

STUDY MATERIAL
OF
EMPLOYABILITY SKILL

Class - XI

	Units	No. of Hours for Theory and Practical	Max. Marks
Part A	Employability Skills		
	Unit 1: Communication Skills – III	13	10
	Unit 2: Self-management Skills – III	09	
	Unit 3: Basic ICT Skills- III	06	
	Unit 4: Entrepreneurial Skills – III	16	
	Unit 5: Green Skills - III	06	
	Total	50	10

Unit 1 Communication Skills –III

Learning Outcome	Theory Periods	Practical Periods	Total Duration Periods
1. Demonstrate knowledge of various methods of communication	1. Methods of Communication <ul style="list-style-type: none"> • Verbal • Non-verbal • Visual 	1. Writing pros and cons of written, verbal and non-verbal communication. 2. Listing do's and don'ts from language mistake	3
2. Identify specific Communication styles	1. Communication styles- assertive, aggressive, passive-aggressive, submissive, etc.	1. Observing and sharing communication styles of friends, teachers and family members and adapting the best Practices 2. Role plays on Communication styles.	4
3. Demonstrate basic writing skills	1. Writing skills to the following: <ul style="list-style-type: none"> • Sentence • Phrase • Kinds of Sentences • Parts of Sentence • Parts of Speech • Articles • Construction of a Paragraph 	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	6
Total			13

Unit 2 Self-management Skills –III

Learning Outcome	Theory (Periods)	Practical (Periods)	Total Duration (09 Periods)
1. Demonstrate impressive appearance and grooming	<ol style="list-style-type: none"> Describe the importance of dressing appropriately, looking decent and positive body language Describe the term Grooming Prepare a personal grooming checklist Describe the techniques of self-Exploration 	<ol style="list-style-type: none"> Demonstration of impressive appearance and groomed personality Demonstration of the ability to self- explore 	3
1. Demonstrate team work skills	<ol style="list-style-type: none"> Describe the important factors that influence in team building Describe factors influencing team work 	<ol style="list-style-type: none"> Group discussion on qualities of a good team Group discussion on strategies that are adopted for team building and team work 	3
1. Apply time management strategies and techniques	<ol style="list-style-type: none"> Meaning and importance of time management – setting and prioritizing goals, creating a schedule, making lists of tasks, balancing work and leisure, using different optimization tools to break large tasks into Smaller tasks. 	<ol style="list-style-type: none"> Game on time management Checklist preparation To-do-list preparation 	3
Total			9

Unit 3: Information & Communication Technology – III

Learning Outcome	Theory (Periods)	Practical (Periods)	Total Duration (07 Periods)
1. Create a document on word processor	<ol style="list-style-type: none"> 1. Introduction to word Processing. 2. Software packages for word processing. 3. Opening and exiting the word processor. 4. Creating a document 	<ol style="list-style-type: none"> 1. Demonstration and practice of the following: <ul style="list-style-type: none"> ➤ Listing the features of word processing ➤ Listing the software packages for word processing ➤ Opening and exit the word processor ➤ Creating a document 	3
2. Edit, save and print a document in word processor	<ol style="list-style-type: none"> 1. Editing Text 2. Wrapping and aligning the text 3. Font size, type and Face 4. Header and Footer 5. Auto correct 6. Numbering and bullet 7. Creating table 8. Find and replace 9. Page numbering. 10. Printing document 11. Saving a document in various formats. 	<ol style="list-style-type: none"> 1. Demonstration and practicing the following: <ol style="list-style-type: none"> A. Editing the text B. Word wrapping and alignment C. Changing font type, size and face D. Inserting header and Footer E. Removing header and Footer 2. Using autocorrect option 3. Insert page number and Bullet 4. Save and print a Document 	3
Total			6

Unit 4: Entrepreneurial Skills – III

Learning Outcome	Theory Periods	Practical Periods	Total Duration Periods
1. Describe the significance of entrepreneurial	1. Values in general and entrepreneurial values 2. Entrepreneurial value orientation with respect to innovativeness, independence, Outstanding performance and respect for work	1. Listing of entrepreneurial values by the students. 2. Group work on identification of entrepreneurial values and their roles after listing or reading 2-3 stories of successful entrepreneur 3. Exhibiting values in Ice breaking, rapport building, group work and home assignments	8
2. Demonstrate the knowledge of attitudinal changes required to become an entrepreneur	1. Attitudes in general and entrepreneurial Attitudes 2. Using imagination/ 3. Intuition Tendency to take moderate risk 4. Enjoying freedom of expression and action 5. Looking for economic Opportunities 6. Believing that we can change the Environment 7. Analyzing situation and planning action 8. Involving in activity	1. Preparing a list of factors that influence attitude in general and entrepreneurial attitude 2. Demonstrating and identifying own entrepreneurial attitudes during the following micro lab activities like thematic appreciation Test 3. Preparing a short write-up on “who am I” 4. Take up a product and suggest how its features can be improved 5. Group activity for suggesting brand names of enterprises,	8
Total			16

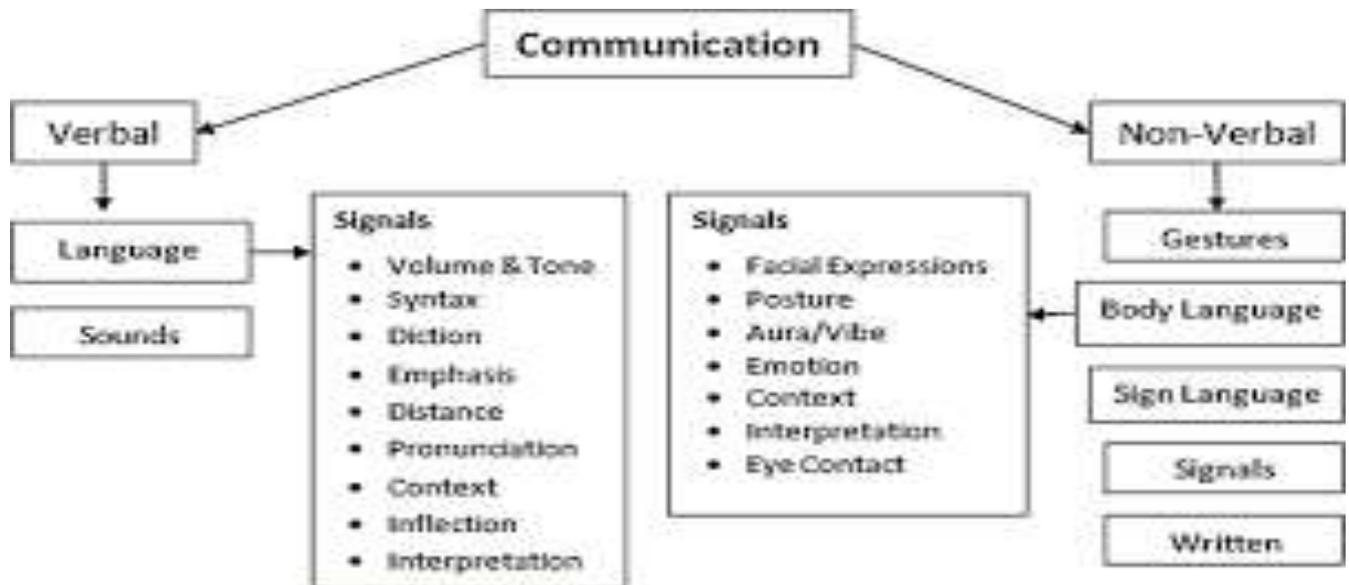
Unit 5: Green Skills – III

Learning Outcome	Theory (Periods)	Practical (Periods)	Total Duration (06 Periods)
1. Describe importance of main sector of green economy	1. Main sectors of green economy- E waste management, green transportation, renewal energy, green construction, water Management 2. Policy initiatives for greening economy in India	1. Preparing a poster on any one of the sectors of green economy. 2. Writing a two-page essay on important initiatives taken in India for promoting green economy	3
2. Describe the major green Sectors/Areas and the role of various stakeholder in green economy	1. Stakeholders in green Economy 2. Role of government and private agencies in greening cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries	1. Preparing posters on green Sectors/Areas: cities, buildings, tourism, industry, transport, renewable energy, Waste, management, agriculture, water, forests and fisheries	3
Total			6

What is communication?

Communication is the act of conveying messages/ information 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



(Fig 1)

Learning objectives of Effective communication

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

Verbal communication is the use of language to transfer/share information through speaking or sign language. It is one of the most common types, often used during presentations, video conferences, phone calls, meetings and one-on-one conversations. Verbal communication is important because it is efficient. It can be helpful to support verbal communication with both non - verbal and written communication.

Non - verbal -Non - verbal communication is the use of body language, gestures and facial expressions to convey information to others. It can be both intentional or unintentional.

Non - verbal communication is helpful when trying to understand others' thoughts and feelings.

Visual communication is the act of using photographs, videos, art, drawings, sketches, charts and graphs to convey information. Visuals are often used as an aid during presentations to provide helpful context alongside written and/or verbal communication. Since people have different learning styles, visual communication might be more helpful for some to consume ideas and information..

Written communication is the act of writing, typing or printing symbols like letters and numbers to convey information. It is helpful because it provides a record of information for reference. Writing is commonly used to share information through books, pamphlets, blogs, letters, memos, e - mail, SMS and more. Emails and chats are a common form of written communication in the workplace.

The major advantages of written communication are listed below:

1. Permanent Record:

A written communication helps to maintain a permanent record of the information exchanged or shared.

2.Meticulous Presentation:

As written document is a permanent record, people are very cautious to fulfil all the writing requisites to make the writing perceivable at the other end. Thus, every document curated covers all major information pointers necessary to be communicated.

3. Easy Circulation:

. A written document can easily be circulated in an organisation, unlike the oral communication medium. Thus, this attribute of written communication comes handy in equipping the masses with the necessary information.

4. . Suitable for Statistical Data:

Statistical charts and figures are difficult to be interpreted verbally, thus, circulating a document allow people to examine such intrinsic detail with ease.

5..Promotes Goodwill:

When conducting business, a well-crafted written document speaks volumes about the competence of a particular organisation. Therefore, written communication helps to promote goodwill, if performed wisely.

Disadvantages of Written Communication:

The main disadvantages encountered are:

1.Time consuming:

In order to craft an impeccable piece of document, one has to invest an ample amount of time which is indeed difficult in constrained timelines.

2.Non-flexible:

A written document cannot be altered once circulated. This makes written communication non-flexible as every written word is concrete and final.

3.No Scope for clarification:

If the document is not curated keeping the less informed person's mindset in check, the details cannot be perceived by such people via the formulated written document.

4.Demands criting proficiency:

In order to deliver the message adequately across the other end, one should have competencies in the writing sector.

5.Probability of wrong Interpretation:

If there are complex words or difficult sentences included in the written document, one may interpret a wrong/no meaning out of it. Thus, in order to use written communication, one should make use of easy language..

Advantages of Verbal Communication Skill:

1.It saves time:

. The verbal form of communication gives you this facility to quickly send intended message thus saving time.

2.It saves you money, as no printing or arranging of material is involved.

3.Feedback quickness:

The distinct advantage of verbal communication is the fact that the receiver can ask and clarify his doubts on the spot without any delay. The sender can get quick feedback as to whether his intended message is received in its intended form or not and can clarify the receiver, in case of any doubt.

4.Ease of preparation:

Oral communication is the easiest way of communication as it does not require preparation of any material.

5. Most convenient method:

Verbal communication is the most widely adopted means of communication globally. People prefer more of verbal communication due to the convenience factor. While communicating verbally, you are more likely to convey matter simply, in plain understandable language which is widely preferred.

Disadvantages of Verbal Communication:

1.Chances of distortion in meaning:

Due to the presence of various barriers in effective communication, it happens that the intended meaning of the message changes for the intended person which causes a lot of problems in the future.

2.Not convenient for long messages:

It is not at all convenient to convey long messages orally as it may happen that by the time message is completed, the receiver may forget the previously spoken important points leading to a chance of ineffective communication. As a result, the written format can be used.

3.Irrelevant information:

While having an important discussion, a lot of irrelevant information can creep in during a conversation leading to a waste of time and gap in the relevant information. This leads to unnecessary waste of time and sometimes omitting or forgetting to converse on what is really important. Therefore, it is always necessary to keep your communication process clear of any unwanted discussion that may lead to wastage of your precious time and energy.

4. **Misunderstanding:**
Usually, when two individuals are having deep conversations, they can have some misunderstandings during the time. Sometimes subtle hints given or some words spoken with some intention get misinterpreted and a whole new different meaning comes out of it. Thus, it becomes crucial to know that what you have spoken or written has a crystal - clear meaning with no indirect hints that could make a conversation difficult.

Advantages of non-verbal communication:

1.Complementary: Non-verbal cues complement a verbal message by adding to its meaning.

2.Easy presentation: Information can be easily presented in non-verbal communication through using visual, audio-visual and silent means of non-verbal communication.

3.Substituting: Non-verbal messages may substitute for the verbal message especially if it is blocked by noise, interruption, long-distance, language barrier etc. For example; gestures-finger to lips to indicate need for quiet, facial expressions- a nod instead of a yes.

4.Reducing wastage of time: The message of non-verbal communication reaches the receiver very fast. Non-verbal cues of communication like sign and symbol can also communicate some messages very quickly than written or oral messages.

Disadvantages or limitations of non-verbal communication:

Despite of advantages of non-verbal communication, it is not free from its limitations or disadvantages which are:

1.Vague and imprecise: Non-verbal communication is quite vague and imprecise. Since in this communication, there is no use of words or language which expresses clear meaning to the receiver, no dictionary can accurately classify them. Their meaning varies not only by culture and context but by the degree of intention also.

2.Continuous: It is possible to stop talking in verbal communication, but it is generally not possible to stop non-verbal cues. Also, spoken language has a structure that makes it easier to tell when a subject has changed, for instance, or to analyze its grammar. Non-verbal communication does not lend itself to this kind of analysis.

3. While watching someone's eyes, you may miss something significant in a hand gesture. Everything is happening at once and therefore it may be confusing to keep up with everything.

4.Culture-bound: Non-verbal communication is learned in childhood, passed on to you by your parents and others with whom you associate. A few other gestures seem to be universal. Evidence suggests that humans of all cultures smile when happy and frown when unhappy. However, most non-verbal symbols seem to be even further disconnected from any "essential meaning" than verbal symbols.

5.Long conversations are not possible: In non-verbal communication, long conversation and necessary explanations are not possible.

DO's and Don'ts of Languageusage

DO'S	DON'TS
Use formal language	Do not use slang, jargon, colloquialisms
Use the full verb form instead, e.g. they are, is not, cannot	Do not use shortened verb forms (contractions), such as they're, isn't, can't.
Make more formal vocabulary choices, e.g. have found, a great deal, attractive/ advantageous, the other, behind issue/problem/notion/idea/topic etc..	Do not use common vocabulary, such as have got, a lot, nice, the other thing, at the back of.
Leave out conversational phrases. Use appropriate connectors and introductory phrases.	Do not use conversational opening phrases, such as Well, you see, Yes..., Let's move on.
Be non-personal, e.g. It should be possible for everyone to compete.	Do not use personal pronouns e.g. I, you, we (unless specifically required), i.e. do not write We think that you should be able to compete.
Use complete sentences and link these into logical paragraphs.	Do not use bullet points or lists, unless it is in a report.
Be objective.	Avoid making assumptions or giving your opinion (unless specifically asked).
Be clear and concise.	Avoid waffling or repeating yourself.
Convert questions into statements, for example, The possibility of carbon emissions being reduced is questionable.	Do not pose (direct) questions in the running text, that is, do not write, for instance: Can carbon emissions be reduced?
Check spelling, grammar and punctuation etc. Proofread and use a dictionary. Ask somebody to proofread your text..	Do not take for granted that the spell check on your computer is accurate or will spot all spelling mistakes. for example: your spell check will not pick up on whether vs weather. Also, spell check on US or British English shall be different.
Use words(number names)for numbers nine and below and numbers(digits) for 10 and above.	Do not mix words and numbers unsystematically.

Worksheets

Can you find and correct the common mistakes speakers make?



1. Spanish people is very friendly.
2. I will ask to my mother tonight.
3. I knew Paul at a party last year.
4. All the days I go to the office.
5. At the end, I was able to finish my homework.
6. My friend who works for Sony he is an engineer.
7. I'm lawyer, but I also teach English sometimes.
8. We are twelve in my English class.
9. It was a good party, no?
10. Do you know Africa?
11. I haven't money since I lost my job.
12. I've been learning English since two years.
13. I'm boring when I have nothing to do.
14. I lived in Japan during three years.
15. I'm agree with you.
16. I'm going to the shops for to buy some food.
17. He said me that he was tired.
18. I don't used to go to the gym any more.
19. I was in New York the last week.
20. The French food is delicious.
21. My birthday is on January.
22. He likes read books and play the guitar.
23. I have two brothers, Maria and Juan.
24. Can you borrow me a book please?
25. He won two millions of Euros in the lottery.
26. She drinks much coffee every day.
27. I practice football every Saturday.
28. He doesn't have nothing to do.
29. I like dancing a lot of on the weekend.
30. Last year I went on a travel with my friends.
31. I born in Buenos Aires twenty years ago.
32. Yes, I like very much.
33. More persons came than we expected.
34. Susan works very hardly. She is a workaholic.
35. He is in Canada since April.
36. I'm sorry. In this moment I am very busy.
37. She must to do it now.
38. In my opinion, depends of the person.
39. They want that I go there.
40. I like reading too much. It's my favourite hobby.
41. Toledo is near of Madrid.
42. Can you explain me this?
43. My teacher puts us lots of grammar exercises.
44. He asked me where is the bank.
45. Is important to do this exercise.

Commonly Confused Words



The above picture is a facepalm. Sometimes we do a facepalm when we make a mistake. When learning English mistakes are good though! They are opportunities to learn. Below are some words people often make mistakes with. Let's try to learn from them.

your and you`re

- you`re is a contraction of you are: You`re a nice person.
- your is used to show that you have something: your hat

- 1) I like _____ car.
- 2) _____ the first student today.
- 3) _____ late!
- 4) Where did you buy _____ shirt?
- 5) _____ welcome.

than and then

- than is used for comparing: Horses are bigger than cats.
- then is usually used to talk about time or order: I ate dinner, then I came home.

- 1) I like coffee more _____ tea.
- 2) First he went to the bank, _____ he went to the gym.
- 3) I`m better at Science _____ Math.
- 4) I have less money _____ you.
- 5) First it got cloudy, _____ it started to rain.

common mistakes & confusing words in English



Every day vs Everyday

Every day - here every is a determiner and day is a noun.

When you say every day you mean each day without exception.

For example: You have been late for school every day this week.

Everyday is an adjective.

When you say everyday you mean ordinary, unremarkable.

For example: My culture pages offer an insight into the everyday life of Britain.

Get dressed vs Dress up

To get dressed is a phrasal verb. It means to put on clothes.

For example:

I get dressed after I've had a shower.

To dress up is a phrasal verb. It can mean to put on a costume, or to put on your best clothes.

For example:

I dressed up as a zombie for Halloween.

Discreet vs Discrete

Discreet is an adjective.

It means to be careful or modest, not to cause embarrassment or attract too much attention, especially by keeping something secret.

For example: To work for the royal family you have to be very discreet.

Discrete is an adjective.

It means something is distinct and separate or has a clear independent shape or form.

For example: She painted using strong colors, discrete shapes, and rhythmic patterns.

Quiet vs Quite

Quiet is an adjective used to describe something or someone that makes very little noise:

For example:- During the exam the classroom was very quiet.

Quite is an adverb used to describe when something is a little or a lot but not completely.

For example:- It was quite quiet at work today.

stuff vs thing(s)

Stuff as a noun "stuff" can be used to describe any articles, material, or even activity.

For example: "He is so messy, he has left all his stuff lying around."

Thing can be used to refer to anything you don't want to, or can't give a specific name to.

For example "Where is that wooden thing I was using?"

wander vs wonder

Wander (v) means to travel aimlessly.

For example: "I often wander through the woods, it helps me think."

Wonder (v) means to consider or question some issue.

For example: "People often wonder whether I really run this website alone."

Wonder (n) means the feeling aroused by something strange and surprising.

For example: "The pyramids are a wonder to behold."

ISLCollective.com

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.

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 commonly used by passive communicators: "It really doesn't matter that much."

- "I just want to keep the peace"

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, among other traits.

Aggressive communicators often issue commands, ask questions rudely, do not give chance for others to speak 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."
- "Just listen to me"

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).

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.

HOW:

- Role Play (3 min)

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: 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(type of assertive): (wears a large yellow star) Steps into the scene after other two have already demonstrated their styles. He/She listens to 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.

- 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 IS YOUR COMMUNICATION STYLE?

Directions: Select the answer that describes how do you communicate most often. P = Passive, AG = Aggressive, P/A = Passive Aggressive, and AS = Assertive. Put a tick on one/two of the choices that suit you most.

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.

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(barges) 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.

Continue using the Assertive Communication method, answer these next set of questions. Write in your actual response to the situation in the space provided:

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 for a movie, however you want to go and see something different.

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. In its most advanced form, written expression can be as vivid as a work of art.

1. 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

a) **Simple sentence-**

A simple sentence is one independent clause that has a subject and a verb and expresses a complete thought. Notice that there are some important requirements for a simple sentence:

- 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?

b) **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 quite often. . Here are some examples, the independent clause is green, the second is purple, and the conjunctions are orange:

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

c) 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.

The above example is a complex sentence: it has a dependent clause (a subject 'Rohan' and a verb 'had'), followed by an independent clause (subject 'he' and a verb 'found') and forms a complete thought.

- Computers have come a long way since they first came in the market.
This example begins with an independent clause (subject 'computers' and verb 'have come') that forms a complete thought, followed by a dependent clause (subject 'they' and a verb 'came').

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

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

Writing skills

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 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.
This activity will help them to engage themselves in conversations and communicate better.

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

Worksheet

Choose your answers to the questions below. .

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 off 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.

c) 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.

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

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.

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

Types of phrases

1. Noun Phrase

A noun phrase is any noun or pronoun along with its modifiers. Example –

- The school children
- Yesterday's newspaper

2. Verb Phrase

A verb phrase is any number of verbs working together.

Example

- Had been sleeping
- Will contact
- May have written

3. Prepositional Phrase

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
Here, the preposition: through
Object of the preposition: the wheat field

Some more examples of prepositional phrases:

- During the year
- Despite complaints

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 a group of words that uses infinitive and its modifiers.

Example

- To sing
- To walk all that way

5. 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**

d) 6. Absolute Phrase

Absolute phrases are the trickiest to identify. These phrases are not closely connected to 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 build the concept.

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. It's 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 costing just as much.
9. **To marry him** was out of the question.

10. **Dreaming away**, Tristan did not notice that the lights had changed.

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.



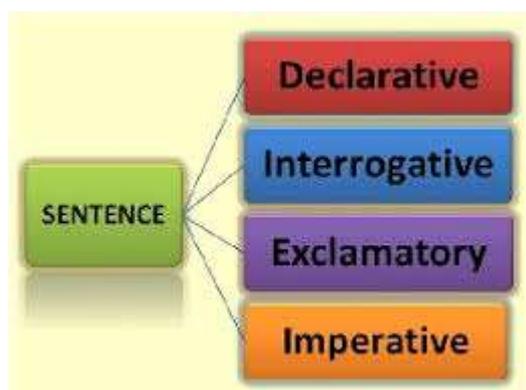
Activity - Consumer quandary cards

A hypothetical situation will be given to students related to present day scenario and they will be asked to present/write their views on the same. The following activity will help them to identify and find a solution to 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 as your birthday present. Last night you saw a documentary on the TV that showed where this brand of trainers is 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?

Kinds of sentences



In writing and speaking, there are four basic kinds of sentences:

- Declarative sentences
 - Interrogative sentences
 - Imperative sentences
 - Exclamatory sentences
- a) A **declarative sentence** is the most basic type of sentence. Its purpose is to relay information, and it is punctuated with a period. For example: I walked home.
 - b) **Interrogative sentences** interrogate, or ask questions. These are direct questions, and they are punctuated with a question mark. For example:
 - Why haven't you completed your work?
 - c) **Exclamatory sentences** are like declarative sentences in that they make a statement instead of asking a question, but their main purpose is to express strong emotion. They are easily recognized because they end in an exclamation point instead of a period: For example
 - Wow, he just got an appraisal!
 - d) **Imperative sentences** do not simply state a fact but rather tell someone to do something. These can be in the form of friendly advice, basic instructions or more forceful commands. For example:
 - Turn left at the bridge.

Using Different Sentence types to add variety to Writing

Writing skill- News report

Students are guided through the processes of collecting information and deciding how they will structure it within the text before they begin to write. Students are guided through the process of drafting, editing and redrafting the text to produce a final copy.

1. Write up a headline
For eg – **A report about an event (for eg.- Independence day celebrations)**
2. The students in groups will discuss the content of write up.
3. A pile of about 10 or 15 slips of paper will be provided to the students.

4. The students will write a question about the content on each slip of paper.

The following Editors checklist will help them to organise their thoughts in a more constructive way

Editor's checklist:

- Is the information grouped into logical paragraphs?
- Are the paragraphs in a logical order?
- Is there any unnecessary information?
- Is any necessary information missing?
- Are there any parts that you can't understand?
- Is there repetition of words? • Can more precise words be used?
- Is the punctuation correct?
- Have all the words been spelt correctly?

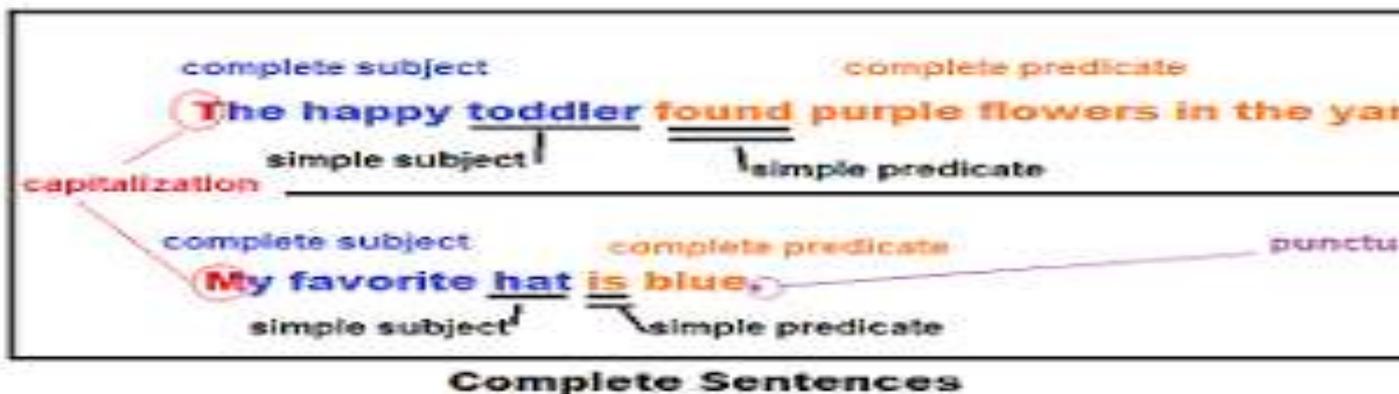
This will develop students' abilities to organise information and construct it into a text.

Parts of a sentence-

Every sentence can be broken into two parts:

- Complete Subject
 - Complete Predicate
- The complete subject consists of simple subject and its modifiers
 - The complete predicate is made up of verb and its modifiers.

(Fig 4)



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

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.

Creating 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	

This activity will help the students to make contacts, communicate and express themselves better.

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, 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

1. **NOUN-** A noun is the name of a person, place, thing, or idea. Eg.

London, Flower, Happiness

2. **PRONOUN-** A pronoun is a word used in place of a noun. eg.

She, we, they, it

3. **VERB-** A verb expresses action or being. eg.

Jump, is, become

4. **ADJECTIVE** -An adjective modifies or describes a noun or pronoun.eg.

Pretty,old

5. **ADVERB** -An adverb modifies or describes a verb, an adjective, or another adverb. Eg.

Gently, extremely

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

By,with,

7. **CONJUNCTION** -A conjunction joins words, phrases, or clauses. Eg.

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

8. **INTERJECTION** - An interjection is a word used to express emotion.eg.

Oh! Wow!

The following link will help to reinforce the concept

<https://www.youtube.com/watch?v=v9fCKTwyTJA>

(Writing skill)

Activity

Adopt a word

Students will be given templates with a heading

Word	Meaning	Part of speech	Example of usage

- The students choose a word that they would like to adopt and do some research on it using the template as above.
- Each student then gives a short presentation on his or her adopted word until all the students get a chance..
- The words are then stuck to a large paper chart on the wall.

In between, quizzes can be organised about the new words. The students greatly enjoy contributing words, researching and presenting.

This activity will help the students to streamline their thoughts and build up their vocabulary.

Article writing

Article writing is the process of creating a non-fiction text about current or recent news, items of general interest or specific topics.

The following figure represents the format of Article writing

* Figure 5

Format of Article Writing

<p style="text-align: center;"><u>Topic of Article</u> (By: XYZ)</p> <p>(1.) Introduction of the topic (Meaning + Present Status)</p> <p>(2.) Causes of the topic (If it is a problem)</p> <p>(3.) Statistics of the topic (Problem) (If Known)</p> <p>(4.) Advantages/Disadvantages of the topic (Problem)</p> <p>(5.) Conclusion with warning/message/advice/Steps Required</p>

The following link will help to build up the concept

<https://youtu.be/q2197KT1iNE?list=RDQMaJwsUDCsYv4>

Example

You are Renu/Ronit. Write an article in 100-120 words for your school magazine on journalism as a career.

- Hints – Journalism suitable for those who are good at language'
- Ones who desire to present truth to the public

Activity

Media diary

Students write about the different 'media' that they have been watching or reading. This could include TV programmes, films at the cinema or on DVD, websites that they have been looking at, magazines, books, etc. This will help the students to have clarity about present day situations and organise their thoughts in a more constructive way.

Construction of the Paragraph

What is a paragraph?

A paragraph is a series of sentences that are organized and coherent, and are all related to a single topic.

Activity – Writing a class Journal

Introduction

Class journal described here is designed to get the students writing freely in a range of different ways. The emphasis is on fluency, as opposed to any kind of genre writing, and could be compared to the kind of oral fluency activities done with students. Rather than focusing on accuracy, or a particular style, students can use their language resource to express their ideas in any way that seems best to them; in this way, we will help them to build a writing habit, and to write more confidently.

The journal can be divided into following

1. Creating a front cover
2. First page- Personalised writing by the students
For example
 - 3 things that you enjoy doing
 - 3 people that are important to you
 - 3 things that you enjoy doing
3. 3 films / books / TV programmes that you like, and why you like
Second page- Learning questionnaire
Dictate the following sentences to students. Students will write the sentences and complete them, so that they are true for themselves
For example :
 - I think that learning English is...
 - The most difficult to me about English is...
 - The easiest thing is...
 - The best way to remember vocabulary is...
4. Third Page - Character writing

The students will be shown following YouTube clip. Students watch the clip and discuss the following: What is being advertised? Is it being done effectively?

The Power of Words:

<http://www.youtube.com/watch?v=Hzgzim5m7oU&f>

Same way we can add different pages to hone and improve writing skills of students. Working as a team will help to know each other better.

Persuasion skills

Activity-

Purpose

In this team building exercise, students work together to complete a task. It requires concentration, planning and fast execution. Here, the decisions made by one team can affect the performance of another so planning has to be dynamic as the changing environment. This exercise is ideal to train people on quick decision making, leadership, persuasion skills and team work.



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. Ask the students to pick around 20 products together. For example, if you have 8 students, each student 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 in this activity?

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

Discussion

Did the students find a plausible strategy to cross sell all products? Was there any product that proved to be very difficult to cross sell? Why? Was there a surprising product that on the outset did not feel possible to cross sell but with further thought you came up with an elegant marketing strategy?

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

:BBC

Communication Skills - XI

Recap - X

- Learning Objectives - Communication Skills
- Types of Communication
- 7C's of Communication
- Feedback
- Communication Barriers

Phrases

- Noun
- Verb
- Prepositional
- Verbal
 - Participial
 - Gerund
 - Infinitive
- Appositive
- Absolute

Persuasion Skills

Communication Styles

- Passive
- Aggressive
- Passive-Aggressive
- Assertive

Sentences

- Simple
- Compound
- Complex

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.

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.

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

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.

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.

- **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.

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.

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.

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.

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.

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

Word processor is software that helps you type and work mainly with text on a computer. You can create a document like, letter, memo, and newsletter and save it in word processor. The main advantage of creating a document in word processor is that a document can always be reopened and edited. You can also format it, check and correct spellings and grammatical errors , 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.

Do you Know?

“Word Processor” was the first most popular Word processing software.

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:

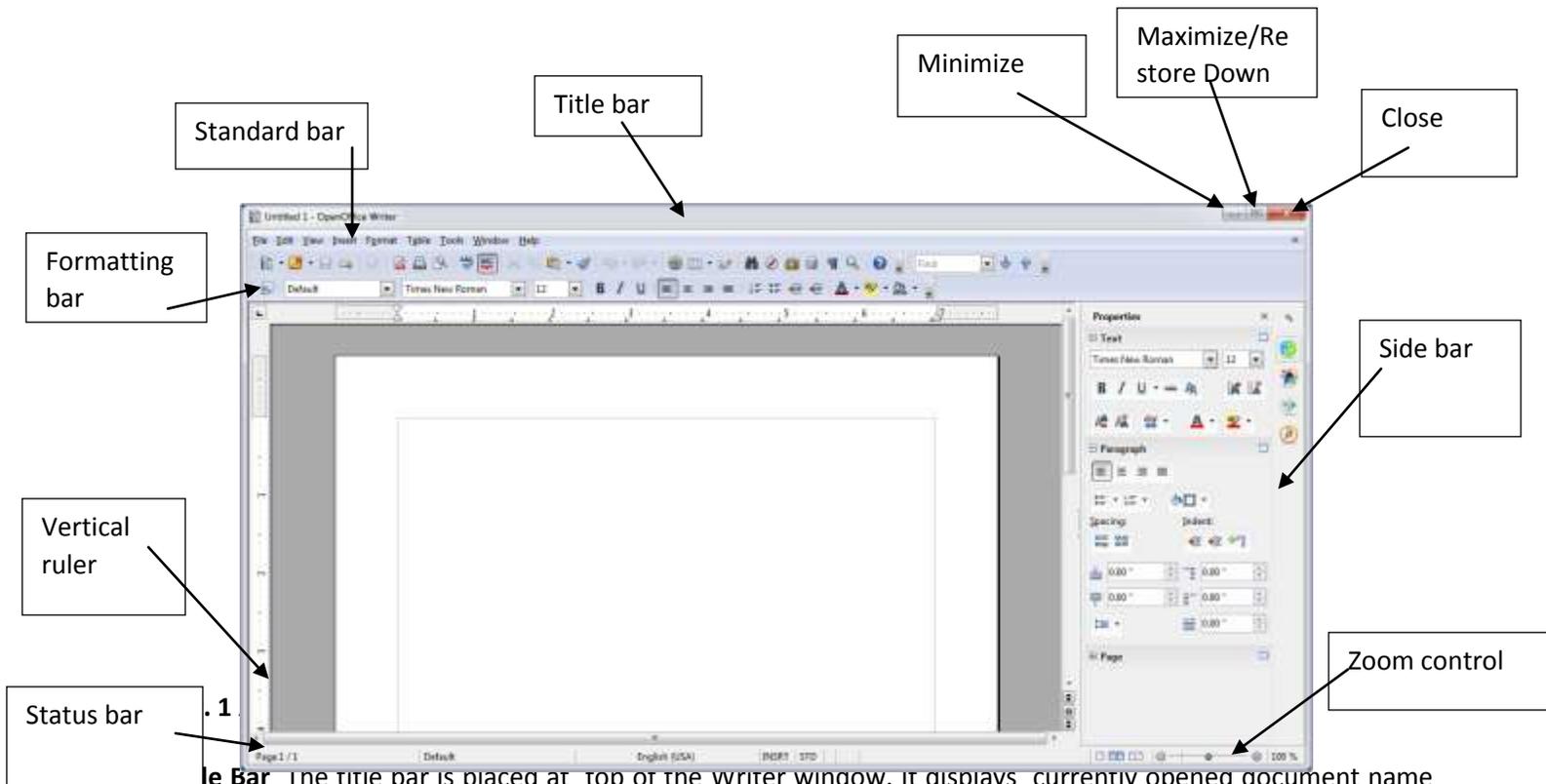
- OpenOffice Writer (Word processor)
- OpenOffice Calc (Spreadsheet)
- OpenOffice Impress (Presentation)
- OpenOffice Base (Database Management System)
- OpenOffice Draw (Graphics)
- OpenOffice Math (Equation Editor)

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, which is a paid version.

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**.



Title Bar The title bar is placed at top of the writer window. It displays 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 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 right of the document window and is used to set top and bottom margins.

Status bar The Status bar is present at 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.

Let's Try

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.

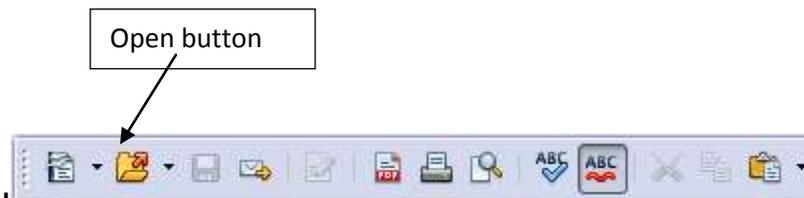


Fig 2 Open button on the Standard bar

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.

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)

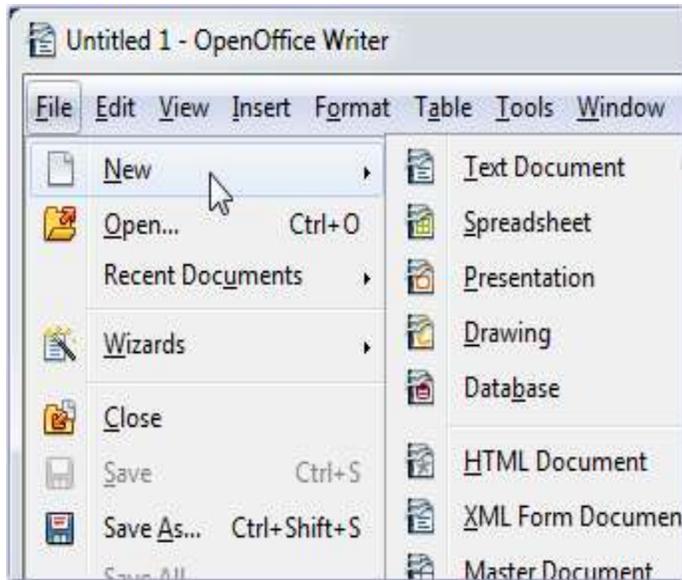


Fig 3 New option of File menu

Or

Click **New** button on the **Standard** toolbar (Fig 4) and select the desired option to create a new text document.

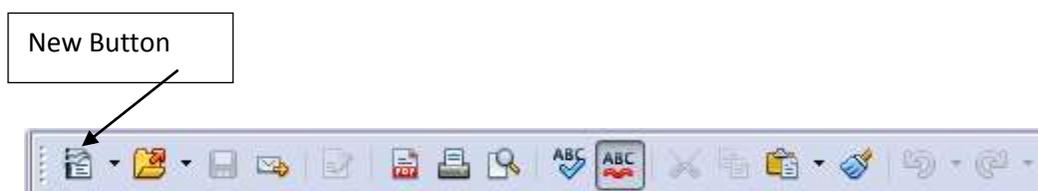


Fig 4 New button on the Standard toolbar

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 5)

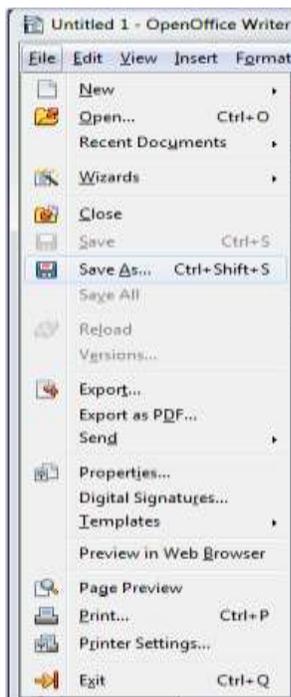


Fig 5 “Save as” option of File menu

Or

Click the **Save** button on the **Standard** bar as shown in **Figure 6**.



Fig 6 Save button on the Standard toolbar

3. The **Save As** dialog box appears. (**Fig 7**)
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.

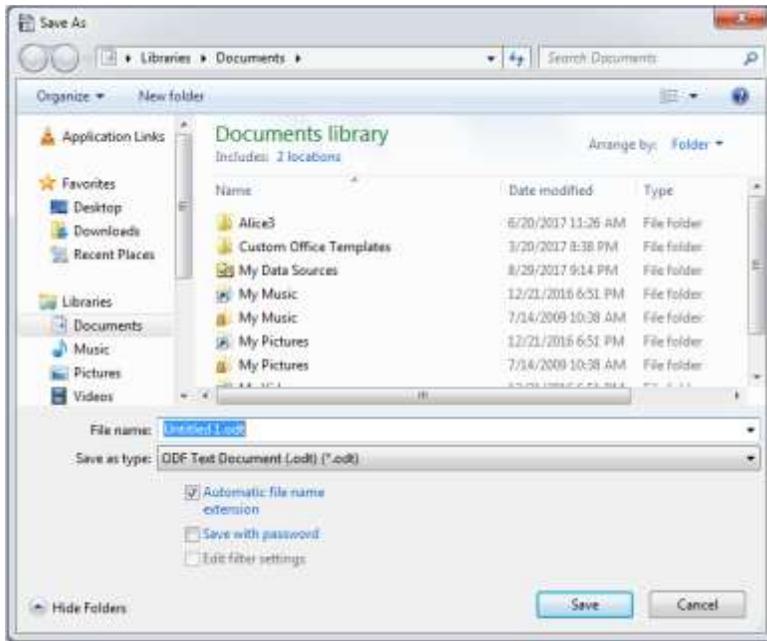


Fig 7 Save As dialog box

Keyboard Shortcut

Save	Ctrl +S
Save As	Shift + Ctrl + S

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 sent to different people, 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 tasks 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 any number of times. 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 bottom of the Writer window that gives information about number of pages in the document. _____
 4. Name the two rulers _____
 5. Name the ruler that is used to set left and right margins _____
 6. Name the bar that has buttons for most commonly used commands _____
 7. Name the three buttons present to right of the Title bar. _____
 8. Name the button used to reduce the window to a small icon on taskbar. _____
 9. Which action/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 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 bottom of the document window.
10. Name any one online word processor.

Worksheet 3

1. Write Keyboard shortcuts for the following commands:
 - i. New
 - ii. 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.

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**).

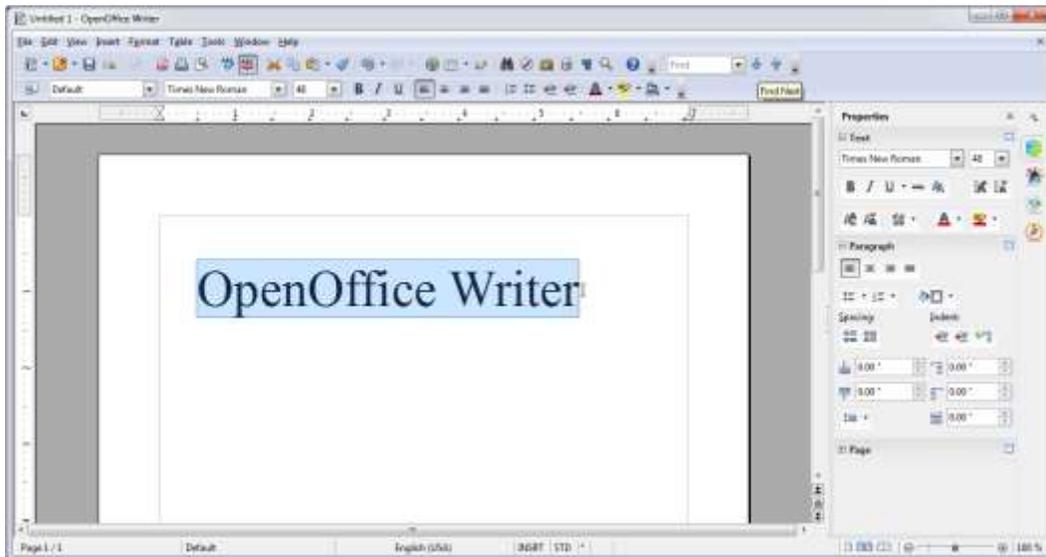


Fig 1 Selecting text

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

Key combinations

Shift + ←

One character to the right	Shift + →
One line up	Shift + ↑
One line down	Shift + ↓
To the end of the current line	Shift + End
To the beginning of the current line	Shift + Home
To the end of the current document	Shift + Ctrl + End
To the beginning of the document	Shift + Ctrl + Home
Entire document	Ctrl + A

Selecting non-consecutive text items

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

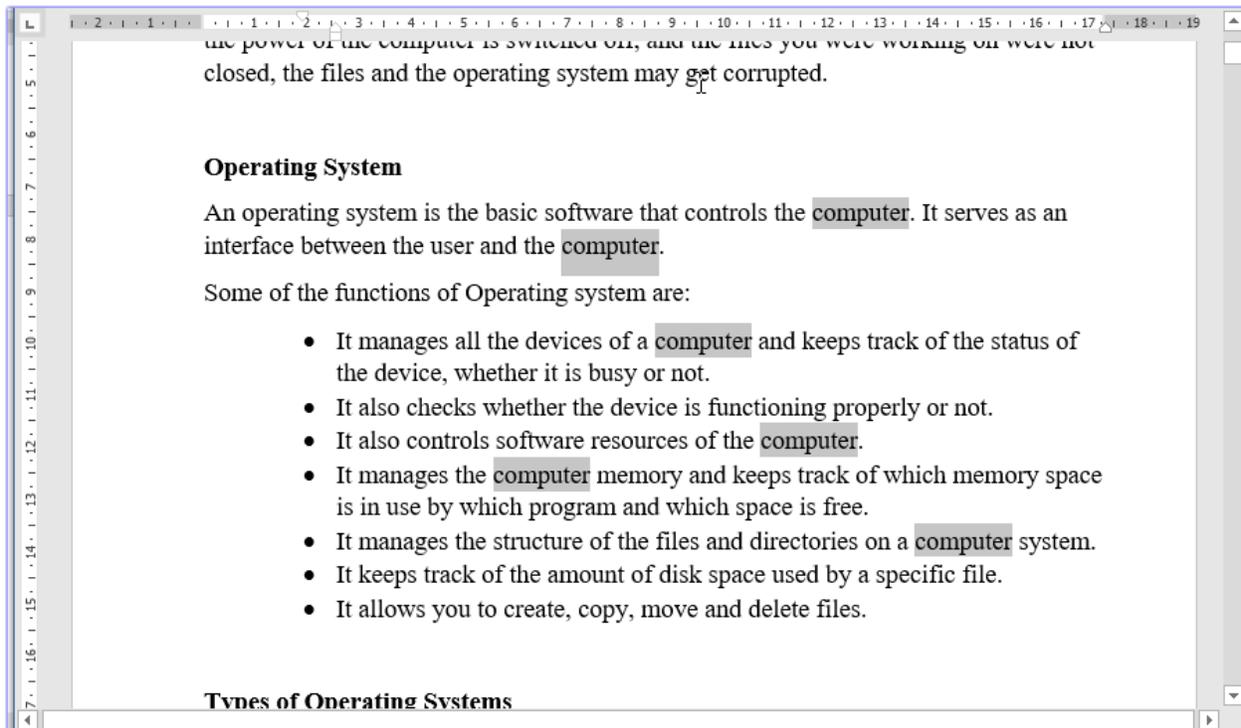


Fig 2 Selecting non-consecutive text

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.

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.

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**).

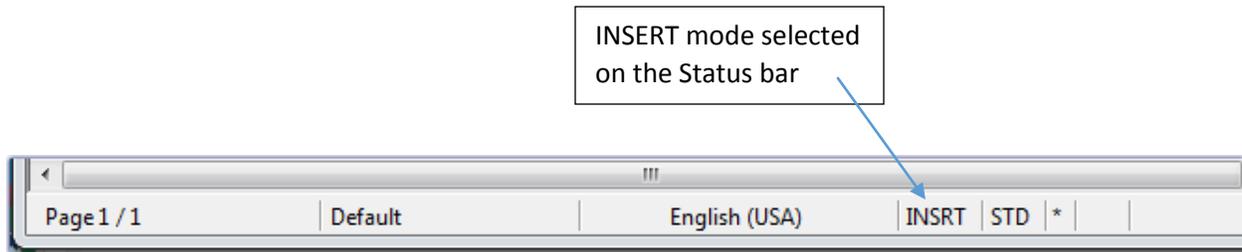


Fig. 3 **INSRT** on the status bar

Sometimes, you may need to type and replace the current text. This can be done using the Overtyping mode. To overtype 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**).

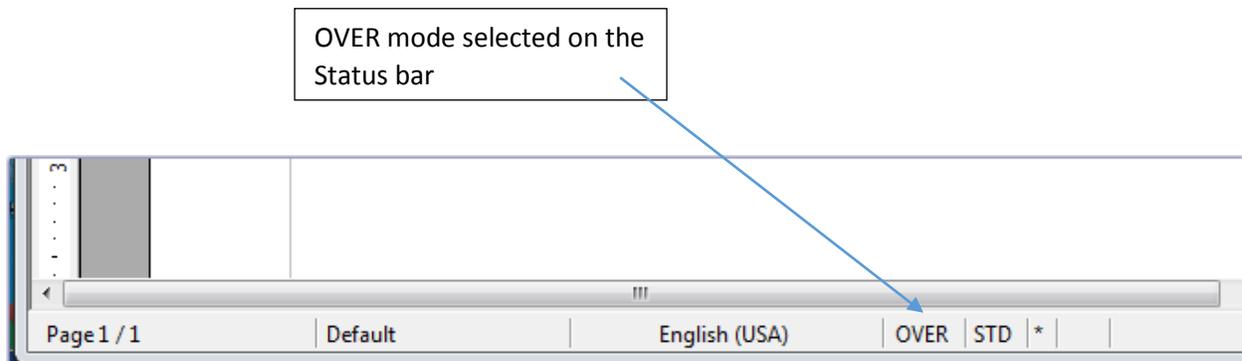


Fig. 4 **OVER** on the status bar

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.

Deleting Text

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

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)

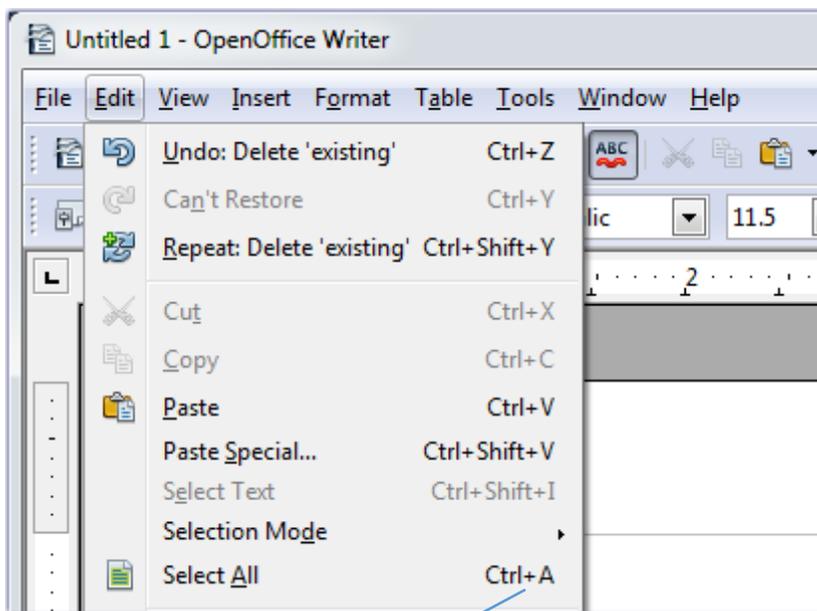
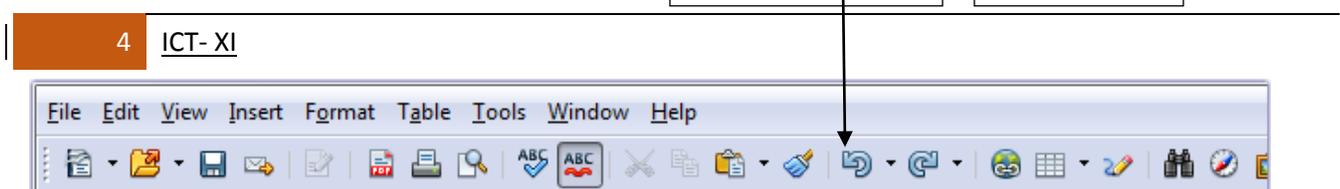


Fig 5 Undo option of Edit menu.

Undo button

Redo button



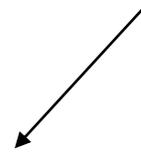


Fig 6 Undo button on the Standard toolbar

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.

Keyboard Shortcut	
Undo	Ctrl + Z
Redo	Ctrl + Y

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 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)

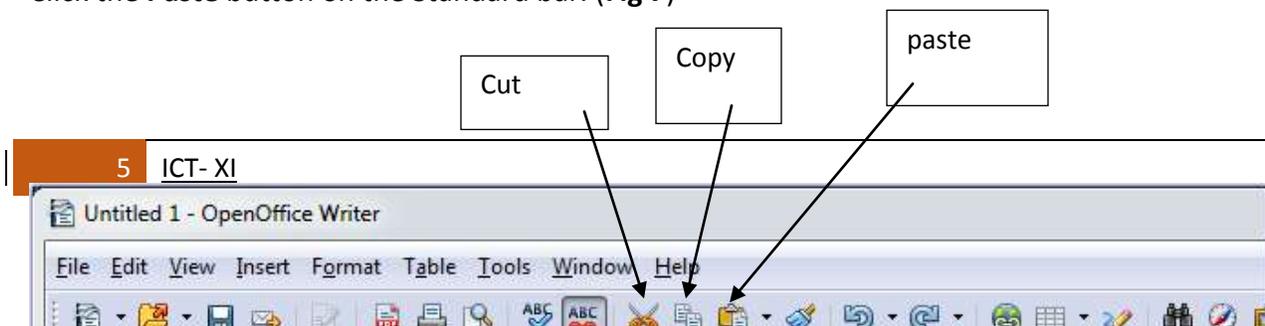


Fig 7 Standard bar

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 WRAPPING and ALIGNING 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.
 - a. 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**).

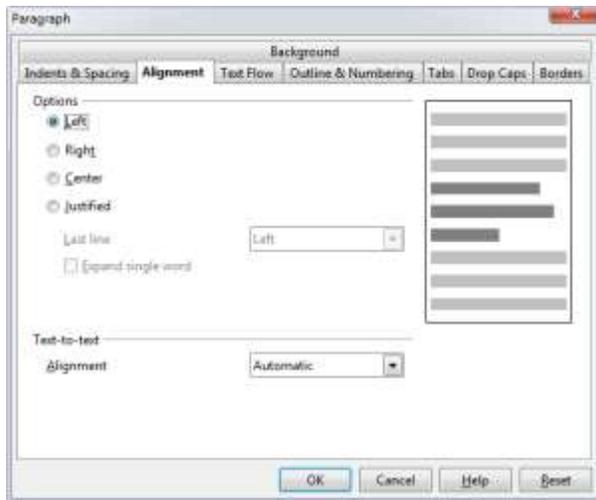


Fig 8 Alignment tab of Paragraph dialog box

4. Select the desired alignment option.
5. Click OK.

Or

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

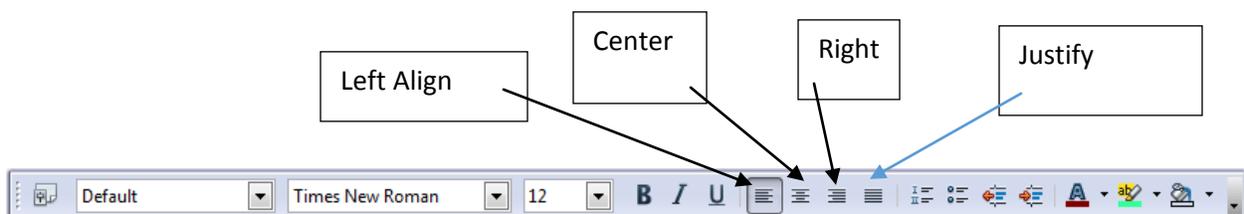


Fig. 9 Alignment buttons on the **Formatting** bar

Or

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

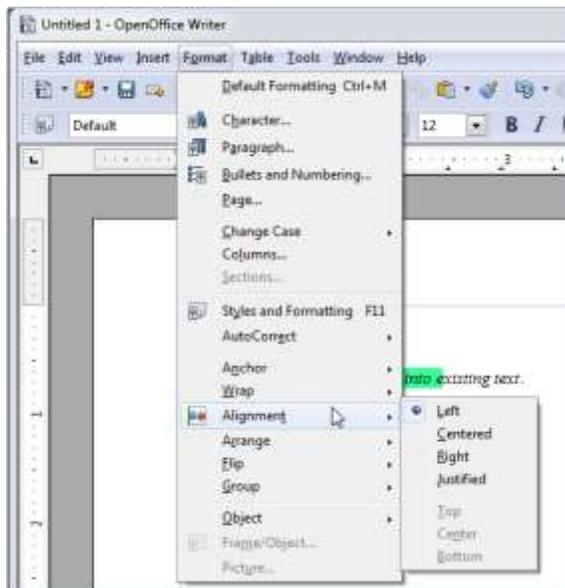


Fig. 10 Alignment option in the **Format** menu

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 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.eg – bold,**bold**, *bold*,bold etc.

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, Times New Roman Bold' is a font 14 is size. 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.

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**).

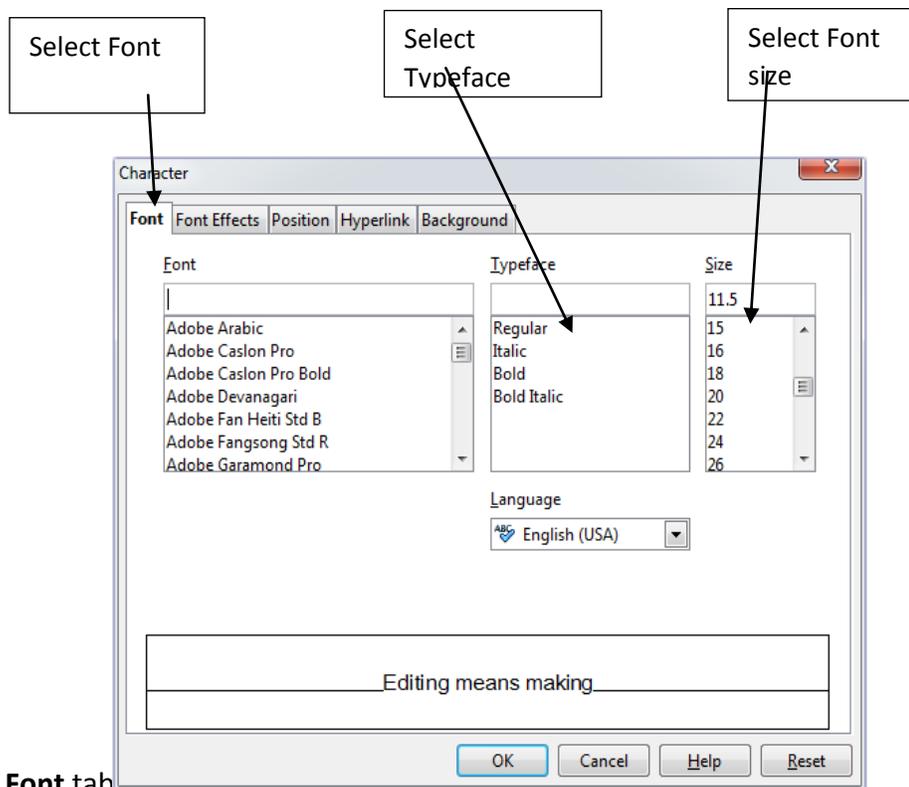


Fig. 11 Font tab

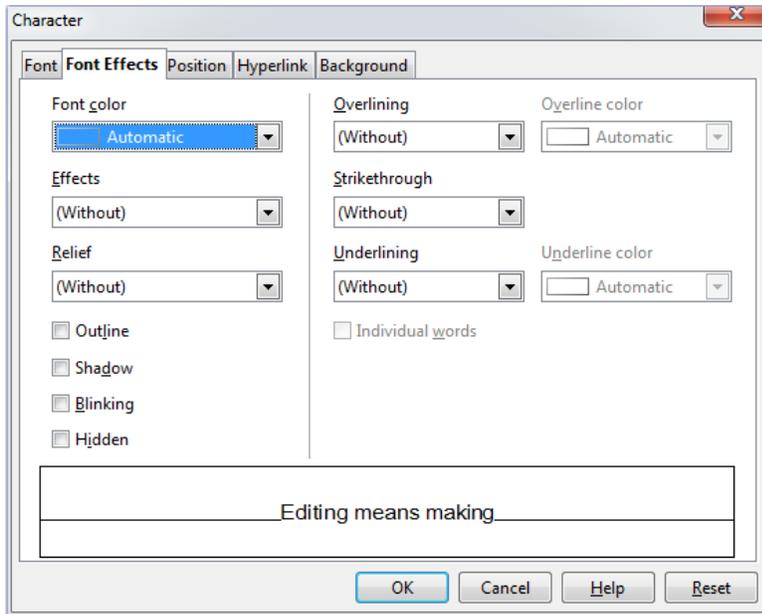


Fig. 12 Font Effects tab of the **Character** dialog box

- You can change position of the text (e.g., superscript, subscript, etc.) using the **Position** tab (**Fig. 13**).

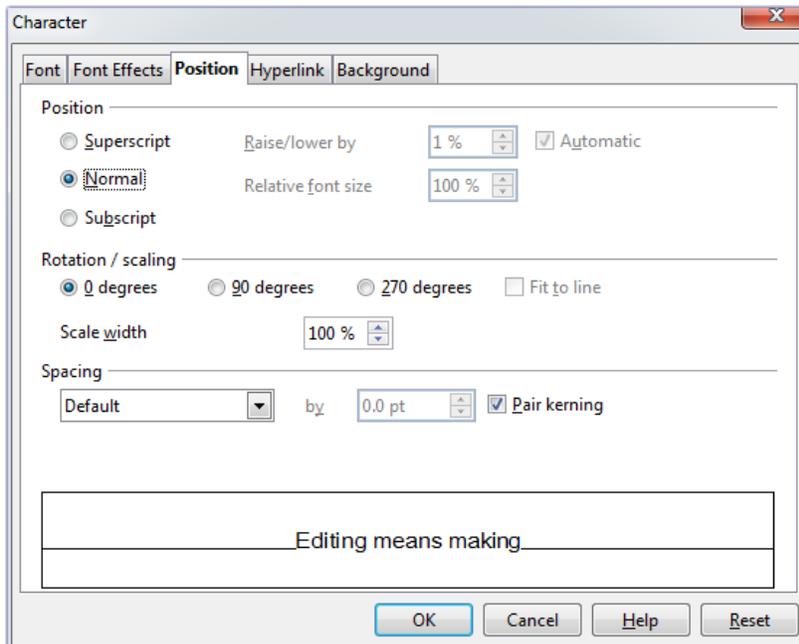


Fig. 13 Position tab of the **Character** dialog box

3. 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.

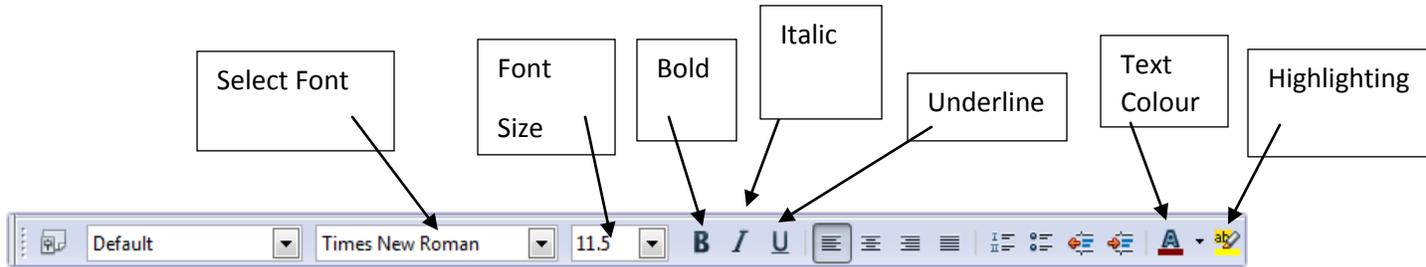


Fig. 14 Formatting bar

Keyboard Shortcuts

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

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

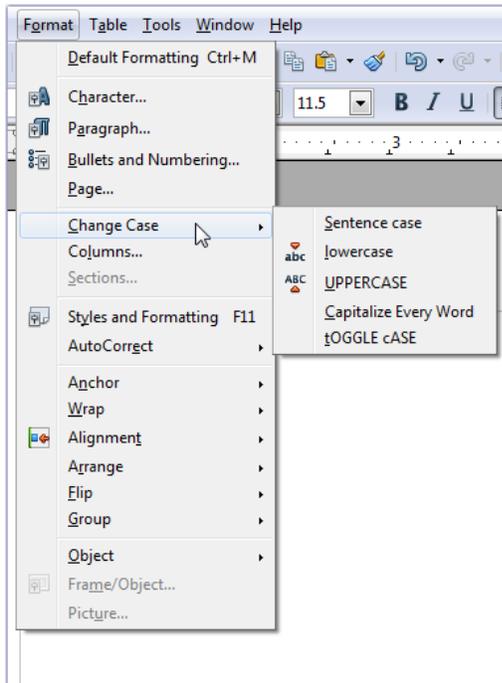


Fig. 15 Change Case option in the **Format** menu

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 a 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.

Wor

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 normal text. Which command of word processor can she use to make the text darker than 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 previous 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.

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

Select **Page option** from the **Format** menu.

- a. The **Page Style: Default** dialog box appears.
- a. Click the **Header** tab (Fig. 17) or the **Footer** tab (Fig. 18).

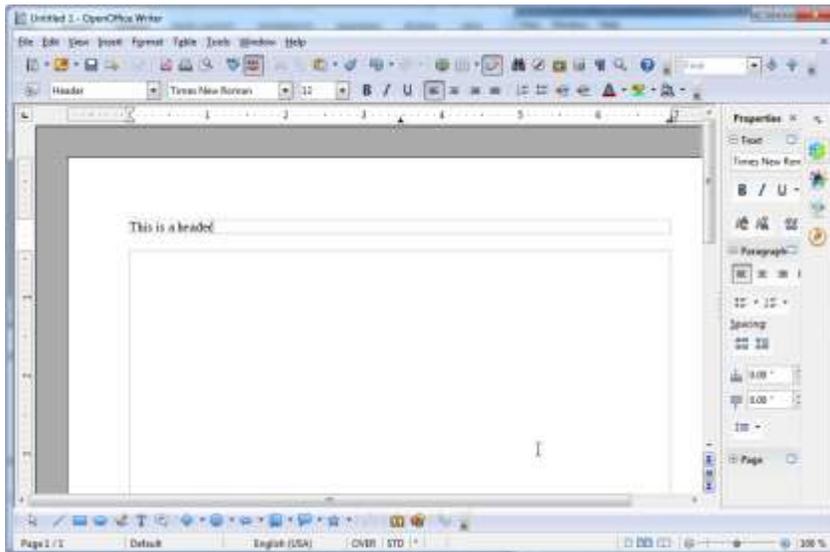


Fig 16 Typing Header

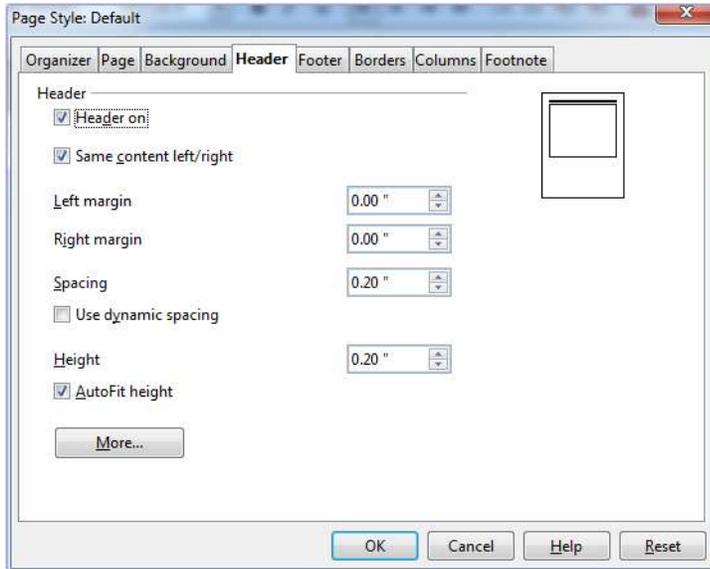


Fig. 17 Header tab of the **Page Style: Default** dialog box

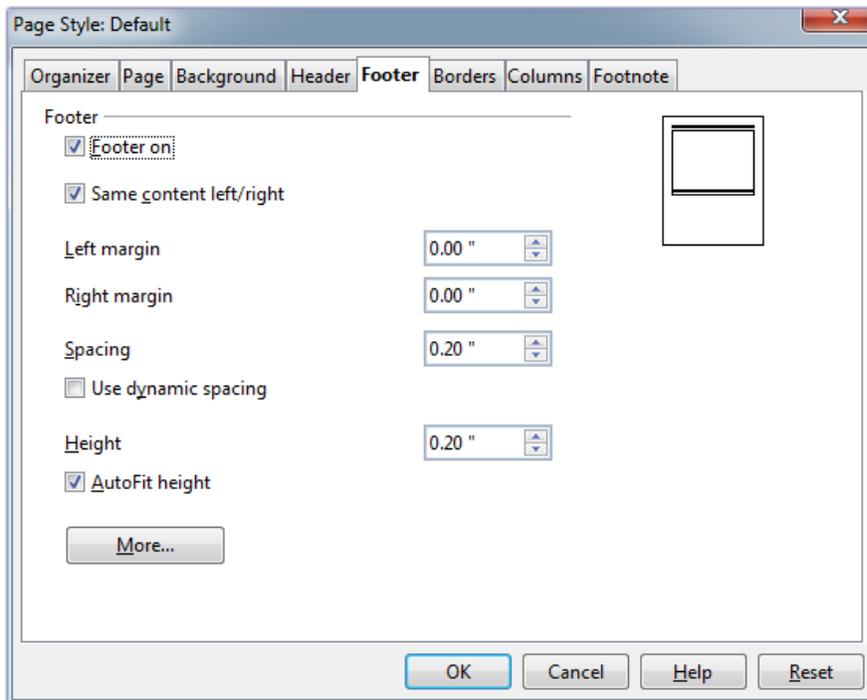


Fig. 18 Footer tab of the **Page Style: Default** dialog box

c. A box will appear at top and the bottom area of page, respectively (**Fig. 19**). 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.

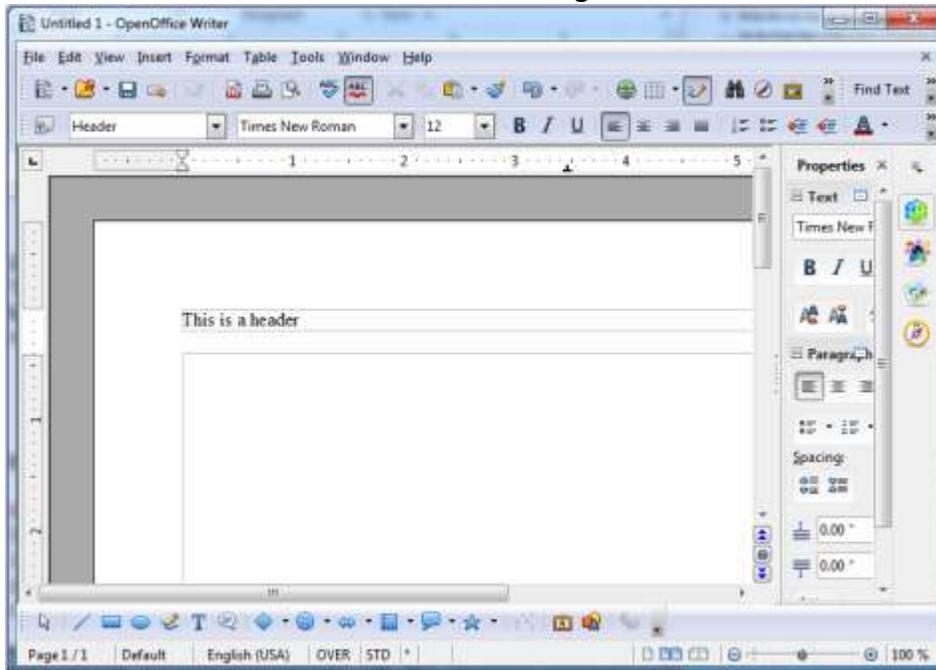


Fig. 19 Inserting header

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 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 blue wavy line indicates spacing error, misused word or 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 (**Fig. 21**).
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. 22**).

If you choose a word from the **AutoCorrect** submenu, misspelled and the replacement words are automatically added to the **AutoCorrect** list for the current language.

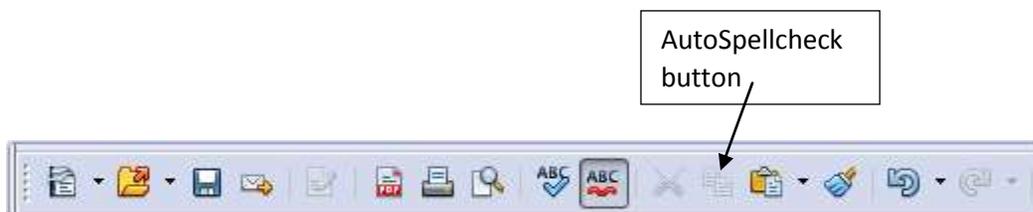


Fig 21 AutoSpellcheck button on the Standard bar

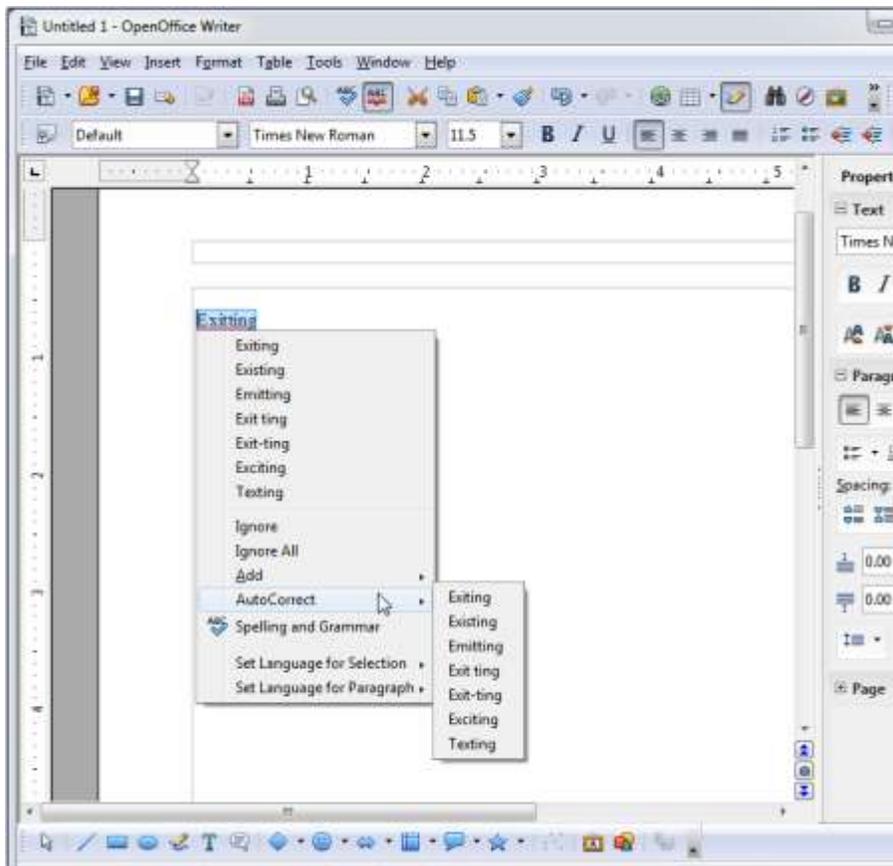


Fig 22 AutoCorrect submenu

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. (Fig 23)

Or

Press F7

2. The **Spelling** dialog box appears (Fig. 24).

- a. The unrecognized word is displayed in the **Not in Dictionary** text box and suggestions are displayed in the **Suggestions** box.
- b. On clicking the desired button, 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 25)

3. Click **OK**.

Spelling and
Grammar option



Fig 23 Spelling and Grammar button on the Standard bar

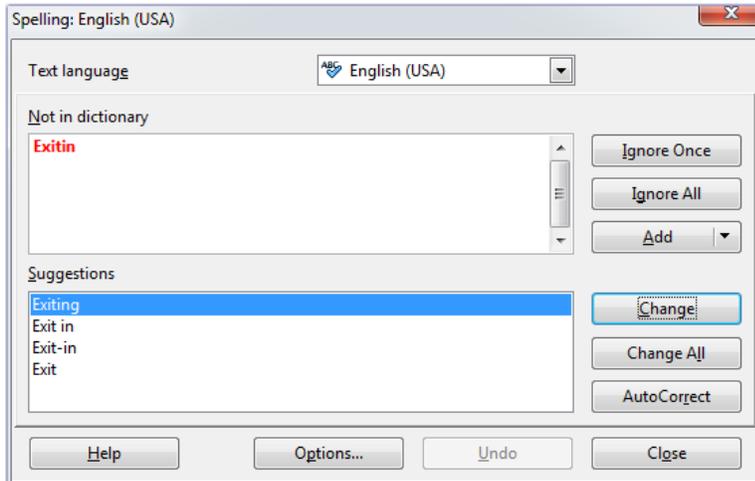


Fig. 24 Spelling dialog box

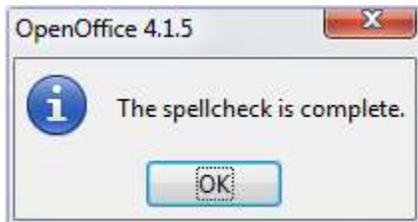


Fig 25 Message box

2.6 NUMBERING AND BULLET

A list is a way of organizing items in a document. This helps the reader to understand 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 as 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. 26**) or the **Numbering type** tab (**Fig. 27**).
5. Choose the desired style and click **OK**.

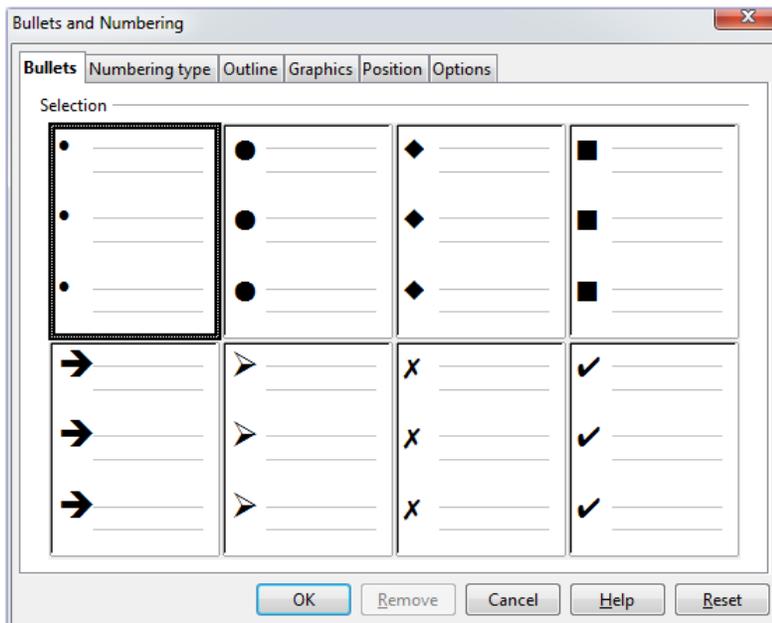


Fig. 26 Bullets tab of the **Bullets and Numbering** dialog box

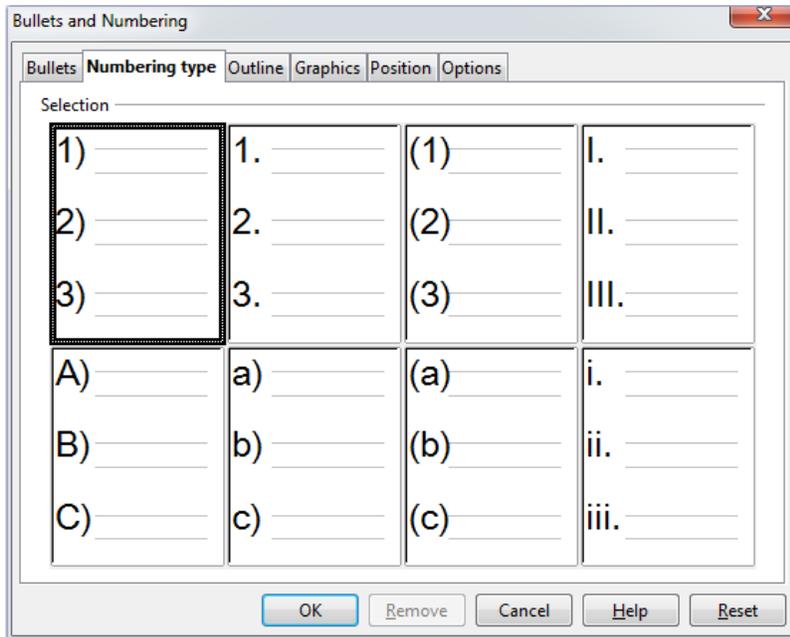
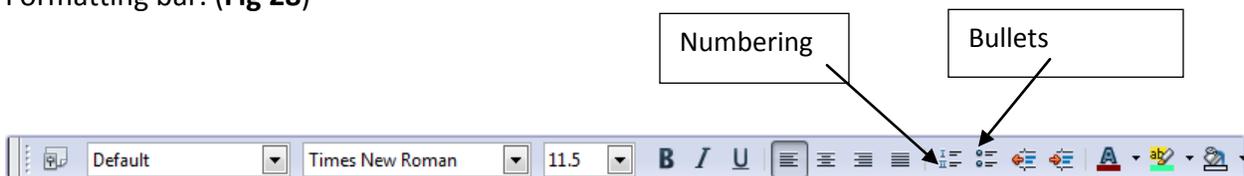


Fig. 27 Numbering type tab of the Bullets and Numbering dialog box

You can also create lists using the **Bulleted list** button or the **Numbered list** button on the Formatting bar. (Fig 28)



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

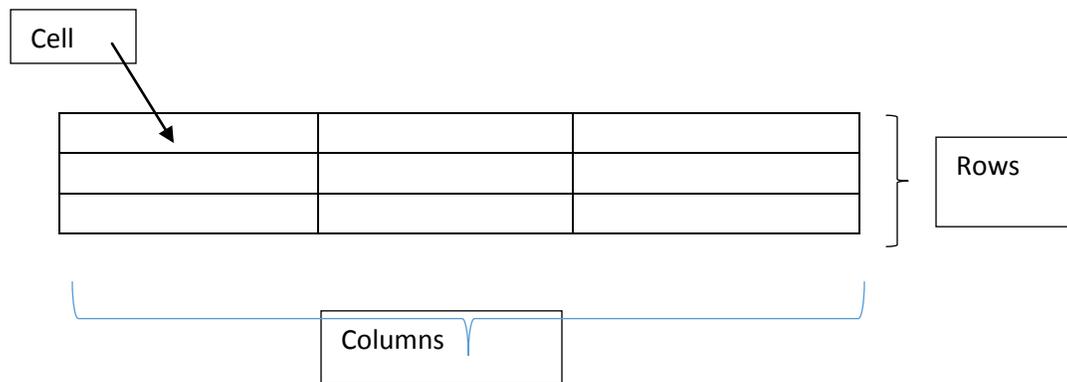
2.7 CREATING TABLE

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. 29**).
1. A table will be inserted at the insertion point.

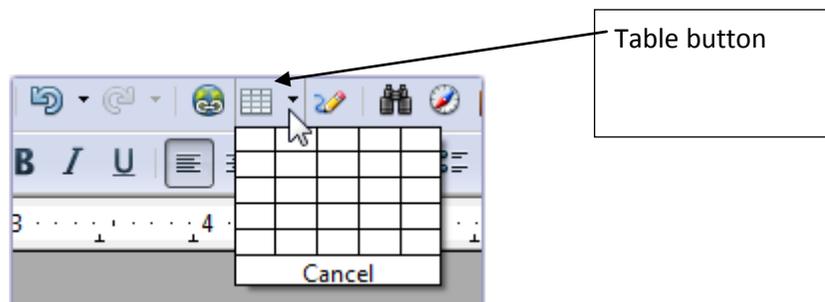


Fig. 29 Table Button

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
2. Click **OK**

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.

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. 31**).
 - a. Specify the number of rows to be inserted.
 - b. Select the position – Before or After the selected row.
 - c. Click **OK**.

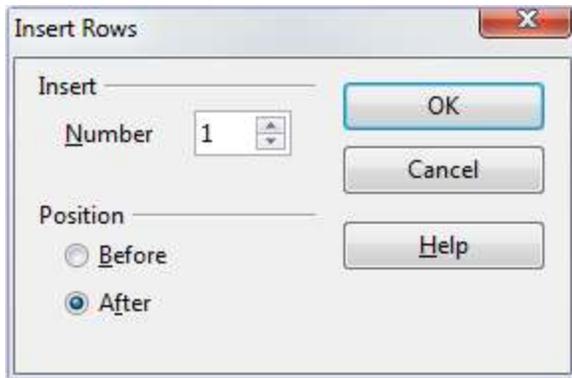


Fig. 31 Insert Rows dialog box

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**.

Deleting Rows

To delete rows in a table:

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

Deleting Columns

To delete columns in a table:

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

Merging the Cells of 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**.

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. 32**).
 - 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.

a. Click **OK**.

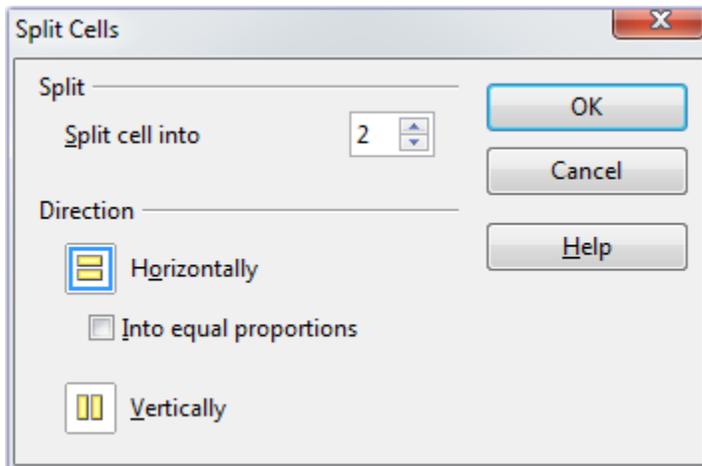


Fig. 32 Split Cells dialog box

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. 33**). Select the line style and line color.
 - b. Click the **Background** tab.(**Fig 34**). Choose the desired background color.
 - c. Click **OK**.

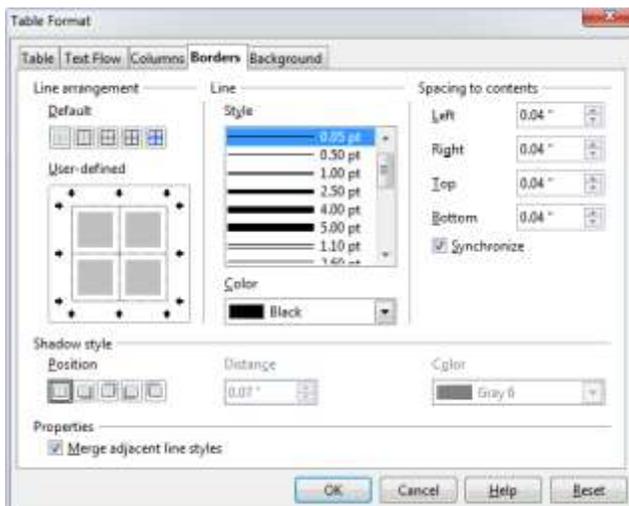


Fig. 33 Borders tab of Table Format dialog box

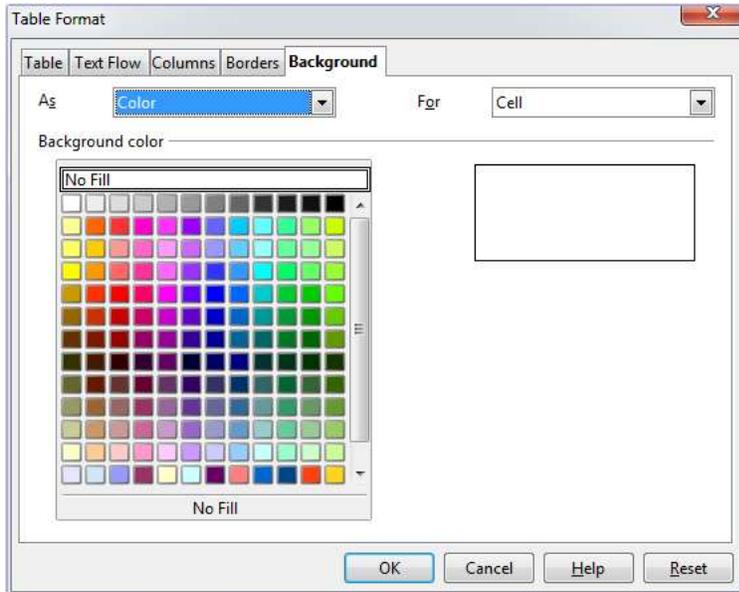


Fig. 34 Background tab of Table Format dialog box

Let's Try!

1. 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?

- 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							

2.8 FIND AND REPLACE

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:

- Select **Find & Replace** option from the **Edit menu**.
- The **Find & Replace** dialog box appears. (**Fig 35**).
 - Type the word to be searched in "search for" box.
 - 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.
- When the search is finished, click **Close** button.

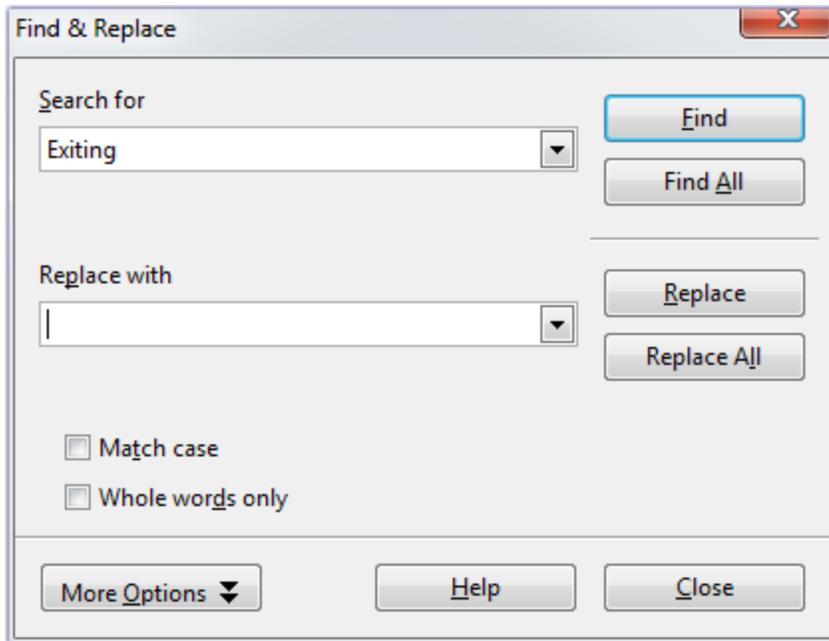


Fig 35 Find & Replace dialog box

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:

3. Select **Find & Replace** option from **Edit** menu
4. The **Find & Replace** dialog box is displayed. (**Fig 36**)
 - b. Type the word to be searched in **Search for** box.
 - c. 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.
 - d. 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.
5. 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 37**)

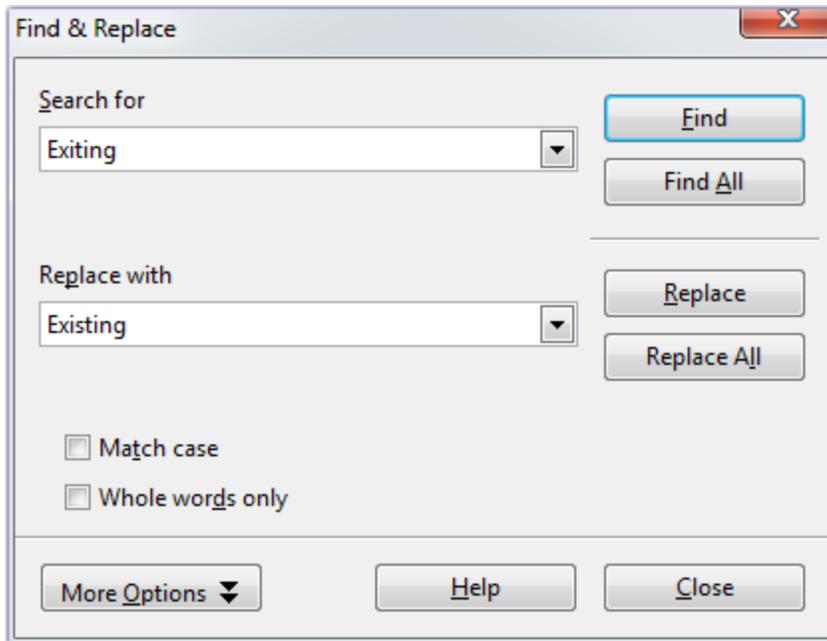


Fig 36 Find & Replace dialog box

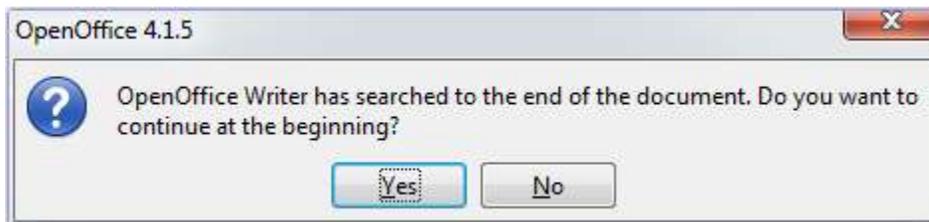


Fig 37 Message box

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.(Fig 37)

3. The **Print** dialog box appears (Fig. 38).

- 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 37 Print button on Standard bar

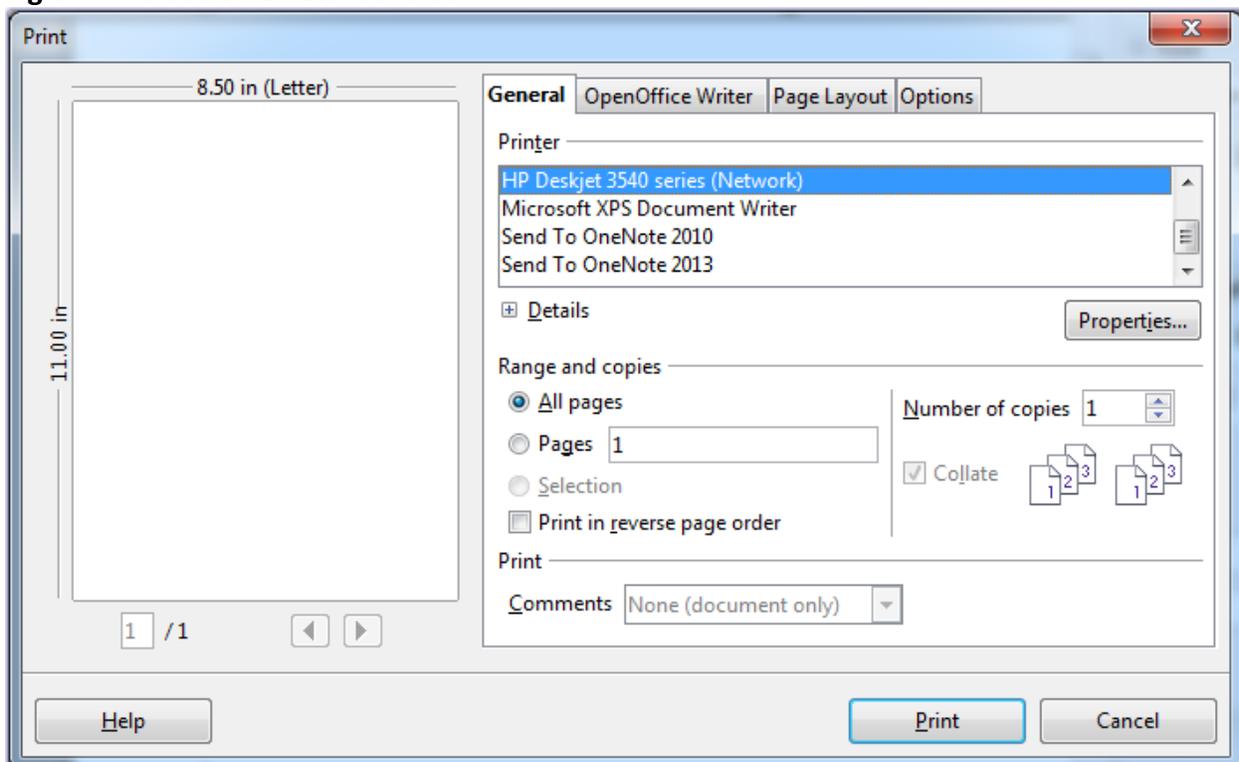


Fig. 38 Print dialog box

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 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 39**)
 - a. Select the **File** type from the **Save as type** drop-down list.
 - b. Type the filename.
 - c. Click **Save** button.

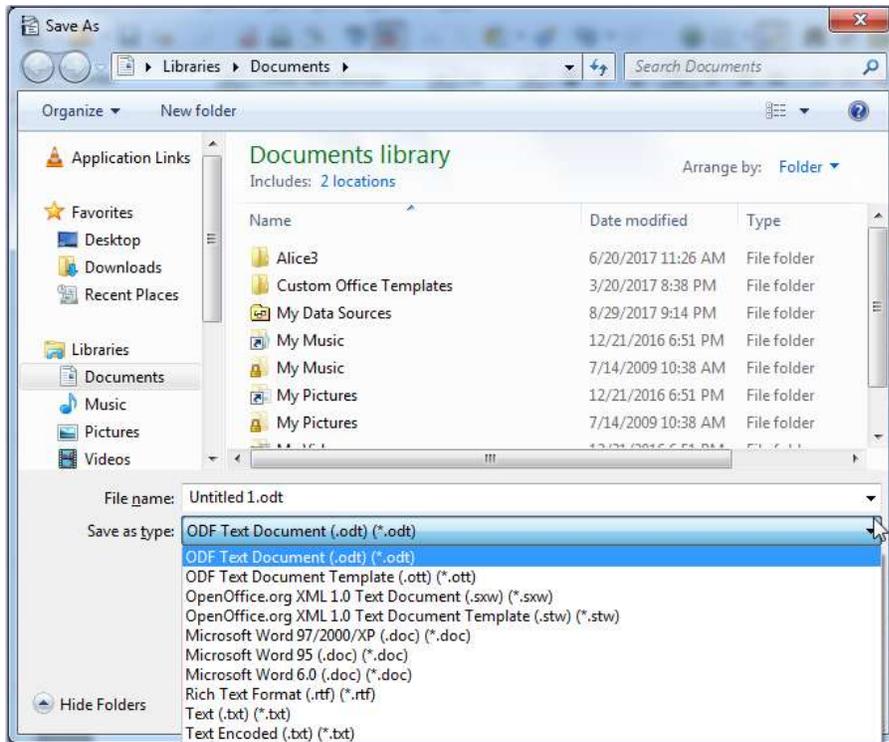


Fig 39 Save As dialog box

Do you know?

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

Let's Try it

- 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:

Let's Try it

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.

Let's Try it

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 a document?

6. What is the name given to 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 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 typing an article in Writer, Yuvan noticed red or blue wavy line under some text. What do 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?

Unit 1– CREATING A DOCUMENT IN WORD PROCESSOR

1.1 INTRODUCTION TO WORD PROCESSING

Word processor is software that helps you type and work mainly with text on a computer. You can create a document like, letter, memo, and newsletter and save it in word processor. The main advantage of creating a document in word processor is that a document can always be reopened and edited. You can also format it, check and correct spellings and grammatical errors , 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.

Do you Know?

“Word Processor” was the first most popular Word processing software.

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:

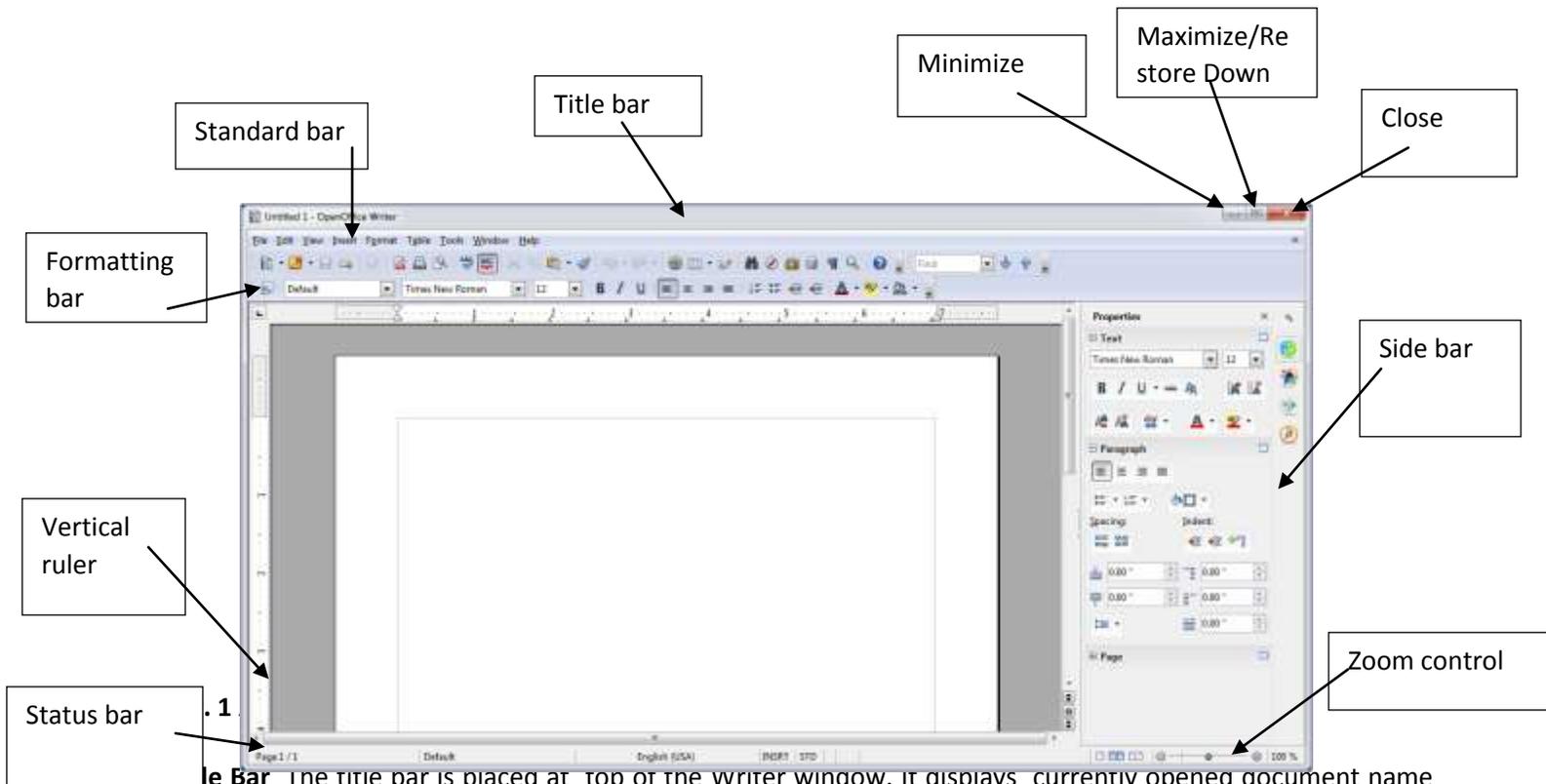
- OpenOffice Writer (Word processor)
- OpenOffice Calc (Spreadsheet)
- OpenOffice Impress (Presentation)
- OpenOffice Base (Database Management System)
- OpenOffice Draw (Graphics)
- OpenOffice Math (Equation Editor)

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, which is a paid version.

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**.



Title Bar The title bar is placed at top of the writer window. It displays 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 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 right of the document window and is used to set top and bottom margins.

Status bar The Status bar is present at 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.

Let's Try

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.

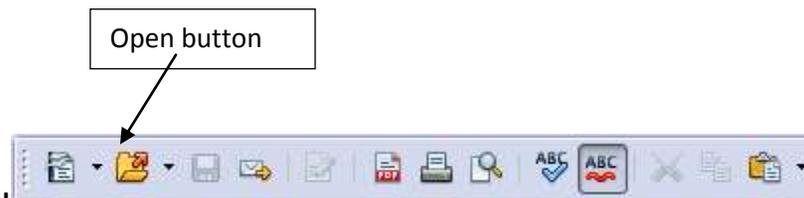


Fig 2 Open button on the Standard bar

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.

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)

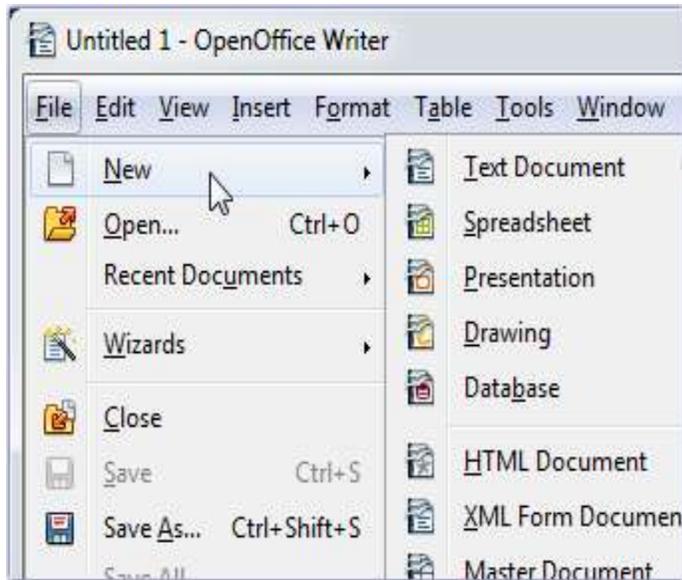


Fig 3 New option of File menu

Or

Click **New** button on the **Standard** toolbar (Fig 4) and select the desired option to create a new text document.

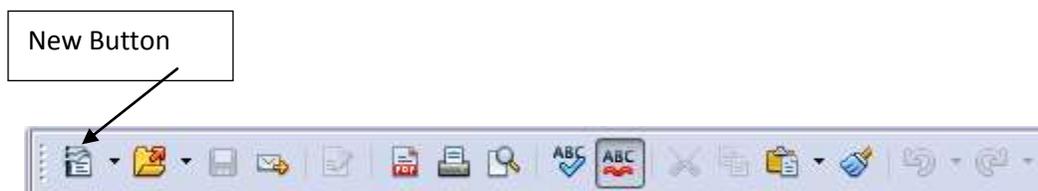


Fig 4 New button on the Standard toolbar

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 5)

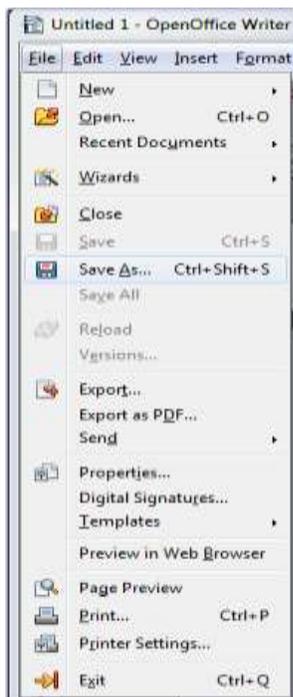


Fig 5 “Save as” option of File menu

Or

Click the **Save** button on the **Standard** bar as shown in **Figure 6**.



Fig 6 Save button on the Standard toolbar

3. The **Save As** dialog box appears. (**Fig 7**)
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.

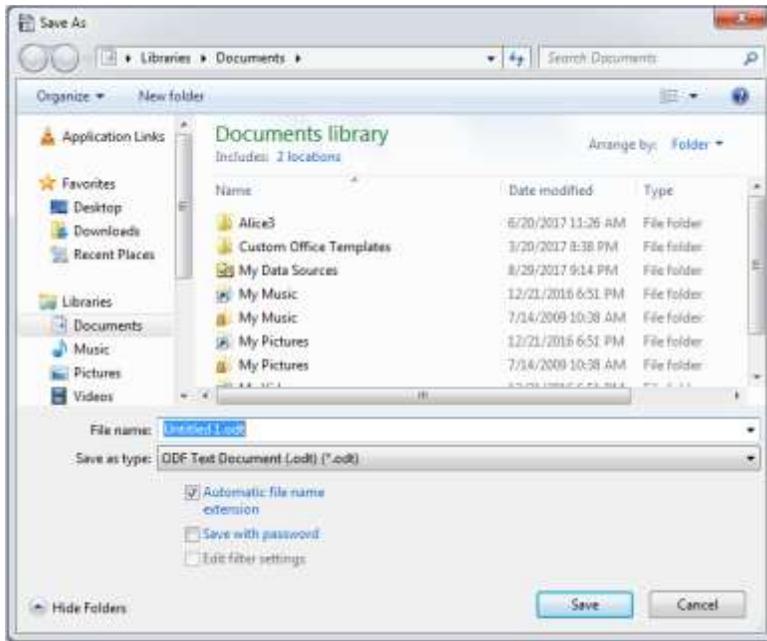


Fig 7 Save As dialog box

Keyboard Shortcut

Save	Ctrl +S
Save As	Shift + Ctrl + S

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 sent to different people, 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 tasks 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 any number of times. 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 bottom of the Writer window that gives information about number of pages in the document. _____
 4. Name the two rulers _____
 5. Name the ruler that is used to set left and right margins _____
 6. Name the bar that has buttons for most commonly used commands _____
 7. Name the three buttons present to right of the Title bar. _____
 8. Name the button used to reduce the window to a small icon on taskbar. _____
 9. Which action/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 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 bottom of the document window.
10. Name any one online word processor.

Worksheet 3

1. Write Keyboard shortcuts for the following commands:
 - i. New
 - ii. 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?

INTRODUCTION:

Today, all of us are concerned and worried about our future, both in terms of a good and luxurious lifestyle and our focus is on healthy lifestyle. 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 the past, we will get evidences that our activities could not ensure that we have both wealth and health. Hence, 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*.

What is a 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*'.

COMPONENTS OF GREEN ECONOMY:

There are five basic components of a Green Economy:

- i. **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.

- ii. **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 for self-sustained green buildings. Promoting green buildings will not only help preserve the resources for future generation but will also help in economic growth.
- iii. **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.
- iv. **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 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.
- v. **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’ – REFUSE, REDUCE, REUSE, RECYCLE and 1 U 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.

POLICY INITIATIVES FOR GREENING ECONOMY IN INDIA:

Government of India has promoted and initiated number of policies to promote sustainable development. We are going to read few of these policies:

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.
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' level. 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.

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 an apex organisation in the country in the field of pollution control, as a technical wing of MoEFC. The board is led by its Chairperson, who is generally a civil servant from the Indian Administrative Service appointed by the Appointments Committee of the Cabinet of Government of India.
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.
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. 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.
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.
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.
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.

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.
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.
11. **NATIONAL WATER POLICY - National Water Policy** was 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.

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.

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 India, 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.

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 ones 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. enable 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 into 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

3. **The People:** The last but the most important stakeholders in a green economy are the people of the nation. Any economy exists because of its people. Government brings many policies but the success of the policies depend 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.

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.caq.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.caq.gov.in/?page_id=1066

