borders tab of Table Format dialog box

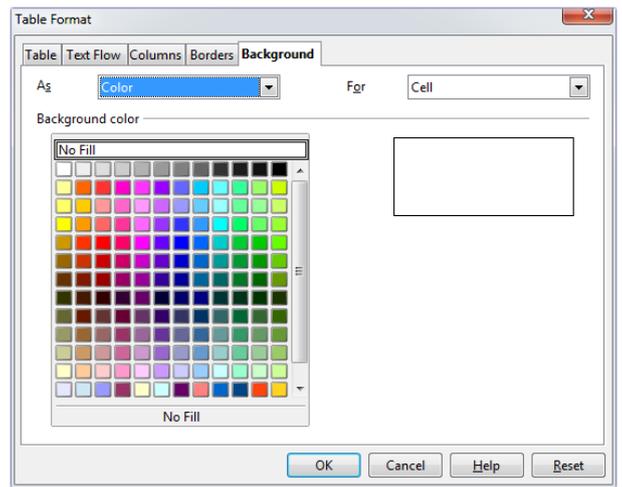


Fig. 31 Background tab of Table Format dialog box

Let's Try!

- Ishani was asked to create a document and give details of students who won prizes in various competitions. She has created the following document.

Senior Secondary Department

Zonal Level (Group)

Aryan	XI A	1 st position	Nukkad Natak Competition
Akshit	XI A	1 st position	Nukkad Natak Competition
Riya	XI F	1 st Position	Stage Play
Vasu	XI F	2 nd Position	Hindi Debate
Sarthak	XI D	1 st Position	Hindi Extempore

Can you present this information in a tabular form to make it more presentable and easily readable?

Lets Try

2. The class teacher wants to keep record of students marks. She has asked Sidharth to design the following sheet in word processor. Can you design the same sheet in word processor?

Evaluation Record

Class and Section _____

Roll No.	Name of the Student	Evaluation Record							

Sometimes you may need to search a word or text in a document and replace it with another word or text. The **Find** option is used to search a word or text in a document and **Replace** command is used to replace the specific word or text in a document.

The **Find & Replace** feature of OpenOffice Writer can be used to find a particular word or text in a document, or to replace a word or text in a document.

2.8.1 Finding Text

The steps to search a word or text in a document are:

1. Select **Find & Replace** option from the **Edit menu**.
2. The **Find & Replace** dialog box appears. (Fig 32).
 - a. Type the word to be searched in the search for box.
 - b. Click the **Find** button to locate the word one by one. Click the **Find All** button to highlight the word at all locations in the document.
3. When the search is finished, click **Close** button.

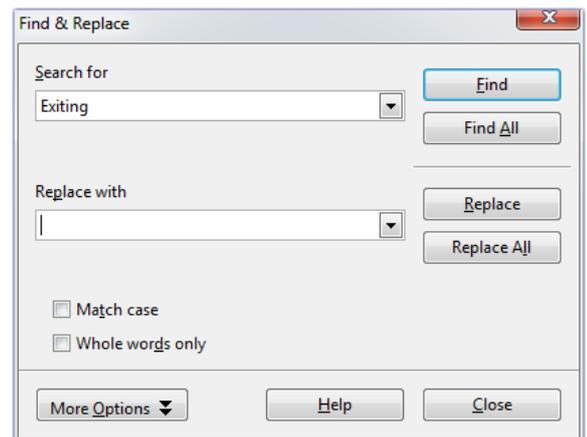


Fig 32 Find & Replace dialog box

2.8.2 Finding and Replacing Text

You can search a given word and replace it with another word in a document. The steps to find and replace a word or text are:

1. Select **Find & Replace** option from **Edit** menu
2. The **Find & Replace** dialog box is displayed. (Fig 33)
3. Type the word to be searched in the **Search for** box.
4. In the **Replace with** box, type the word or text with which you want to replace the word or text typed in the **Search for** box.
5. Click the **Replace** button to replace the word one by one, or click the **Replace All** button to replace the word at all locations in the document.
6. When all the occurrences of the word are replaced, a message box will appear. Click **No** to discontinue and close the **Find & Replace** dialog box. (Fig 34)

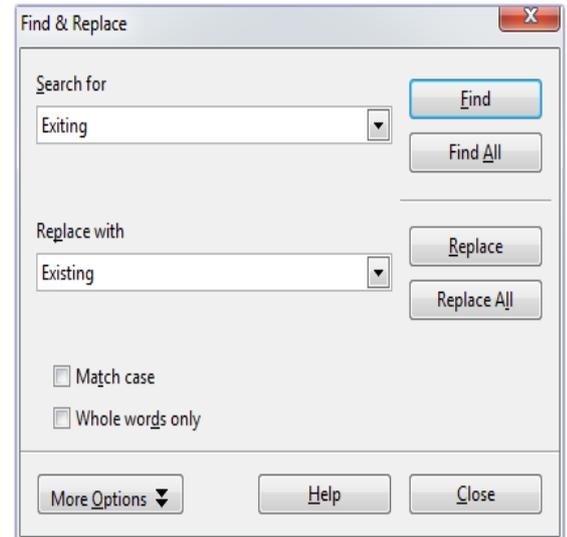


Fig 33 Find & Replace dialog box

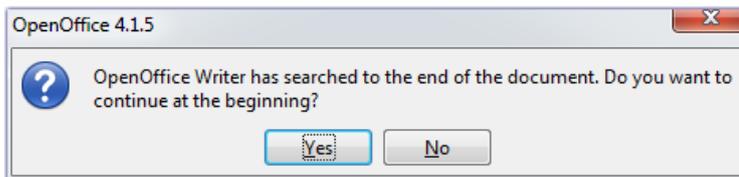


Fig 34 Message box

2.9 PAGE NUMBERING

You can add page numbers in the header or footer area. The steps are.

1. Click in the header or footer area.
2. Select **Insert > Fields > Page Number**.

2.10 PRINTING DOCUMENT

To print a document, do the following:

1. Select **Print** option from **File** menu.

Or

Click the **Print** button  on the **Standard** bar.

3. The **Print** dialog box appears (Fig. 35).
 - a. Select the printer.
 - b. Specify the range of pages to be printed.
 - c. Specify the number of copies to be printed.
 - d. Click the **Print** button

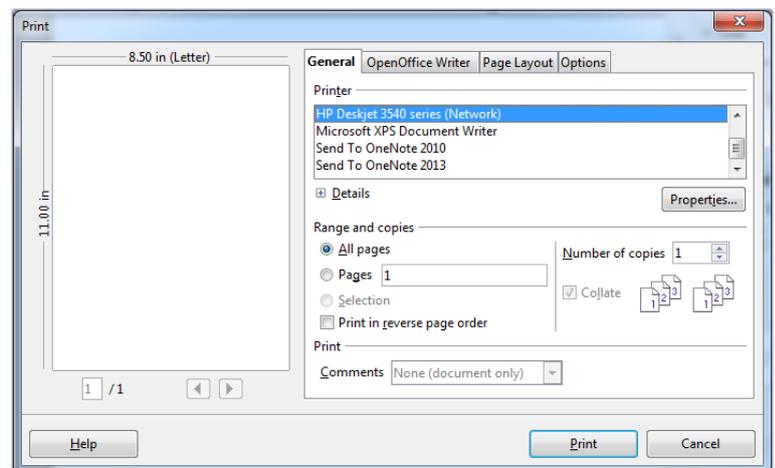


Fig. 35 Print dialog box

2.11 SAVING A DOCUMENT IN DIFFERENT FORMATS

You have already learnt how to save a document in OpenOffice Writer. If you want to save a file in a different format other than the default format .odt of OpenOffice Writer. The Steps are:

1. Select **Save As** option of **File** menu.
2. The **Save As** dialog box appears.(Fig 36)
 - a. Select the **File** type from the **Save as type** drop-down list.
 - b. Type the filename.
 - c. Click **Save** button.

Do you know?

When you create and save a document in MS Word, the filename has extension .docx

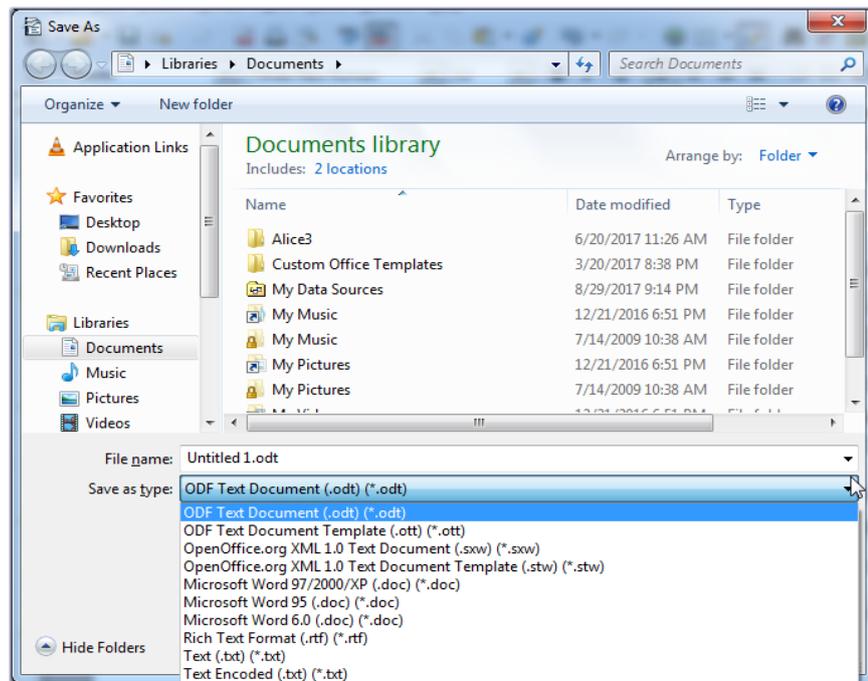


Fig 36 Save As dialog box

Lets Try it 1

- a. Design an advertisement for the 'ABCD Personality Centre giving necessary details. Run spell check to check spelling mistakes. You can also insert suitable picture in the document. A sample is given below:

ABCD Personality Development Centre

New Delhi

Join the centre for overall personality growth.

The centre holds classes on:

- English Speaking
- Grooming and Etiquettes
- Hobbies like, theatre, modelling, public speaking, yoga and meditation

Admission open for children between the age group of 10 to 18 years.

For further details contact

Mr. ABC 98#####90

Let's Try it 2

1. Create a new document in OpenOffice Writer.
2. Type an essay on the topic 'Pollution'.
3. Insert page number as footer and 'Pollution' as header.
4. Use autocorrect to correct the spelling mistakes.
5. Save the document in .doc format so that it can be opened in Microsoft Word also.

Lets Try it 3

1. Create a new document in OpenOffice Writer.
2. Design your class time table.
3. Format the text in the table.
4. Apply border to the table and shading to the cells of the table.

Worksheet

1. Write keyboard shortcut for the following commands:
 - a. Spelling and grammar option _____
 - b. Find and Replace _____
2. Name the menu that has option to change the alignment of text in a document.

3. Name the four alignment options.

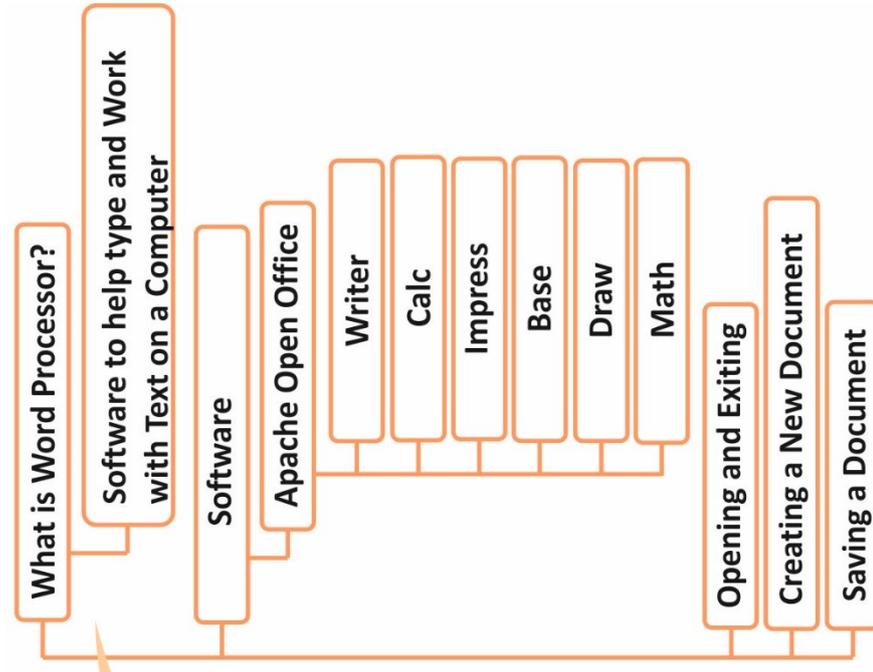
4. The intersection of row and column in a table is called a _____.
5. What is the name given to the text printed on top of each page of the document?

6. What is the name given to the text printed at the bottom of every page in a document?

7. AutoSpellcheck option is available on _____ bar.
8. A _____ list is used when the order of items is important.
9. The default bullet style is _____.

Worksheet 2

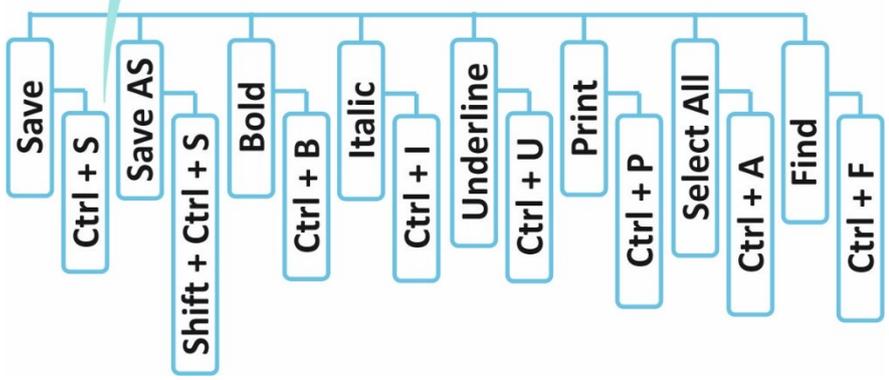
1. By mistake, Sooraj has typed the entire document in small letters. Which option of Change Case option will he use if he wants to have only first character in capital and rest in small letters in a sentence? Name the menu that has the Change Case option.
2. Identify the case of the following sentence:
You Need Not Type The Entire Text Again.
3. While type an article in Writer, Yuvan noticed red or blue wavy line under some text. What does red and blue wavy lines indicate?
4. Yatish wants to search a word 'morning' in the document and replace it with 'evening'. Name the feature of word processor that he can use for this purpose.
5. Pooja has created a list with list items marked with symbol dot. Which type of list is this?
6. You cannot apply border to selected cells in a table (True/False).
7. Oorja wants to print page number at the bottom of every document. Which feature of Writer can she use for this purpose?

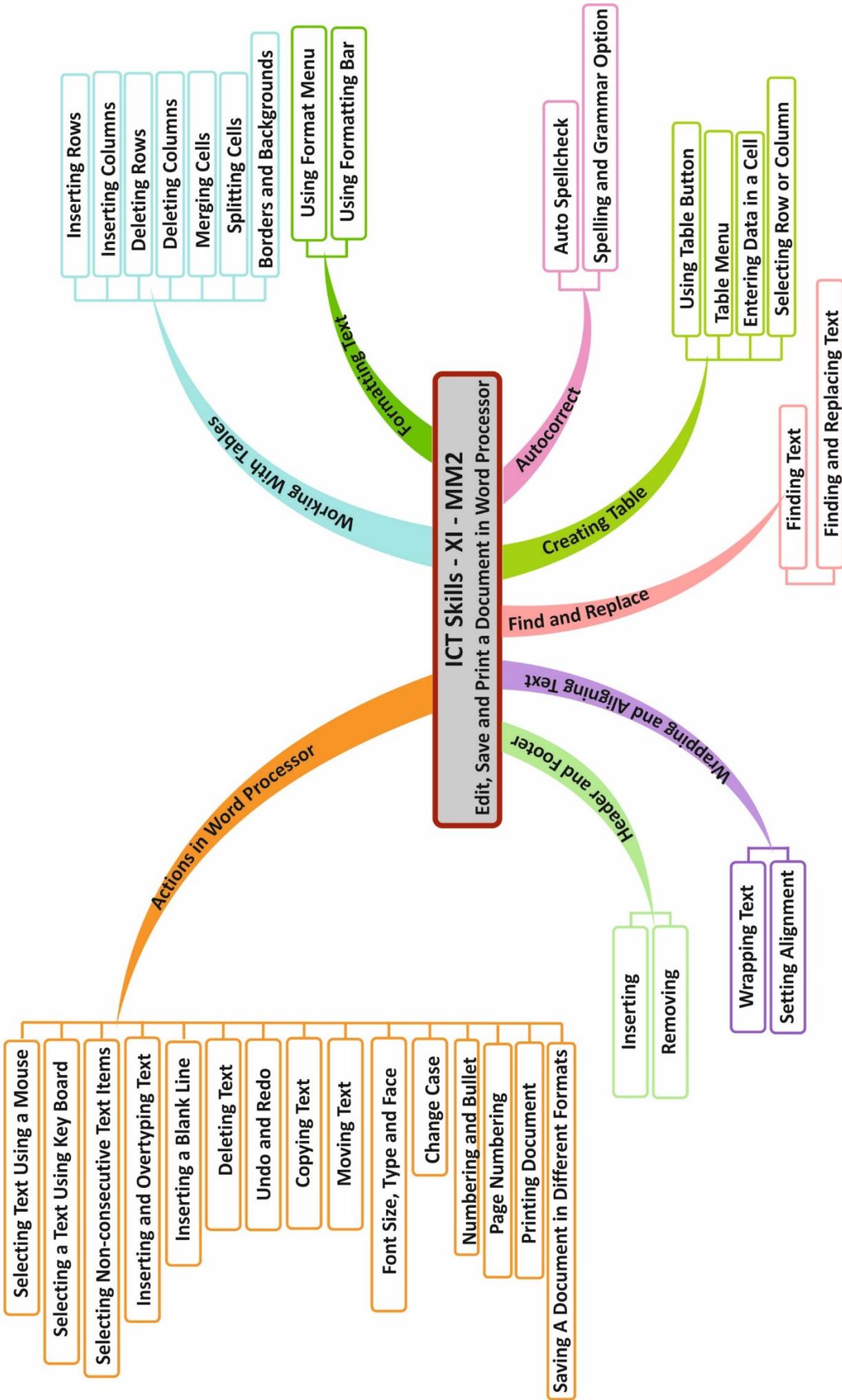


Creating a Document in Word Processor

ICT Skills - XI - MM1

Keyboard Shortcut





1. Introduction

Entrepreneurship starts with thinking and acting on a business idea. However, before jumping to an idea, it is important to develop certain entrepreneurial skills and competencies in the process. One of the most important skills required to become a successful entrepreneur are problem solving and creativity. Apart from the skills, it is also important to understand how different value systems, motivations and attitudes also influence entrepreneurial success. Ideation is a creative and iterative process. In this chapter, we will focus on how ideas can be generated, how to understand needs and wants of potential customers and how to assess the competitive landscape for a business idea.

2. Values

In sociology, values are defined as standards and guidelines that influence a person's behavior and attitude.

Values are basically the beliefs about what matters the most, how to behave and which goals are important to achieve.

Milton Rokeach defines values as beliefs that guide judgement and actions for various situations. To an extent, a person's values influence how he or she decides between right or wrong, desirable or undesirable and good or bad.

According to Schwartz, some elements of values include:

- Values are based on concepts or beliefs.
- Values guide the selection and evaluation of specific behaviors and events.
- Values are set in an order of relative importance.
- Values differ based on motivational objectives.
- Values are not confined to specific situations or behaviors

There are three types of values:

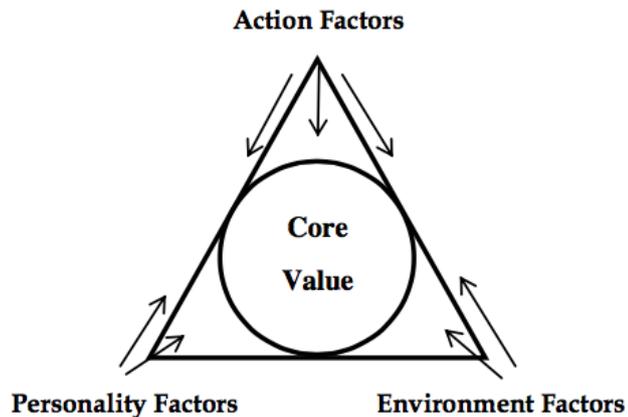
- **Personal**
- **Professional**
- **Social**

Every entrepreneur must be aware of their "core value", which is that one thing that is the most important to them. It is summarized in the following diagram:



Action factors are basically divided into personality and environment factors, as they largely influence the actions taken by an individual and also directly influence what matters to the individual.

Personality factors are those factors that are internal and innate to your personality. They will drive your values as personality influences the way one would naturally behave. For example, if you have an extroverted personality, you might value building social relationships.



Environment factors are those factors are external and exist in the environment around you. These factors include things we observe, hear, see and people we engage with in our external environment, which influences our thinking about what holds significance. For example, if you see a lot of suffering around you on a regular basis, you might value being helpful and kind.

From an organizational perspective, core values are the deeply ingrained principles that guide all of a company’s actions and serve as its cultural cornerstones. They turn out to be inherent and can never be compromised, either for convenience or short-term economic gain. For example, Comergent, a young e-business company, has successfully created a strong culture around dependability, dedication, and self-motivation by integrating these core values into every system that directly touches employees.

Activity - I

In the following activity, you are given a list of life values with their meanings. These represent different traits and qualities that entrepreneurs and leaders across the world resonate with.

Step 1:

You have to pick the values you feel the most strongly about. Start with the top ten and finally decide your top five values. Think about these questions if you are facing a difficulty choosing them:

Who do you look up to? This can be anyone from friends and family or someone you idealize. Why do you look up to them?

What are some recurring things that your closest people keep telling you?

What is it that you want to achieve for which you will exceed your limits? Lots of money? To meet you family if they are away? To become a celebrity? To travel the world?

If you feel stuck, feel free to discuss it with someone close to you.

Achievement	a sense of accomplishment, mastery, goal achievement
Advancement	continuous betterment and improvement
Adventure	engaging in new and challenging opportunities, excitement, risk
Aspiration	hope or ambition of achieving something

Authority	position and power to control events and other people's activities
Autonomy	ability to act independently with few constraints and to make most decisions and choices
Balance	giving proper weight to each area of one's life
Change	an act or process through which something becomes different
Close relationships	strong, deep or close association between two or more people
Community	sense of belongingness with people who share common attitudes and interests
Competence	the ability to do something successfully or efficiently
Competitiveness	possession of a strong desire to be more successful than others
Cooperation	the action or process of working together to the same end
Creativity	the use of imagination or original ideas to create something
Decisiveness	the ability to make decisions quickly and effectively
Economic security	steady and secure employment, adequate financial reward, low risk
Effectiveness	the degree to which something is successful in producing a desired result
Efficiency	quality of working in a well-organized and competent way
Ethical practice	practicing the moral principles that govern a person's behaviour
Excellence	the quality of being outstanding or extremely good
Excitement	a feeling of great enthusiasm and eagerness
Fairness	impartial and just treatment or behaviour without favouritism or discrimination
Fame	the state of being known by many people
Freedom	the power to act or speak without externally imposed restraints
Growth	the process of developing physically, mentally, emotionally and spiritually
Help	helping other people attain their goals, provide care and support
Honesty	the quality of being free of deceit; truthful and sincere
Independence	the state of being free from outside control; not subject to another's authority
Influencing others	having an impact or effect on the attitudes or opinions of others

Integrity	acting in accord with moral and ethical standards; honesty, sincerity, truth, trustworthiness
Knowledge	understanding gained by experience or education of a fact or a situation
Leadership	ability to lead a group of people
Learning	gain or acquire knowledge
Openness to Experience	trait of being open to try and enjoy new things and being curious
Opportunity	chance of doing something new
Optimism	hopefulness and confidence about the future or the success of something
Personal development	dedication to maximizing one's potential
Recognition	positive feedback and public credit for work well done; respect and admiration
Resourcefulness	the ability to find quick and clever ways to overcome difficulties
Reputation	the beliefs or opinions that are generally held about someone or something
Responsibility	dependability, reliability, accountability for results
Security	the state of being free from danger or threat
Self-reliance	reliance on one's own powers and resources rather than those of others
Self-respect	pride, self-esteem, sense of personal identity
Stability	the state of being sane and sensible; not easily upset or disturbed
Status	being respected for one's job or association with a prestigious group or organization
Wealth	an abundance of valuable possessions or money
Wisdom	sound judgment based on knowledge, experience, and understanding

Step 2:

Now, think about why you picked these five values. Find a partner and share the reasoning or story behind the five values you picked and how those values are going to guide your personal and professional goals.

Step 3:

Finally, pick only one value that is most important to you. This one value will be your "core value".

In the above activity, you tried to find your own values or things that you think are important to you.

3. Entrepreneurial Values

Entrepreneurship is considered to be a value-driven process, as there is a higher chance of the entrepreneur to be motivated to sustain the business in the long run. Entrepreneurial values are some key values and beliefs that entrepreneurs are seen to have and that have influenced or encouraged entrepreneurial behaviour. These deeper beliefs influence one's decision making and opinions. An entrepreneur needs to balance between personal, professional and social values.

3.1 Personal values for an entrepreneur include passion, honesty, integrity, determination, confidence, wisdom, cooperation, decisiveness, humility etc. These values are reflected in a person's personality and in their perception about certain things. No one really likes to do business with someone who is dismissive, arrogant, egoistic, argumentative and dishonest.

3.2 Professional values correspond how an entrepreneur conducts himself or herself in the professional business and workplace environment. Ethics in the business world are also the domain of professional values. Professional values guide entrepreneurs towards being an effective team leader. Some professional values include advancement, balance, authority, leadership, competitiveness, efficiency, opportunity, ethical practice, resourcefulness, excellence etc. These values encourage self-determined action in a professional setting.

3.3 Social values are values that make entrepreneurs look beyond the core business and have a bigger purpose. These values are what drive entrepreneurs to make the business socially acceptable. In terms of business, social values also influence the objectives of business and the manner in which business matters should be carried out. Some social values an entrepreneur must possess include change, creativity, fairness, kindness, patriotism, empathy etc. This encourages entrepreneurs to take action that benefit the society as well.



Some entrepreneurial values are as follows:

3.4 Independence: To savour the sense of achievement, entrepreneurs need to be independent. The feeling of being independent creates a positive and strong ego and enables the entrepreneur to develop a mission towards their goal. This trait of self-reliance and self-sufficiency serves as an important asset for the entrepreneur to increase their confidence and courage to innovate.

3.5 Respect for work: An entrepreneur cannot succeed if he/she does not respect and values their work. It is important for an entrepreneur to work hard and keep trying different alternatives to sustain and grow their venture. This encourages the entrepreneur to keep pursuing a career path in which rewards and incentives are dependent on the amount and quality of hard work and effort put in.

3.6 Respect for others: Mutual respect towards others and one's employees is an important value for entrepreneurs. This also includes value for their work, time and effort. It enables the entrepreneur to appreciate others' efforts, relate effectively to vendors, employees and community, build long-lasting and healthy relations and increases their self-esteem as well.

3.7 Trust: Usually overlooked in a professional setting, trust plays a key role for an entrepreneur in different aspects of life. An entrepreneur must trust their own vision or goal, develop mutual trust with employees, make customers trust his product/service, develop a trustworthy relationship with vendors etc.

3.8 Honesty: It is very important for an entrepreneur to be honest and ethical. Honesty is must financing the business, managing the assets of the firm, taking decisions that involve risks and making choices that are hard. An ethical entrepreneur is always driven by honesty.

3.9 Vision: Vision guides the entrepreneur through the business planning process, clarifying the opportunity and setting goals for the organization. Vision allows the entrepreneur to see past his or her current position and beyond limited resources to more fully appreciate the potential of the venture.

3.10 Outstanding performance: Entrepreneurs are always ready to face and resolve the challenges They set for themselves certain standards of outstanding performance and excellence and can deal with unexpected obstacles with confidence. Most companies experience three or four life-threatening crises in their early years; to survive this period, the true entrepreneur deals with these crises and wins through.

3.11 Initiative and ownership: Entrepreneurs derive great satisfaction by taking initiative and in their sense of ownership. They take initiative to do many things and commit to executing tasks. This gives them a sense of complete identification and encourages them to learn from their own decisions.

3.12 Creativity and innovation: Entrepreneurs value creativity as they constantly have to use their imagination or original ideas to create something new. Similarly, they like to innovate in a lot of aspects of the business by making small incremental changes.

In any civilized society, values and qualities like truthfulness, honesty, harmony, integrity etc. as given high regard for a healthy, peaceful and happy living. As we are aware, these beliefs that serve as standards and influence behavior are known as values. Since entrepreneurs also share some of these beliefs and qualities that guide and direct certain behavior in them, they are termed as entrepreneurial values.

Skill-Based Activities:

I. Value System

- Make your own list of at least 10 entrepreneurial values that you think are important.
- Discuss in groups how these entrepreneurial values play a role in an entrepreneur's life.
- Reflect on what values do you exhibit during activities such as ice breaking, rapport building, group work and home assignments.

4. Attitude

Attitude is defined as a set of beliefs, emotions and behaviours towards a particular place, object, person, situation, event, ideas or thing.

An individual's experiences and circumstances shape their attitude towards things. Some social psychologists also define attitude as a learned tendency to evaluate situations and things in a certain manner.

Attitude influences intended behavior intrinsically, without any external intervention. It is not always possible for an individual to be conscious of his or her attitude as it comes subconsciously to them. While attitude, and sometimes behavior cannot be realized, it can be watched based on its repercussions and consequences. For example, a high level of productivity can be assumed to be directly proportionate to a positive attitude for work.

Activity II

We have always heard people saying that a person has either a positive attitude or a negative attitude. People show a positive attitude for some things and a negative attitude for some things. This can vary depending on a person's goals, one's motivation factors, skills, self-belief, economic status and opportunities.

What does it really mean? What type of attitude should one behold? Is it really possible for a person to be positive or negative all the time?

Read the following statements and answer the statement signifies positive attitude or negative attitude.

Statement	Answer
1. I have been trying very hard but I still always have to face failure.	
2. Some stories and works really inspire me to perform better.	
3. I am tired of getting criticism for my ideas.	
4. This work is boring and nonsensical.	
5. I think I gave my best but I think there are some areas where I need to improve.	
6. I want to continuously keep learning about different fields and industries.	
7. I think I am inferior to me teammates because I feel they are better at doing the work than me.	

5. Entrepreneurial Attitudes

Entrepreneurs often exhibit certain attitudes. Similarly, some attributes related to one's attitude are needed to have the right mindset for achieving entrepreneurial success. Some of these are as follows:

5.9 Have clarity of purpose: When an entrepreneur has clarity of purpose, he/she will always have the confidence to execute. Without clarity of purpose, an entrepreneur cannot inspire staff, or potential clients, or even vendors.

5.10 Believe the change you want to bring: Self-believe and faith is an important part of an entrepreneurial attitude. This is because getting bogged down by things can come inevitably to the entrepreneur. It is imperative for one to believe in one's own self, in one's vision, in one's company, and in one's people. This confidence helps to keep employees, stakeholders, customers and suppliers believe in the business and its mission as well.

5.11 Be passionate: Passion is key for entrepreneurial success, because one cannot deal with frustrating situations or overcome challenges if one does not feel passionate about the business. This also helps to persuade others to stay motivated. Most successful entrepreneurs feel passionate about their ideas, daily tasks, creations and goals.

5.12 Be flexible: Sudden adversities, changes and hurdles are a part of entrepreneurial journey. An entrepreneur has to maintain a positive attitude, be open and flexible to uncertainty and adversity. An entrepreneur must be able to make relevant changes and act quickly during unexpected situations.

5.13 Do not be egoistic: Keeping one's ego under control when it comes to managing employees, building partnerships and taking advice, is important. It is not necessary to impress others every time but one must be open to hearing out new suggestions and ideas even if they don't make sense in the first go.

5.14 Strong work ethic: Work ethic is a set of moral principles an entrepreneur uses in their work. A strong work ethic helps to produce high-quality work consistently and the output motivates them to stay on track.



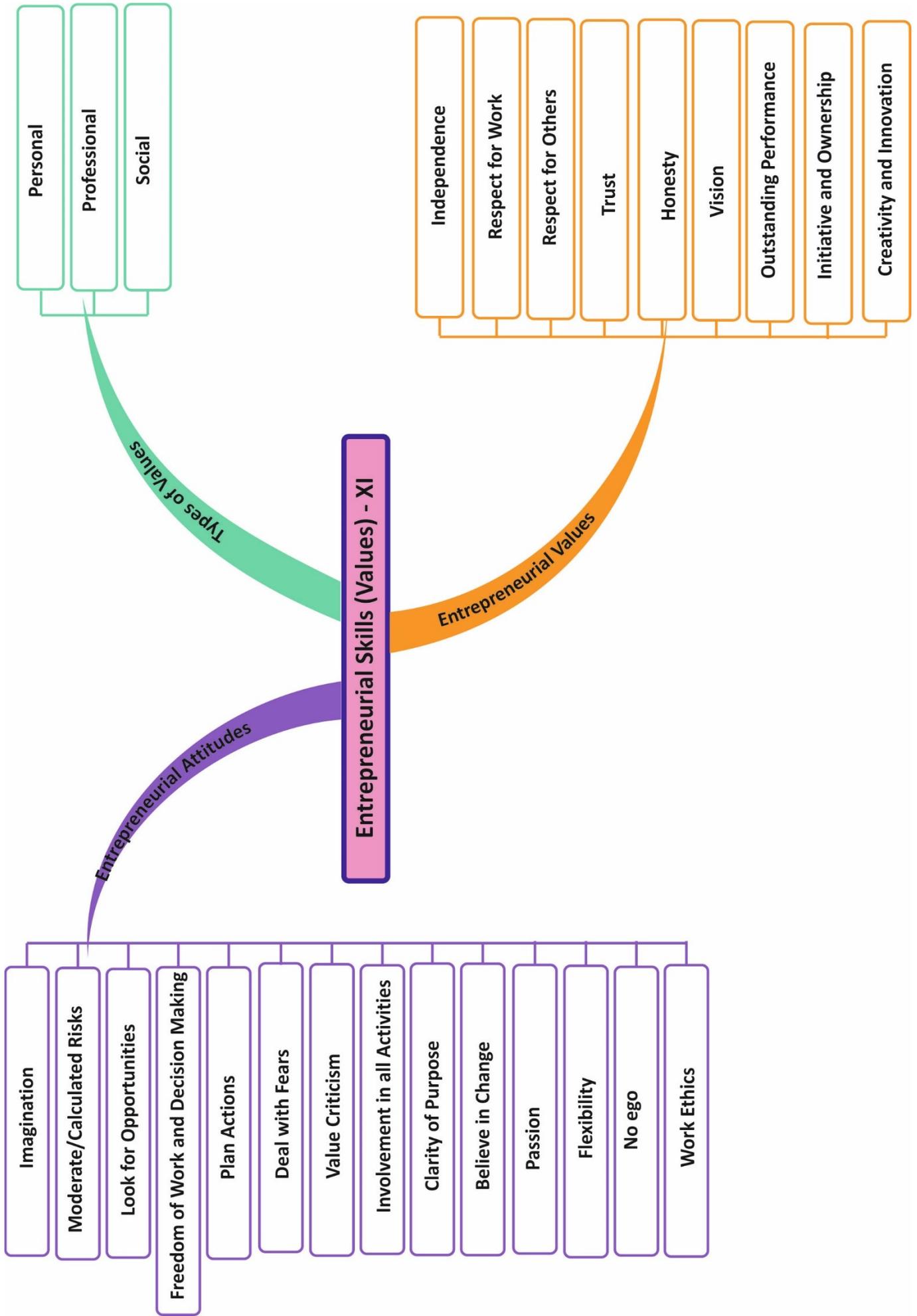
Skill- Based Activities

I. Understanding My Attitude

- Prepare a list of factors that influence attitude in general and entrepreneurial attitude.
- Demonstrate and identify your own entrepreneurial attitudes during the following micro lab activities like thematic appreciation test.
- Prepare a short write-up on "who am I".

II. Brand Building

- Pick a product and suggest how its features can be improved.
- Discuss in groups about brand names of products and enterprises.





6. Introduction

Today, all of us are concerned and worried about our future both in terms of a good and luxurious lifestyle yet our focus is on healthy lifestyle. And a healthy life is only possible when the air, water, food is clean. This precisely means that both health (environment) and wealth are important for us and one cannot replace the other.

On the contrary, if we look at human activities in past, we will get evidences that our activities could not ensure that we have both wealth and health. Hence, if the economy grew we compromised on our health and if we cared for our health and mended our ways for a healthy tomorrow, there was a dip in economic growth.

So, what is needed is that we maintain a balance between both. If we are able to find viable solutions to promote economic growth and ensure that the environment is not compromised meaning our health is not negotiated, we will be a *Green Economy*.

2. What is Green Economy?



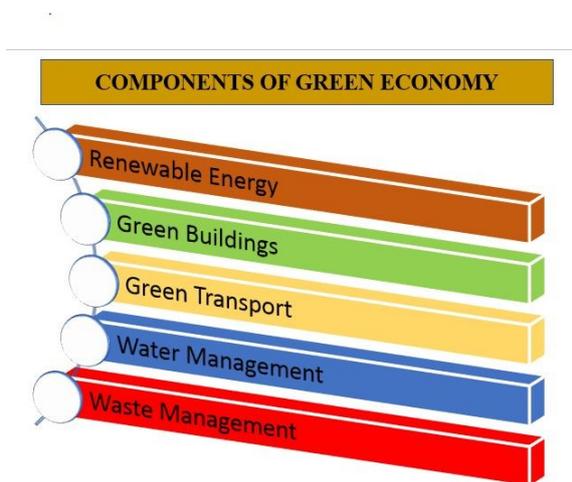
Collins' English Dictionary defines Green Economy as Biological economy that is concerned with *renewable energy, green buildings, clean transportation, water, waste and land management*.

This would mean that without compromising on the ecological aspects we create options that promote the economy. According to UNEP (United Nations Environment Program) a green economy is defined as low carbon, resource efficient and socially inclusive. In a green economy, growth in employment and income are driven by public and private investment into such economic activities, infrastructure and assets that allow reduced carbon emissions and pollution, enhanced energy and resource efficiency, and prevention of the loss of biodiversity and ecosystem services. These green investments need to be enabled and supported through targeted public expenditure, policy reforms and changes in taxation and regulation. The Green Economy provides a macro-economic approach to sustainable economic growth with a central focus on investments, employment and skills.

Further, in order to be a Green Economy, we need to be 'Green users' or 'Consumers'. The whole purpose of shifting to manufacturing and production of environment friendly products will be futile if the consumers do not use these products. Recently, there has been a rising demand of using 'Eco-Friendly' products, 'Bio-Products'. If we as consumers of products will demand for 'Eco-Friendly' and 'Bio-Products', the manufacturers will be forced to supply it to the market. This clearly works on the principle of 'Demand and Supply'. Hence, it will promote 'Green Economy'.

3. Components of Green Economy

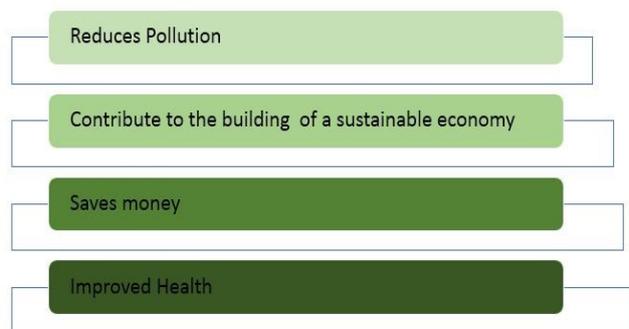
There are five basic components of a Green Economy:



3.1 Renewable Energy: Renewable Energy is the energy produced by the renewable sources. Today, with the growing need of technology, continued supply of electricity is a necessity. To meet the demand, we need to promote alternate sources of energy such as solar, wind, wave energy. Switching to these renewable sources of energy will help reduce the catastrophic impact on environment and promote the economy to flourish.

3.2 Green Buildings: Buildings that do not impact the environment adversely during the construction and use renewable energy, reduce wastage of natural resources such as water and manage their waste effectively are called Green Buildings. Today, there is a rising need of self-sustained green buildings. Promoting green buildings will not only help preserve the resources for future generation but will also help in economic growth.

3.3 Green Transport: With the advancement in technology, there are now alternates to conventional transportation that used to run on petrol or diesel. It is not long ago, that the government in India promoted Compressed Natural Gas (CNG) to run the vehicles. Introduction of Electric Vehicles and public transport that run on electricity is playing a major role in furthering the sustainable development. These are not only contributing in preserving the air but also ensure that economy is expanding.



Benefits of Green Transport

3.4 Water Management: The recent crisis in the city of Cape Town, popularly known as ‘Day-Zero’ is an alarming situation in many metropolitans across the globe. The drought like situation has given not only given blow to the world but has affected the economy also. The only possible solution to this problem is to reduce the wastage of water and replenish the ground water levels by adopting Rain Water Harvesting Systems (RWHS) in our communities. This will ensure to have a society that is self-sustainable for its basic water requirement.

3.5 Waste Management: Any kind of waste will contribute in causing air, water and land pollution. This also adds to wastage of resources. Our craving to buy new and discard old, even if it is usable is resulting in environmental degradation. Hence, it is pertinent for us to follow 4 Rs’ and 1 U– REFUSE, REDUCE, REUSE, RECYCLE and UPCYCLE. We must incorporate to segregate our waste at source. The basic segregation of wet waste (biodegradable waste) and dry waste (all other kind of waste) in our houses and workplaces will help recycle the used products. The wet waste can be composted and used in the gardens while the dry waste may be either recycled or upcycled.

4. Policy Initiatives for Green Economy in India

Environmental degradation and ecological imbalance is a much talked about issue in the country these days. To address these concerns Government of India has promoted and initiated number of policies to promote sustainable development. We are going to read few of these policies:

4.1 WILDLIFE PROTECTION ACT, 1972 - The **Wildlife Protection Act, 1972** is an Act of the Parliament of India enacted for protection of plants and animal species. Before 1972, India had only five designated national parks. Among other reforms, the Act established schedules of protected plant and animal species; hunting or harvesting these species was largely outlawed. The Act provides for the protection of wild animals, birds and plants; and for matters connected there with or ancillary or incidental thereto. It extends to the whole of India, except the State of Jammu and Kashmir which has its own wildlife act.

4.2 THE WATER PREVENTION AND CONTROL OF POLLUTION ACT, 1974, amended 1988 - Water (Prevention & Control of Pollution) Act, 1974 is a comprehensive legislation that regulates agencies responsible for checking on water pollution and ambit of pollution control boards both at the centre and states. The Water (Prevention & Control of Pollution) Act, 1974 was adopted by the Indian parliament with the aim of prevention and control of Water Pollution in India. The act was amended in 1988 to clarify the ambiguities and to vest more powers in Pollution Control Board.

4.3 ESTABLISHMENT OF CENTRAL POLLUTION CONTROL BOARD - The **Central Pollution Control Board (CPCB)** of India is a statutory organisation under the Ministry of Environment, Forest and Climate Change (Mo.E.F.C). It was established in 1974 under the Water (Prevention and Control of pollution) Act, 1974. The CPCB is also entrusted with the powers and functions under the Air (Prevention and Control of Pollution) Act, 1981. It

serves as a field formation and also provides technical services to the Ministry of Environment and Forests under the provisions of the Environment (Protection) Act, 1986. It Co-ordinates the activities of the State Pollution Control Boards by providing technical assistance and guidance and also resolves disputes among them. It is the apex organisation in country in the field of pollution control, as a technical wing of MoEF. The board is led by its Chairperson, who is generally a career civil servant from the Indian Administrative Service appointed by the Appointments Committee of the Cabinet of the Government of India.

4.4 THE TERRITORIAL WATERS, CONTINENTAL SHELF, EXCLUSIVE ECONOMIC ZONE AND OTHER MARITIME ZONES ACT, 1976 - It is an Act to provide for the regulation

of fishing by foreign vessels in certain maritime zones of India and for matters connected therewith.

4.5 FOREST CONSERVATION ACT, 1980 - The **Forest (Conservation) Act, 1980** an Act of the Parliament of India to provide for the conservation of forests and for matters connected therewith or ancillary or incidental thereto. It was further amended in 1988.^[4] This law extends to the whole of India. It was enacted by Parliament of India to control further deforestation of Forest Areas in India. The act came into force on 25 October 1980.

4.6 ENVIRONMENT PROTECTION ACT, 1986 - **Environment Protection Act, 1986** is an Act of the Parliament of India. In the wake of the Bhopal Tragedy, the Government of India enacted the Environment Protection Act of 1986 under Article 253 of the Constitution. Passed in March 1986, it came into force on 19 November 1986. The purpose of the Act is to implement the decisions of the United Nations Conference on the Human Environment. They relate to the protection and improvement of the human environment and the prevention of hazards to human beings, other living creatures, plants and property. The Act is an “umbrella” legislation designed to provide a framework for central government coordination of the activities of various central and state authorities established under previous laws, such as the Water Act and the Air Act.

4.7 NATIONAL FOREST POLICY, 1988 - The principal aim of **National Forest Policy, 1988** is to ensure environmental stability and maintenance of ecological balance including atmospheric equilibrium which is vital for sustenance of all life forms, human, animal and plant.

4.8 THE NATIONAL ENVIRONMENT TRIBUNAL ACT, 1995 – In 1995, the Central Government established the National Environment Tribunal (through the National Environmental Tribunal Act 1995) to provide for strict liability for damage arising out of accidents caused from the handling of hazardous substances.

4.9 NATIONAL GREEN TRIBUNAL ACT, 2010 – The National Green Tribunal has been established on 18.10.2010 under the National Green Tribunal Act 2010 for effective and expeditious disposal of cases relating to environmental protection and conservation of forests and other natural resources including enforcement of any legal right relating to

environment and giving relief and compensation for damages to person and property and for matters connected therewith or incidental thereto. It is a specialized body equipped with the necessary expertise to handle environmental disputes involving multi-disciplinary issues. The tribunal's dedicated jurisdiction in environmental matters shall provide speedy environmental justice and help reduce the burden of litigation in the higher courts.

4.10 BIOLOGICAL DIVERSITY ACT, 2002 – The convention on Biological Diversity (CBD) was inspired by the world community's growing commitment to sustainable development. It represented a step forward in the conservation of biological diversity, the sustainable use of its components, and the fair and equitable sharing of benefits arising from the use of genetic resources. In pursuance to the convention on Biological Diversity (CBD), to which it was a signatory, India enacted the Biological Diversity Act in 2002 following a widespread consultative process over a period of eight years. The Biological Diversity Rules were notified thereafter in 2004.

4.11 NATIONAL WATER POLICY - National Water Policy is formulated by the Ministry of Water Resources of the Government of India to govern the planning and development of water resources and their optimum utilization. The first National Water Policy was adopted in September, 1987. It was reviewed and updated in 2002 and later in 2012.

Project Work - 1

Prepare a presentation on important initiatives taken in India for promoting green economy giving brief of how these policies have helped protect environment and suggest changes that may be incorporated keeping in view prevailing situation of environment degradation.

5. Stakeholders in Green Economy and Their Role

A stakeholder in an economy is someone who has the ability to affect or be affected by the growth or fall of the economy. Hence, in a Green Economy, the Government (the policy maker), the private agencies (business that will either contribute to build the green economy or get affected because of change in policies), the people (who will be affected) are the stakeholders at large.

5.1 Government: In any economy government has the key role. Similarly, in green economy also, it is the force with which the government of a nation pushes the need of greening the economy. All units of the government are involved in one or the other way in planning, budgeting and execution of the policies. In context of our country where we have government at multiple levels, involvement at every level is important and hence, whether it is central or state government or municipal corporations, all are stakeholders. Some major branches of the government – Ministry of Finance, Ministry of Petroleum, Ministry of Environment and Forest, HRD Ministry, Education Department, Ministry of Health and wellness, Ministry of Tourism, Ministry of Transportation etc. have major contribution in defining the green economy of the country or state.

It is because of the efforts of the government that today in our country a lot of initiatives such as ban on polythene, Clean Indian, Green India Campaigns, Cleaning of rivers, sensitization programmes across the schools in the country are paving way for the young generation to contribute in creating Clean and Green Environment.

5.2 The Private Agencies: Private agencies have a crucial role in giving shape to the policies. If the policies are designed but the private agencies fail to execute them as planned, it will have a deep impact on the economy. It is the private agencies that plays dual role. These are the once who give shape to the policies but they are also the ones who are affected with every small change. No economy can blossom without the engagement of the private agencies. Private agencies in every field – education, health care, food production, transportation, construction, tourism, agriculture etc. enables the policies to reach to the public. The public derives benefits only when private agencies perform their role properly.

Private agencies generate revenue; create employment options through transparent and accountable taxation. The private sector has the potential for innovation and develops solution for urban cities. The private and public partnership is the driving force to create promising Green Economy.

The areas where the government is not able to lay emphasis or provide a solution, private agencies come in play. Sectors of a sustainable society such as waste management including e-waste management, promoting organic farming, creating opportunities of employment in waste management and laying the way for young entrepreneurs etc. are a few to name that are taken care by various private agencies including NGO's

5.3 The People: The last but the most important stakeholder in a green economy is the people of the nation. Any economy exists because of its people. Government brings many policies but the success of the policy depends on how the people have adopted the change. If the policy affects the people negatively, it is bound to collapse. Hence, while laying down the policy, it is pertinent for the government to keep in mind the demographics and the interest of its people. The factor like education of the people of a nation also plays a pivotal role in peoples' collaboration. If the masses are not educated and aware about the latest trends and needs, they will either reject the policies or would not be able to contribute to the extent to bring a desirable change.

Project Work - 2

Prepare a poster on Green Sectors/ Areas: cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries.



Sources

<https://www.unenvironment.org/regions/asia-and-pacific/regional-initiatives/supporting-resource-efficiency/green-economy>

https://en.wikipedia.org/wiki/Wildlife_Protection_Act,_1972

https://en.wikipedia.org/wiki/Forest_Conservation_Act,_1980

https://en.wikipedia.org/wiki/Environment_Protection_Act,_1986

<https://pib.gov.in/newsite/erecontent.aspx?relid=57051>

http://iced.cag.gov.in/?page_id=1069

https://en.wikipedia.org/wiki/Central_Pollution_Control_Board

<https://www.commonfloor.com/guide/water-act-1974-to-prevent-and-control-water-pollution-43718.html>

https://en.wikipedia.org/wiki/National_Water_Policy

<http://www.dahd.nic.in/acts-rules/maritime-zones-india>

http://iced.cag.gov.in/?page_id=1066

