Employability Skills

Employability Skills

Textbook for Class XI

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एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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Foreword

The National Curriculum Framework–2005 (NCF–2005) recommends bringing work and education into the domain of the curricular, infusing it in all areas of learning while giving it an identity of its own at relevant stages. It explains that work transforms knowledge into experience and generates important personal and social values such as self-reliance, creativity and cooperation. Through work one learns to find one's place in the society. It is an educational activity with an inherent potential for inclusion. Therefore, an experience of involvement in productive work in an educational setting will make one appreciate the worth of social life and what is valued and appreciated in society. Work involves interaction with material or other people (mostly both), thus creating a deeper comprehension and increased practical knowledge of natural substances and social relationships.

Through work and education, school knowledge can be easily linked to learners' life outside the school. This also makes a departure from the legacy of bookish learning and bridges the gap between the school, home, community and the workplace. The NCF–2005 also emphasises on Vocational Education and Training (VET) for all those children who wish to acquire additional skills and/or seek livelihood through vocational education after either discontinuing or completing their school education. VET is expected to provide a 'preferred and dignified' choice rather than a terminal or 'last-resort' option.

As a follow-up of this, NCERT has attempted to infuse work across the subject areas and also contributed in the development of the National Skill Qualification Framework (NSQF) for the country, which was notified on 27 December 2013. It is a quality assurance framework that organises all qualifications according to levels of knowledge, skills and attitude. These levels, graded from one to ten, are defined in terms of learning outcomes, which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. The NSQF sets common principles and guidelines for a nationally recognised qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities.

It is under this backdrop that Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal, a constituent of NCERT has developed learning outcomes based modular curricula for the vocational

subjects from Classes IX to XII. This has been developed under the Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education of the Ministry of Human Resource Development.

This textbook takes care of generic skills embedded in various job roles in a comprehensive manner and also provides more opportunities and scope for students to engage with these common and necessary skills, such as communication, critical thinking and decision making in different situations pertaining to different job roles.

I acknowledge the contribution of the development team, reviewers and all the institutions and organisations, which have supported in the development of this textbook.

NCERT would welcome suggestions from students, teachers and parents, which would help us to further improve the quality of the material in subsequent editions.

HRUSHIKESH SENAPATY
Director
New Delhi   National Council of Educational
June 2018   Research and Training

About the Textbook

Employability skills can be defined as those soft skills which employers look for in a potential employee. These skills equip the employees to carry out their role to the best of their ability and client satisfaction. For example, the ability to explain what you mean in a clear and concise way through written and spoken means, helps to build a better relationship with the client or the customer. Similarly, handling stress that comes with deadlines for finishing work and ensuring that you meet the deadlines can be done through effective self-management training. It can also be done by working well with other people from different disciplines, backgrounds, and expertise to accomplish a task or goal. In today's digital age, employers expect that the employees should be able to make use of elementary functions of information and communication technology to retrieve, access, store, produce, present and exchange information in collaborative networks via the Internet. Students need to develop entrepreneurial skills, so that they can develop necessary knowledge and skills to start their own business, thus becoming job creators rather than job seekers. Potential employees need to develop green skills, which are the technical skills, knowledge, values and attitudes needed in the workforce to develop and support sustainable social, economic and environmental outcomes in business, industry and the community. Thus, as a student you are expected to acquire a range of skills so that you can meet the skill demands of the organisation that you would work for or to set up and run your own business.

This textbook on 'Employability Skills' covers communication, self-management, information and communication technology, entrepreneurial and green skills. It has been developed as per the learning outcome based curriculum. The employability skills are embedded in the Qualification Packs of the different job roles in various sectors under the National Skill Qualification Framework. The textbook aims to provide learning

experience through a blended approach of text and video-based interactive e-learning lessons. Running these e-learning lessons in classrooms would require a computer with Internet connection, projector and sound system, which the school should provide to the teachers and students. The teachers will guide you to actively participate in class — asking and answering questions and following the instructions to complete the exercises and activities.

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Acknowledgements

Contents

Communication Skills

SESSION 1: INTRODUCTION TO COMMUNICATION

You probably hear people talking about communication all the time. Everyone needs it and wants it, but what exactly is communication? Let us try to understand it.
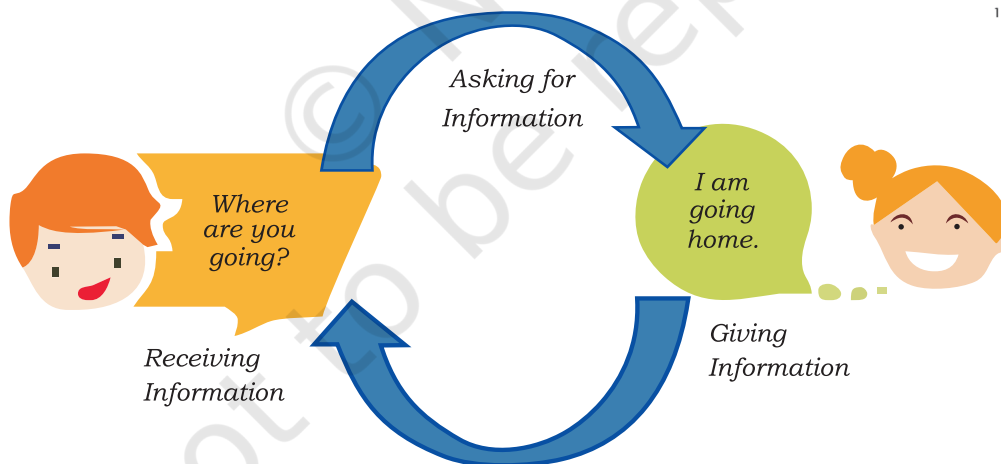
Figure 1.1 Communication Process

In Figure 1.1, you can see that communication is the 'sharing' of information between two or more individuals or within the group to reach a common understanding. The word 'communication' comes from the Latin word *commūnicāre,* meaning 'to share'.

Importance of Communication

Your ability to communicate clearly and share thoughts, feelings and ideas will help you in all your relations with other people. As a student, you may study any language, but it is important that you are able to read, write, speak and listen well in order to communicate properly. Speaking more than one language can help you to communicate well with people around the world. Learning English can help you to communicate with people who understand English besides the language you have been exposed to in your family, for example, your mother tongue.

Communication skills are needed to

- **Inform** – for example, communicating the time of a meeting.
- **Influence** – for example, negotiating with a shopkeeper to reduce the price.
- **Express feelings** – for example, to say or show that you are excited about your success or about a given task.

Elements of Communication

Communication is a two-way process of sharing information as shown in Figure 1.2.
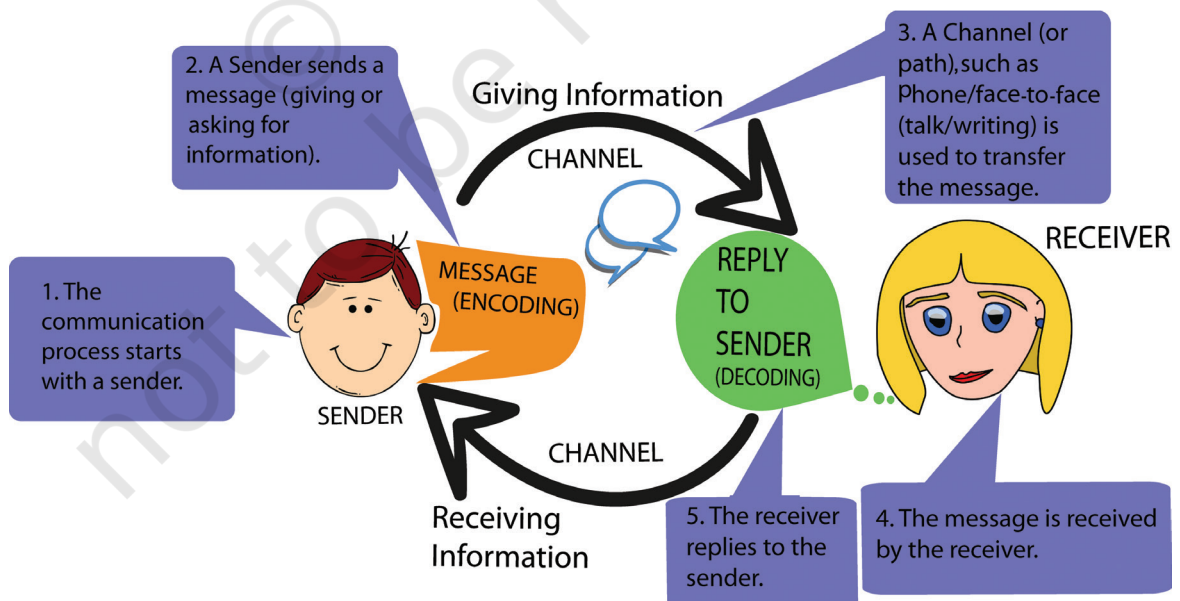
Figure 1.2 Elements of Communication

As you can see, communication is a two-way exchange of information, i.e., giving and receiving. **Speaking and writing** to someone are examples of **giving** information. **Reading and listening** to someone are examples of **receiving** information.

Perspectives in Communication

Perspectives are ideas, views, or fixed ways of thinking. These sometimes affect our communication. For example, if you have a fixed idea that your teacher or father is strict, even when they are being friendly, you may think they are scolding you. In the same way, others may also have fixed ideas about you, which affects whatever you say to them.

Factors Affecting Perspectives in Communication

Sometimes, we are not able to communicate clearly because of barriers that stop us from sharing and understanding messages. Some of these are summarised in Table 1.1.

Table 1.1 Factors Affecting Perspectives in Communication

Factor	How the factor can become a barrier
Language	In case of use of incorrect words, unfamiliar language and lack of detail, language can act as a barrier to communicate what one wishes to convey. For example, language can act as a barrier when an Indian who only knows Hindi and a Chinese who only knows Mandarin want to interact with each other.
Visual Perception	Judging people or situations by how they look. For example, a man wearing torn clothes is poor.
Past Experience	Letting our earlier experience stop us from understanding or communicating clearly. For example, "This shopkeeper cheated me last time. Let me be careful."
Prejudice	Fixed ideas, such as thinking "No one in my class listens to me" may stop a student from communicating openly in the class.
Feelings	Our feelings and emotions, such as lack of interest or not trusting the other person affect communication. For example, "I am sad. Let me not talk."
Environment	Noise or disturbance in the surroundings may make communication difficult. For example, speaking while walking on road.
Personal factors	Your own feelings, habits and ways of thinking (for example, fear, low confidence) may make communication difficult.
Culture	Signs which have a different meaning in different cultures, such as showing a thumb may mean 'good job' for some people but may be insulting to others

Effective Communication

Effective communication can happen if we follow the basic principles of professional communication skills. These can be abbreviated as 7 Cs, i.e., clear, concise, concrete, correct, coherent, complete and courteous. These are further explained in Figure 1.3.

Clear	Concise	Concrete	Correct	Coherent	Complete	Courteous
Be clear about what you want to say and write	Use simple words and say only what is needed	Use exact words, phrases, Use facts and figures	Use correct spellings, language and grammar	Your words should make sense and should be related to the main topic	Your message should have all the needed information	Be respectful, friendly and honest

Figure 1.3 7Cs of Effective Communication

There are different methods of communication — **non-verbal**, **verbal** and **visual**. We will learn more about them in the next sessions.

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the initial video in the e-learning lesson for this topic, write the answer of the following question—Why is it important to communicate clearly?

Activity 1

Group Exercise – Role-play on Communication Process

Material Required

None

Procedure

1. Form groups of three students each.
2. The situation is that you need to sell some items to an old couple who has come to your shop.
3. One person can act as the salesperson and the other two as an old man and his wife.
4. Act out a conversation between the three people.
5. Discuss what you learned from this.

Activity 2

Group Exercise — Factors Affecting Perspectives in Communication

Material Required

None

Procedure

1. Form groups of three students each.
2. Each group selects any one of the eight factors (from Table 1.1) which act as barriers to communication.
3. Discuss how it can affect or become a barrier to good communication with family, friends, in school or at a retail store.
4. Each group shares their experiences related to one of the eight factors which can act as a communication barrier.

Activity 3

Classroom Discussion — on 7Cs of Effective Communication

Material Required

Paper and Pencil

Procedure

Each student writes down examples of the 7Cs of communication in his or her notebook. For each of the 7 Cs, a student volunteers to give his or her example of how to communicate well. The other students (with teacher guidance) say whether it is correct or wrong.

Activity 4

Assignment — Chart Making on Elements of Communication

Material Required

Chart Paper, Colours and Pencil

Procedure

Make a chart showing the elements of communication in the communication cycle or communication process (can be done as homework, if there is less time during the class).

Check Your Progress

A. Multiple choice questions

Read carefully all the options given below the question and choose the correct option(s).

1. What is the purpose of communication?
   (a) Inform (tell someone about something)
   (b) Influence (get someone to do something you want)
   (c) Share thoughts, ideas, feelings
   (d) All of the above

2. Which of the following method is used to receive information from the sender?
    (a) Listening
    (b) Speaking
    (c) Telling
    (d) Writing

3. By which action can a sender send his or her messages?
    (a) Listening
    (b) Speaking
    (c) Sleeping
    (d) None of the above

B. Match the Following

Column A	Column B
Communication Barriers	Examples
1. Language	A. Taking an official call on your mobile where the mobile phone reception is poor
2. Emotional	B. Hugging a person in a foreign country where such an act is rude and disrespectful
3. Environmental	C. Talking in Hindi when others know only German
4. Cultural	D. Teacher is too angry and is not willing to accept any reason from a student who is late for an examination

C. Subjective question

1. Write down the seven factors affecting perspectives in communication. Provide examples, explaining how each factor affects communication.

What Have You Learnt?

After completing this session, you will be able to
- identify the elements of communication.
- draw a communication cycle showing all the elements of communication.
- identify the factors affecting our perspectives in communication.

SESSION 2: VERBAL COMMUNICATION

Verbal communication is the sharing of information using words. It is what most people use as a method of communication. We will learn about non-verbal and visual communication in the next session. Verbal communication is important because if you do not

use the right words, you will cause confusion and you will not be able to communicate what you want. The important forms of verbal communication are given in Table 1.2.

Table 1.2 Verbal Communication

Type of Verbal Communication	Examples	
Oral or Spoken Communication: Communication which involves talking	Face-to-face conversation: When you can see the listener. For example, group discussion, talking to family members at home, public speeches, etc.	
	Talking on a phone: This is for personal and official communication. Phone conversations should begin with a greeting (Hello), talking and listening to each other. The conversation can end with a 'Thank you' and 'Bye'.	
	Classroom teaching, business meeting and public speeches are other examples of oral communication, where one person talks to many others at once.	
Written Communication: Communication which involves written or typed words	Writing on paper: letters, notes, etc.	
	SMS (Short Message Service): These can be sent through a phone to a person or a group.	
	Using email to share news, thoughts, documents and files (including photos, videos, music, etc.). e-mail can be used to send messages to a person or to a group.	
	Printed books and newspapers	

Advantages of Verbal Communication

It is easy and quick. You can say what you want and get a quick response. It is an easier form of communication when you have to exchange ideas. You keep changing your communication as per the other person's reply.

Disadvantages of Verbal Communication

Since verbal communication depends on words, sometimes the meanings become confusing and difficult to understand if the right words are not used.

Public Speaking

Speaking in front of a large group makes most people nervous. You can use the 3Ps (Prepare, Practice, Perform) method to get over your fears, and become a confident and effective speaker. These points are shown in Table 1.3.

Table 1.3 3Ps of Public Speaking

3Ps of Public Speaking	
Prepare	Think about your topic Think about what your listeners need to know about the topic Think about the best way to make your listeners understand your topic Write what you plan to say
Practice	Practice by yourself first. Talk in front of a mirror Talk in front of your family and friends and ask them what they think Speak clearly, loudly and at the right speed (not very fast nor very slow)
Perform	Take a few deep breaths if you are feeling nervous Think about what you have prepared and start speaking confidently

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/ Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the video in the e-Learning lesson for this topic write down why do you think Tina's directions were not understood? How would you give directions on the phone?

Activity 1

Group Exercise — Role-play of a Phone Conversation

Material Required

Notebook, pen

Procedure

1. Form groups with three students in each group. Write a phone conversation based on a scene given by your teacher. Use proper sentences.
2. One student acts as caller and the other as receiver. Speak out the conversation aloud. The third student gives feedback. The students give feedback based on the 7 Cs of communication.

Activity 2

Group Exercise — Public Speaking

Material Required

Notebook, pen

Procedure

1. Choose a topic for a very short speech.
2. Write your thoughts on the topic in paragraphs.
3. Students to volunteer and give speech in front of the class.
4. Students listening to the speech will have to give suggestions to improve the delivery of speech.

Check Your Progress

A. Multiple choice questions

Read carefully all the options given below the question and choose the correct option(s).

1. Choose the correct example of oral communication.
   (a) Reports
   (b) Newspapers
   (c) Face-to-face interaction
   (d) Notes
2. What are the words we should use when we communicate verbally?
   (a) Use straight words
   (b) Use simple words
   (c) Use precise words
   (d) Use fixed words
3. Why do we send emails?
   (a) To communicate information
   (b) To share documents and files
   (c) To talk to each other
   (d) Both (a) and (b)

B. Subjective question

1. Write down the different types of verbal communication with examples of each.

After completing this session, you will be able to

- explain what the verbal method of communication is.
- list the different types of verbal communication.
- list the 7Cs of communication.
- speak confidently in public using the 7Cs of communication.

SESSION 3: NON-VERBAL COMMUNICATION

Non-verbal communication is the message we send to others without using any words as shown in Figure 1.4. We send signals and messages to others through expressions, gestures and body postures. In this lesson, you will learn about non-verbal method of communication skills, its types and importance.

You will learn to use correct body language, like gestures, eye contact, handshake, etc.

Figure 1.4 Non-verbal Communication

Importance of Non-verbal Communication

In our day-to-day communication, it is observed that most of the communication is done using body movements (face or arms movements, etc.) and voice control (voice, tone, pauses, etc.) and less than 10% is done using words.
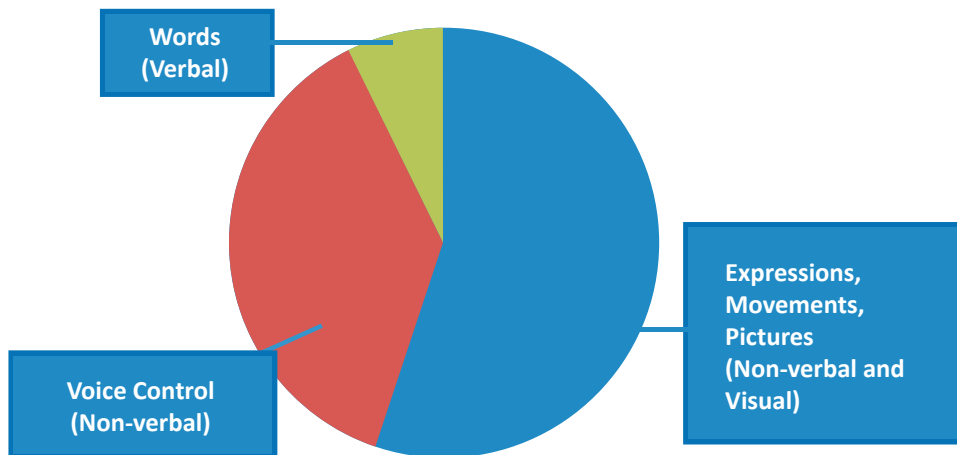
Figure 1.5 Methods of Communication

As we can see in Figure 1.5, maximum communication is non-verbal. We communicate using words, tone of voice and body language as given in Table 1.4.

Table 1.4 Non-verbal Communication

Non-Verbal Communication: Exchanging Information without Words		
Hand movements (gestures) and body language	• Raising a hand to greet • Pointing your finger in anger	
Expressions	• Smiling to show happiness • Making a sad face when you are upset	

Non-verbal communication makes our message stronger.
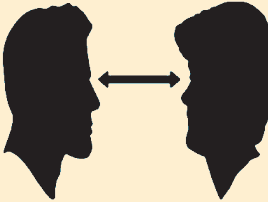
- Using the right gestures and postures helps us to be professional at work.
- Using the right gestures while speaking makes our message more effective.
- Knowing non-verbal communication helps us understand our audience's reaction and adjust our behaviour or communication accordingly.
- If verbal messages are blocked by noise or distance, etc., we can use hand movements to exchange our message. Placing a finger on the

lips to indicate need for silence and nodding the head up and saying 'yes'.

We communicate non-verbally in many ways. Let us learn about some of these as mentioned in Table 1.5.

Table 1.5 Types of Non-verbal Communication

Type	What it implies	How to use effectively?
Facial Expression	Our expressions show our feelings: Happiness, sadness, anger, surprise, fear, etc.	• Smile when you meet someone • Keep your face relaxed • Match your expressions with what you are saying
Posture	Postures are positions of the body. They show our confidence and feelings.	• Keep upper body relaxed and, shoulders straight • Sit straight, rest hands and feet in relaxed position • Keep hands by your sides while standing
Gestures or Body Language	Gestures describe movements of parts of the body, especially hands or head, to express an idea or meaning. This includes waving, pointing and using our hands when speaking. For example, raising a hand may mean asking a question. Biting nails show nervousness.	• Avoid pointing at people with your finger • Bend your head a little while talking or listening to show that you are paying attention
Touch	We communicate a great deal through our touch, such as shaking hands and patting on the back. For example, a firm handshake shows confidence. Sports coaches give a pat on the back of players to encourage them.	• Shake hands firmly • Avoid other touch gestures during formal communication

Space	Space is the physical distance maintained between two people. It is important to maintain a proper distance when speaking with someone.	• Maintain proper space depending on the relationship, which could be formal or informal as the closeness with the person with whom you are talking.
Eye Contact	The way we look at someone can communicate things, such as interest or anger. Eye contact is when two people are looking directly into one another's eyes. It shows that we are paying attention to the person. Looking away can make the other person feel ignored.	• Look at the person who is speaking • Keep a relaxed, pleasant look. • Break the look every few seconds
Paralanguage	Paralanguage means how we speak. The tone of our voice, speed and volume can make a difference in the meaning we want to show. Speaking too fast may show happiness, excitement or nervousness. Speaking too slow may show seriousness or sadness.	• Use a proper tone and volume while speaking • Maintain a moderate rate(speed) of talking

Visual Communication

Another important method of communication is visual communication, which involves sending and understanding messages only through images or pictures. The main advantage of this type of communication is that you do not need to know any particular language for understanding it. It is simple, easy to understand and remains same across different places. Table 1.6 shows some common types of visual communication.

Table 1.6 Examples of Visual Communication

Visual Communication: Exchanging Information through Images			
Traffic symbol which communicates us not to blow horn		Traffic Lights — Red for Stop; Yellow for Wait and Green for Go	
Sign for ladies and gents toilet		Sign showing railway crossing	
Sign for flammable substances		Sign for slippery surface	
Sign used to pause a video or audio file in smartphone or computer		Sign which communicates that an area is a no smoking zone	

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/ Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the initial video in the e-learning lesson for this topic write down how could Rohit understand something was wrong with Amar? Can you understand how your friends are feeling even when they do not tell you anything?

Activity 1

Role-play — Non-verbal Communication

Materials Required

Notebook, pen

Procedure

1. Form groups of three students each.
2. Prepare the script for the role-play, based on the scenario given by your teacher.
3. Act it out in front of your group.
4. One of the groups volunteers to act before the whole class.
5. Discuss how students used non-verbal communication.

Activity 2

Group Exercise — Dos and Don'ts to Avoid Body Language Mistakes

Material Required

Notebook, pen

Procedure

1. With the same group of three students as in Activity 1, discuss what things you should do and what you should not do to avoid mistakes in communication.
2. Every student should write down a list of these Dos and Don'ts.

Activity 3

Group Exercise — Comparing Methods of Communication

Materials Required

Notebook, pen

Procedure

1. In the same group of three students as in Activity 2, discuss the three methods of communication (Verbal, Non-verbal and Visual).
2. Identify the different types of non-verbal gestures used in communication by the teacher and students (e.g. looking away while talking to others, tieing shoe laces while talking to a friend, etc.)

Check Your Progress

A. Multiple choice questions

   Read carefully all the options given below the question and choose the correct option(s).

1. Which of these is a positive (good) facial expression?
   (a) Staring hard
   (b) Nodding while listening
   (c) Wrinkled forehead
   (d) Looking away from the speaker

2. What does an upright (straight) body posture convey or show?

   (a) Shyness
   (b) Fear
   (c) Confidence
   (d) Intelligence

3. Which of these is not an appropriate non-verbal communication at work?

   (a) Putting arm around a coworker's shoulder
   (b) Shaking hands firmly
   (c) Looking at the speaker with a smile
   (d) Standing with an upright posture

4. When you are preparing for a presentation, you should

   (a) focus on the message
   (b) practice hand gestures
   (c) try different speaking techniques
   (d) All of the above

B. **Now let's have a recap of what you have understood by non-verbal communication. Put a X mark against the actions below which are bad for non-verbal communication**

   • Laughing during formal communication
   • Scratching head
   • Smiling while speaking to a friend
   • Nodding when you agree with something.
   • Standing straight
   • Yawning while listening
   • Sitting straight
   • Maintaining eye contact while speaking
   • Biting nails
   • Firm handshake
   • Clenching jaws
   • Looking away when someone is speaking to you
   • Intense stare

C. **Subjective question**

   1. Draw any two common signs used for visual communication.

What Have You Learnt?

After completing this session, you will be able to

   • explain the importance of non-verbal and visual communication.
   • identify different types of non-verbal communication.
   • use the right non-verbal communication at work.
   • avoid common mistakes in non-verbal communication.

Session 4: Pronunciation Basics

Pronunciation is the way you say a word or a language is spoken. If we do not say (or pronounce) words correctly, others cannot understand what we are saying (Figure 1.6). In this lesson you will learn about the common 'sounds' used while speaking in English. You will learn and practice how to say common words correctly.

To communicate well when you speak, you need to know how to pronounce words correctly. Correct pronunciation will help you express yourself in a clear and confident manner. It will also help others to understand your words easily.

Figure 1.6 Importance of Pronunciation

Speaking Properly

A common mistake that people make is when they are not able to pronounce words. Therefore, it is important to clearly and correctly pronounce the words. Say the following words aloud.

Your	World	Chair	Wear

Also try saying these words aloud.

Fall	Fail	Sail	Sale	Tail	Tale

What did you notice? Sometimes words, which have similar spellings are pronounced differently. Sometimes words, which have different spellings may be pronounced in the same way. The best way to learn correct pronunciation of words is to listen carefully.

Phonetics

How do we pronounce words? We use sounds to speak. Every word is made up of one or more sounds. We put these sounds together to pronounce words. Phonetics is the study of the sounds that we make when we speak.

For example, the word **dog** is made of three sounds put together: d-o-g. Speak the word aloud as shown in Hindi to help you pronounce it correctly:

इ + ौ + ग = डौग

The word **cat** is made of three other sounds: c-a-t. Speak the word aloud as shown in Hindi to help you pronounce it correctly:

क + ॅ + ट = कैट

The English alphabet has 26 letters, from A to Z. But each of these letters can be pronounced in different ways in different words. We use 26 letters to write in English. But, we use more than 26 sounds when we speak English. This is why a word's spelling does not always match its pronunciation.

Let us take the letter 'a' for example. Read out the words below aloud. 'a' is pronounced differently in different words as shown in Table 1.7.

Table 1.7 Different Sounds of Letter 'a'

Words	Pronunciation of the letter 'a'	Pronunciation in Hindi
cat, apple and back	ऐ	कैट, ऐपल, बैक
car, fast and park	आ	कार, फास्ट, पार्क
call, ball and saw	ऑ	कॉल, बॉल, सॉव्

Pay attention to the sound of each word while listening, you will be able to pronounce it clearly.

Types of Sounds

We have now seen how the letters of the alphabet are not enough to exactly match the many different sounds we make when we speak. Let us take a closer look at the sounds we use. All English words are made of three basic types of sounds as shown in Table 1.8.

Table 1.8 Different Sounds in English

Vowels	Diphthongs (combination sound of two vowels)	Consonants
The English alphabet has 5 vowels (a, e, i, o and u) but 12 vowel sounds. This means most vowels can be pronounced in different ways. We make a vowel sound when we read a vowel in a word.	We make a diphthong sound when we combine two vowels. Diphthongs start as one vowel sound and go to another.	A consonant sound is any sound that is neither a vowel nor a diphthong sound.
Example: We pronounce the letter 'i' in the word **'bit'** by using a vowel sound. In Hindi it is: बिट	**Example:** The sound **ou** in the word **'house'** is a diphthong or a combination. In Hindi, it is: हाउस	**Example:** We use consonant sounds to say the letters **'p'** and **'t'**. Pot. In Hindi is: पौट
Say the word **'bit'** aloud and listen to how you are saying the vowel sound.	Say the word **'house'** aloud and listen to how you are saying the diphthong.	Say the word **'pot'** aloud and listen to how you are saying the consonant sounds.

Some more examples are given in Table 1.9. Say these words aloud (also given in Hindi to assist pronunciation), listen carefully when others say these words and repeat what you hear.

Table 1.9 Examples of Different Sounds

Vowel sounds			
long 'ee' (ी) sound	**short 'i' (ि) sound**	**short 'u' (ु) sound**	**long 'oo' (ू) sound**
Sleep स्लीप	Slip स्लिप	Book बुक	Boot बूट
Keep कीप	Dip डिप	Put पुट	Group ग्रुप
Feel फील	Fill फिल	Foot फुट	Two टू
Combination vowel (diphthong) sounds			
'ea' sound (ि + ा)	**'ae' sound (े)**	**'oa' sound (ो)**	**'ou' sound (ा + ु)**
Near नियर	Late लेट	Boat बोट	Mouth माउथ
Dear डियर	Cake केक	Loan लोन	Cow काउ
Hear हियर	Game गेम	Most मोस्ट	Cloud क्लाउड

Consonant sounds			
'p प' sound	**'t ट' sound**	**'k क' sound**	**'l ल' sound**
Pen पेन	**T**rain ट्रेन	Boo**k** बुक	**L**ook लुक
Re**p**ort रिपोर्ट	S**t**ory स्टोरी	**C**old कोल्ड	P**l**ace प्लेस
Sto**p** स्टाप	Pu**t** पुट	Musi**c** म्यूजिक	Schoo**l** स्कूल

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/ Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Activity 1

Group Exercise — Pronouncing Words

Material Required

Notebook, pen

Procedure

1. Form groups of four students each.
2. Make a list of five things in the classroom (for example, desk, table, pen, garden, ground, water, floor, duster, etc.)
3. Each student speaks each word aloud and the teacher says if it is the right pronunciation.
4. One group volunteers to speak their list. The other students will give feedback on the pronunciation of the words.

Activity 2

Pair work — Pronouncing Words

Materials Required

Notebook, pen

Procedure

1. Form pairs of students.
2. Your teacher will now give you a list of words.
3. Practice saying these words aloud with your partner, who says if correct or not.
4. A volunteer reads out two words for the whole class which will give feedback on the correctness of the pronunciation.

Check Your Progress

A. Multiple choice questions

Read carefully all the options given below the question and choose the correct option(s).

1. What is phonetics?
   (a) It is the study of how we write words in English.
   (b) It is the study of how people understand sentences.
   (c) It is the study of how many words the English language has.
   (d) It is the study of the sounds we make when we speak.

2. What are the different types of sounds we use in English pronunciation?
   (a) Vowel sounds
   (b) Diphthong sounds
   (c) Consonant sounds
   (d) All of the above

What Have You Learnt?

After completing this session, you will be able to

- explain the meaning of Phonetics.
- differentiate between Vowel, Diphthong and Consonant.
- pronounce simple words properly.

SESSION 5: COMMUNICATION STYLES — ASSERTIVENESS

You have learnt about the different types of communication. In this lesson we will learn about a new concept 'communication styles'. A 'style' of communication includes verbal and non-verbal skills. Using the correct style of communication makes your communication more effective as others will be able to clearly understand what you say and respond to you in a better way.

Important Communication Styles

Have you ever wondered why you feel good after some conversations but some conversations make you feel angry? This may be due to the different communication styles used. Table 1.10 shows some of the most commonly used communication styles.

Table 1.10 Communication Styles

Aggressive	Passive/ Submissive	Passive-Aggressive	Assertive
What does it mean?			
• Winning at any cost • Not respecting others	• Avoiding conflict • Giving others control • Losing self-respect	• Trying to get your own way without taking responsibility • Hurting yourself and others	• Respecting others and maintaining self-respect
Examples			
• Not caring about other's views or needs • Dismissing, ignoring or insulting others • Shouting, using strong language, and not listening to others	• Keeping quiet and not expressing yourself • Accepting even wrong remarks from others • Saying sorry even when it is not your mistake	• Indirect ways of showing anger, such as not doing a task and lying about it • Resentment • Talking ill about others in their absence	• Expressing yourself while listening to others point • Understanding other's views and problems • Disagreeing or saying 'no' without hurting others
Results in			
• Ill-feeling, anger, breakdown of communication	• Hurt-feelings, loss of confidence, misunderstandings	• Not getting the results you want from the communication, bad feelings for everybody	• Effective communication • You are able to understand others much better and they too can understand you

As you can see, assertive communication is most effective. Let's learn more about using this style.

Assertive Communication

Being assertive is a healthier communication style. It involves

- expressing your views without disrespecting others or yourself,
- respecting others,

- communicating your opinion and wishes clearly,
- being open to other's points of view, and
- finding a balance between your needs and other's needs.

Advantages of Assertive Communication

Being assertive
- builds self-confidence,
- builds self-respect,
- prevents you from saying words or doing actions that you may regret later,
- makes you and others feel positive,
- makes sure that everyone expresses their ideas and meets the needs of all, and
- helps you to become a more confident worker and a better communicator.

Practicing Assertive Communication

Practice using the seven actions shown in Table 1.11 to become more assertive in your communication.

Table 1.11 Practicing Assertive Communication

7 Actions for Assertive Communication
Be confident
When someone walks into a room smartly and with confidence, he or she gets the attention of others easily.
Tips
• Show confidence in the way you sit, stand or walk • Keep your shoulders straight and your chin up • Practise maintaining eye contact • Control signs of physical nervousness, such as biting nails
Speak slowly and clearly
Talking too fast will not give people the time to listen and understand you. If someone is accusing you wrongly or shouting and behaving aggressively, stay calm and reply slowly and firmly.
Tips
• Use a clear, calm voice • Be loud enough to be heard but don't shout • If people aren't noticing you, say 'Excuse me' • Don't be apologetic when you haven't done anything wrong • Make short and correct speeches

Dress correctly

People make judgments based on how we look. Dress neatly, smartly and correctly according to the place and occasion

Tips
- Looking confident and attractive can change others' minds
- People may not listen to you seriously if you are not dressed properly
- People respect you when you are dressed properly

Be honest

Being honest builds trust and results in open communication

Tips
- Express your thoughts clearly and honestly
- Ask yourself what you actually want or what will work best for you before agreeing to something that is not convenient

Don't be aggressive

Getting angry, shouting, using bad language and pushing is not assertive communication

Tips
- Don't confuse assertiveness with aggression
- When faced with an unfair situation, stay calm and try to understand the real problem
- Insist on your rights by using logic and politeness

Speak up

Express your thoughts, ideas and opinions without worrying about other people's reactions

Tips
- Don't be silent if you have something to say
- Share your feelings
- Practise expressing your opinion

Learn to say 'NO'

If you do not feel right doing something, then do not do it. It is okay to refuse.

Tips
- Respect yourself
- Don't let others take advantage of you
- Agreeing with things you know are not correct may harm everybody

We will learn more about how to say 'no' while still maintaining good communication in the next lesson.

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the initial video in the e-learning lesson on communication styles, write answer for the following question — Why is assertive communication important?

Activity 1

Group Discussion — Communication Styles

Material Required

None

Procedure

1. The teacher will ask some students to discuss their observations for the videos seen by them on communication styles.
2. The students will identify the type of communication style(s).
3. Students will explain why they liked or did not like a particular communication style.

Activity 2

Group Exercise — Communication Styles

Material Required

None

Procedure

1. Form groups with three students in each.
2. Select any example of assertive behaviour from the seven practice behaviours we discussed in this lesson.
3. Perform a role-play, to show assertive behaviour in front of the whole class.
4. Discuss, what you learned and explain why it is important to be assertive.

Activity 3

Group Exercise — Observing and Sharing Communication Styles

Material Required

None

Procedure

1. Use the same groups formed for Activity 2.
2. Each group will discuss and select some friends, teachers and family members who use different types of communication styles, as discussed in this lesson.
3. The group will discuss, amongst themselves, the most effective examples of the following:
   (i) *Passive communication* – Those who fail to speak for themselves and their rights.
   (ii) *Aggressive communication* – Those who express their feelings and opinions without respecting other's rights and self-respect.
   (iii) *Assertive communication* – Those who advocate their feelings, opinions and rights without violating the rights of others.
4. The teacher will ask some groups to volunteer and discuss their observations.

Check Your Progress

A. Multiple choice questions

Read carefully all the options given below the question and choose the correct option(s).

1. You have been standing in a queue for a long time to buy tickets for a movie. A man suddenly comes and stands in front of you, out of turn. What should you do?
   (a) Scream at the person so that he never repeats the mistake
   (b) Inform him politely that there is a queue and everyone is waiting for their turn
   (c) Stay quiet and let the person go ahead
   (d) Not say anything directly but complain about him to other people

2. A good friend of yours is very upset as her best friend has had a terrible accident. You are tired from the day's work. The phone rings and the caller I.D. shows that it's her. What should you do?
   (a) Ignore the call because you are tired
   (b) Answer the call and talk to her for as long as she wants to
   (c) Tell her that you are too tired and she should call someone else
   (d) Listen to her for some time and then tell her that you will talk again tomorrow

3. Your friend wants you to come play basketball with him but you haven't finished your homework that is due tomorrow. He insists that if you don't come they will not win and it will be your fault. He keeps insisting and even asks other people to convince you to play the match. What should you do?
   (a) Play the match because otherwise your friend will be upset
   (b) Play the match and make some excuse to your teacher about the homework
   (c) Make an excuse that you are sick and avoid playing the match
   (d) Explain clearly that you need to complete your homework so you cannot play

B. Subjective question

1. List 3–4 examples of effective communication styles that you have seen your family, friends and teachers generally use.

What Have You Learnt?

Session 6: Saying No — Refusal Skills

You have learnt about assertive communication styles in the previous lesson. One of the important ways of being assertive is learning to say 'no' without upsetting others. Have you faced situations where you wanted to say 'no', but found it difficult to say so as you did not want to be rude or upset the other person. An example is shown in Figure 1.7.

Figure 1.7 Saying No

It is often difficult to say 'no' to your family, friends, colleagues and seniors. You may find it difficult to say 'no' for various reasons —

- You may not want to make the other person upset or angry
- You may not want to start an argument or seem unhelpful
- You may not want to be left out of a group or a team

But it is important to say no in many situations. For example, when you cannot do what is being asked, or you do not want to do what is being asked, or it is against the rules or your own values. Let us learn how to say 'no' politely.

How to Say 'No'?

Remember the vowels AEIOU? You can follow the steps for saying 'No' politely by using the AEIOU model. Table 1.12 explains these steps using two situations where you need to say 'no', with examples of possible responses.

Table 1.12 Steps for Saying No — The AEIOU Model

	Situation 1 Someone asks you to leave school (or work) early so that you can go to a friend's house together. You think it is wrong.	Situation 2 A friend asks you to do his or her school assignment (or work) for him or her.
A - Ask questions Ask questions to find how important a task is before saying no	Why do we need to leave school or work early? Why can't we go after school or work?	Why aren't you going to do it? Is it correct for me to do it?
E- Engage by using polite statements If you are sure that you need to say 'no' to the request, you must refuse politely	I would like to go with you to his or her house but... (give your reason)	I would be glad to help you but ... (give your reason)
I- Include a reason for saying no Two points to remember when you are refusing someone's request: Give an explanation of your feelings Give an explanation of your reasons	I don't like to ... I can't come because .... I would like to go to your house but I feel it is not the right thing to do	It doesn't feel right to ... I can't do it because I will not have the time....
O- Offer other options You may — • Suggest a different time • Suggest a different place • Direct them to someone else who can help immediately	I would like to go to your house but I feel it is not the right thing to do. Can we go after school or work?	I would be glad to help you with the assignment, but, I am still not done with mine. But, if you want, we can work on it together
U- Thank the person Thank the people for understanding your situation	Thank you for agreeing to my suggestion	Thank you for understanding

Some more examples of different ways of saying 'no' politely are listed here:

- I'm sorry I cannot come as I have other plans.
- I'm sorry but I have a meeting to attend.
- I have made other plans so I won't be able to join you.
- I have an important meeting to attend so I won't be able to join you.
- Thanks for asking, but I have to attend an important meeting.
- I would love to come, but I cannot miss the meeting with my manager.

Connecting Words (Conjunctions)

Did you notice a few words, such as — 'and', 'but', 'or', 'because' and 'so' which have been used in the examples? Such words are called 'conjunctions' and are used to *connect* two sentences. Conjunctions are often used in sentences where you say no. Table 1.13 shows some examples.

Table 1.13 Connecting Words (Conjunctions)

AND	'And' is used to connect two words or sentences of equal importance	'No, my brother won't be able to come. No, I won't be able to come' can be written as 'No, my brother and I won't be able to come.'
BUT	'But' is used to join two sentences that suggest different ideas	'I would love to come to your party. I can't come because of other plans' can be written as 'I would love to come to your party, but I can't come because of other plans.'
OR	'Or' is used when we need to show a choice between two words or sentences	'No, you can go with Dia. No, you can go with Ali.' can be written as 'No, you can go with Dia or Ali.'
SO/ AS/ BECAUSE	'So', 'As', and 'Because' are used to join two sentences, when one sentence acts as a reason for the second sentence	'I have a meeting. I can't come.' can be written as 'I have a meeting, so I can't come.'

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/ Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the initial video in the e-learning lesson on 'saying no' think on the following and write your answer

(i) Have you ever had to say no to your parents?

(ii) If the answer to point no. 1 is yes, then what was the reason.

Activity 1

Group Discussion — Communication Styles

Material Required

None

Procedure

1. Form groups and based on the initial video of the lesson, discuss with each other —
   • Is it rude to say 'no'?
   • How would you respond in a similar situation?
2. The teacher will ask some groups to volunteer and discuss their observations (for example, what did you learn from the lesson?).

Activity 2

Group Exercise — Effective Communication — Saying No

Material Required

None

Procedure

1. Form even number (2/4/6) of groups with five students in each group.
2. Two groups will perform the activity together. One person each from Group 1 and Group 2 should come forward one by one.
3. The members of Group 1 have to ask questions to Group 2 members. The person from the second group has to say 'no' to each question, politely. Use all the sentences and connectors you have learnt about.
4. After everyone has asked and answered a question, switch roles so that Group 2 asks questions and Group 1 gives answers.
5. At end of the activity, the teacher should share the best answers with the whole class.

Check Your Progress

A. Multiple choice questions

Read carefully all the options given below the question and choose the correct option(s).

1. One of your friends is taking a leave and wants you to tell the teacher that he is sick. What should you tell your friend?
   (a) Yes, I can do that.
   (b) No, I cannot do that because I don't want to lie to the teacher.
   (c) I understand that you want to take leave but why don't you tell the correct reason?
   (d) No. I cannot help you.

2. Select the option which completes the sentence correctly — I have to go to the doctor____ I will not be coming to school on Monday.
   (a) and
   (b) but
   (c) so
   (d) because

B. Match the requests with the correct responses

Request	Response
1. Can I borrow your notebook?	A. No, I feel that is wrong. You should do it yourself but I can help if you have doubts.
2. Please come with us for the movie.	B. I'm sorry but I didn't get my Notebook today
3. Can I copy your homework?	C. I can't come because I need to complete my homework.
4. Come to my party on Tuesday.	D. I would love to, but I will be going to Delhi.

What Have You Learnt?

After completing this session, you will be able to
- demonstrate the knowledge of using refusal skills.
- make use of appropriate sentences for saying no to requests that are not acceptable to you.

SESSION 7: WRITING SKILLS — PARTS OF SPEECH

When we talk or write in English, we use sentences to express ourselves. Sentences are important because if you do not clearly write sentences then, the meaning of the same cannot be understood clearly. A sentence is a

group of words that communicate a complete thought (for example, Raju goes to school). A group of words, which does not make complete sense, is known as a phrase (for example, Raju goes). A sentence always begins with a capital letter, and it always ends with a question mark, full stop or exclamation mark. Read aloud the examples given below.

- Did you work on your project?
- I completed it yesterday.
- That is good!

Using Capitals

We know that all sentences begin with capital letters. Do you know at what other points in a sentence we should use capital letters?

It is easy to know what to capitalise if you remember the word 'MINTS'. MINTS is a set of simple rules that help you capitalise words correctly. Each letter in the word MINTS refers to one capitalisation rule as shown in Table 1.14.

Table 1.14 Capitalisation Rules

Alphabet	M	I	N	T	S
What it shows:	Months	word 'I'	Names	Titles	Starting letter of sentences
Rule	Capitalise the first letter in all the names of months	Capitalise the letter 'I' when it is used as a word	Capitalise the first letter in the names of people, places and days	Capitalise the first letter in the titles used before people's names	Capitalise the first letter in every sentence
Example	I will go to college in June.	Every day, I play tennis with him.	This Tuesday, Vidya will be in Rajasthan.	Dr Shah and Mr Patel work together.	The cat ran out of the house.

Punctuation

Punctuation is a set of marks, such as the full stop and the comma, which help us separate parts of a sentence and explain its meaning. Like capitalisation, punctuation is also a very important part of sentences and has some rules. Some common punctuation marks are shown here in Table 1.15.

Table 1.15 Punctuation

Punctuation name	Sign	Use	Example
Full stop	.	Shows the end of a sentence. Also used to show short form of long words, for example, 'doctor' can be shortened when we use it as a title before a name.	This is a sentence. This is another sentence. Sanjay is a doctor. His patients call him Dr Sanjay.
Comma	,	• Sometimes, we use a comma to indicate a pause in the sentence.	After the waiter gave me a menu card, I ordered food.
		• We can also use a comma to separate items when we are listing out more than two items in a row.	I bought apples, oranges and grapes.
Question mark	?	We use a question mark at the end of a question.	What is your name? How old are you?
Exclamation mark	!	We use an exclamation mark at the end of a word or a sentence to indicate a strong feeling, such as surprise, shock or anger.	What a pleasant surprise! You are late!
Apostrophe	(')	We use an apostrophe followed by an 's' to show that something belongs to someone.	That is Divya's pen. Are these Abdul's books?
		We also use an apostrophe to indicate the shortened form of some words in informal speech.	Let's go. (Instead of Let us go.) He isn't here. (Instead of He is not here.)

Basic Parts of Speech
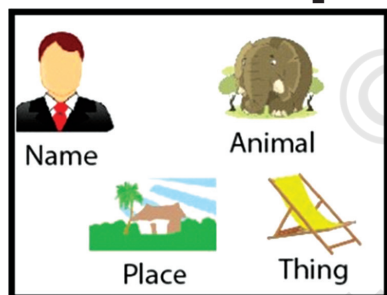
Nouns
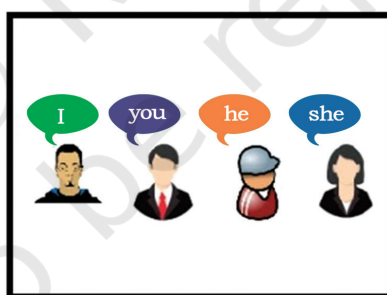
Pronouns
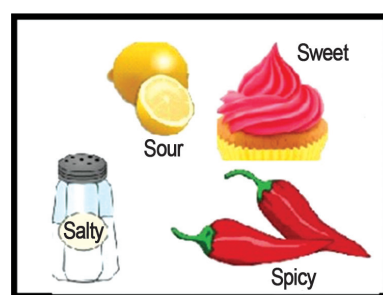
Adjectives
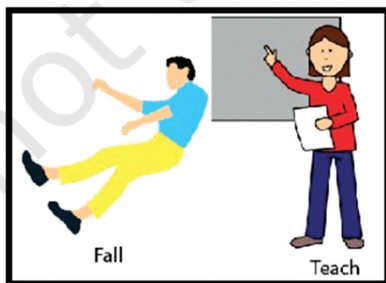
Verbs

Adverbs

Figure 1.8 Parts of Speech

The different types of words we use in sentences are called parts of speech. Some examples are nouns, pronouns, adjectives, verbs and adverbs as shown in Figure 1.8. Let us read more about them in Table 1.16.

Table 1.16 Parts of Speech

Parts of Speech	What they do	Example sentences	Example words
Noun	Nouns are words that refer to a person, place, thing or idea. These are 'naming words'	In the sentence, "Reema wrote a letter." both Reema and letter are nouns.	Dog Kindness India Sanjay
Pronoun	A pronoun is a word used in place of a noun	In the second sentence, "Reema wrote a letter. She is tired." 'She' is used in place of the noun Reema, and it is a pronoun	I They He You
Adjectives	Adjectives are words that describe other words	In the sentence: "Reema wrote a long letter." 'Long' is an adjective that describes the noun 'letter'.	Small Blue Sharp Loud
Verbs	Verbs are words that show action	In the sentence: "Reema wrote a letter." 'Wrote' is the verb. It tells what action Reema did.	Run Eat Think Sit
Adverbs	Adverbs are words that add meaning to verbs, adjectives, or other adverbs. They answer the questions — How? How often? When? and Where?	In the sentence: "Reema quickly wrote a letter." 'Quickly' is an adverb. It tells us how Reema did the action (writing)	Easily Always Inside Before

Let us now see how these words are used. Read aloud the sentence given below.

Wow! Reema went to the studio and met a famous actor.

We already know that Reema, studio and actor are nouns. Famous is an adjective here because it describes the noun 'actor' and the words 'went' and 'met' are verbs because they describe an action.

What about the remaining words in this sentence: wow, to, the, and? What are these words called? We use such supporting words to join the main parts of speech together and to add information to the sentences we make. Let us now look at some types of these supporting words.

Supporting Parts of Speech Types

Along with the main 'Parts of Speech', there are some more words we need for making a sentence. These are shown in Figure 1.9. Let us learn more about them using Table 1.17.

| Articles | Conjunctions | Prepositions | Interjections |
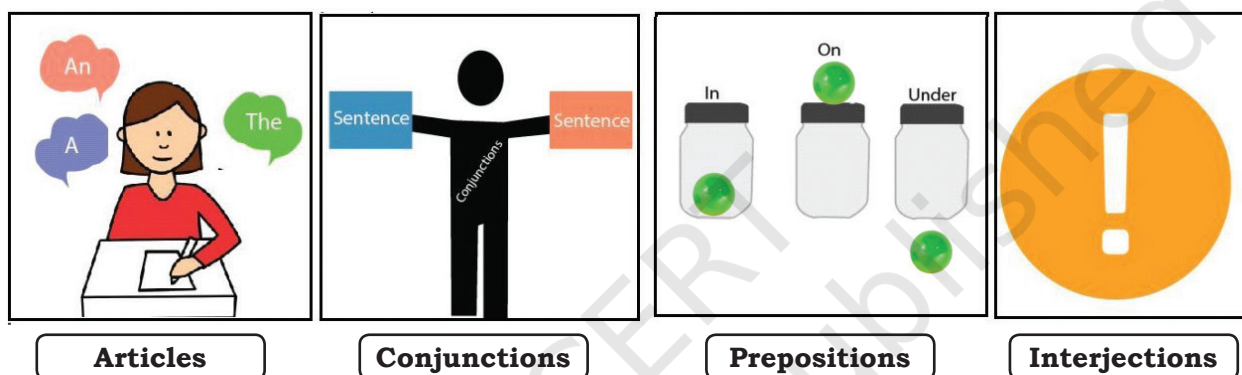
Figure 1.9 Supporting Parts of Speech

Table 1.17 Supporting Parts of Speech

Supporting Parts of Speech	Use	Example
Articles	The words 'a', 'an' and 'the' are known as articles. Articles are generally used before nouns. An is used before words beginning with a vowel (a.e.i.o.u) sound **A** is used before nouns with a consonant (all other alphabets) sound **The** is used to refer to specific or particular words	The car stopped suddenly because a cat ran in front of it. A book An apple An umbrella The sun
Conjunctions	Conjunctions are words that join two nouns, phrases or sentences. Some common conjunctions are 'and', 'or' and 'but'.	Instead of: Sheela went to the market. I went to the market. Sheela **and** I went to the market. Instead of: Do you want oranges? Do you want apples? Do you want oranges **or** apples?

Prepositions	Prepositions connect one word with another to show the relation between them. They usually answer the questions 'where', 'when' and 'how'.	Some common prepositions are 'on', 'at', 'under' and 'in'. The cat is **on** the roof. The shop is **at** the end of the road. Rahul is standing **under** the tree. I live **in** Delhi.
Interjections	These words express strong emotions, such as happiness, surprise, anger or pain. They have an exclamation mark at the end.	Wow! Oh! Oh no! Thanks! Help!

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/ Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the initial video in the e-Learning lesson for this topic can you identify the parts of speech.

Activity 1

Group Exercise — Identifying Parts of Speech

Material Required

Notebook, pen

Procedure

1. Form groups of four students each. One by one, the students read aloud the paragraph given below.

   "*on sunday, i have an appointment to meet dr.patel in delhi.*

   my house is near mr patels shop i went to his shop on friday to buy vegetables I bought potatoes onions carrots and a cabbage mr patel is a friendly man have you met him"

2. This paragraph contains examples of the parts of speech you learnt about in this lesson.

3. Each group discusses and identifies as many of these parts of speech as they can and mark them.

4. They re-write the paragraph with proper punctuation.

Activity 2

Group Exercise — Constructing Sentences

Material Required

Notebook, pen

Procedure

1. Form pairs of students.
2. List out five parts of speech that you learnt in the lesson. Select one of them and create two simple sentences which use these parts of speech. For example, if you have chosen adjectives, create two sentences that have adjectives.
3. For each part of speech, a volunteer reads out their sentences. The other students say if it is correct.

Activity 3

Group Exercise — Identify Name, Place, Animal, Thing

Material Required

Notepad and pens

Procedure

1. Number yourselves from 1 to 5. One set of 1–5 is in one group and so on.
2. Each member of a group has to say a word that is either a name, place, animal or thing; the fifth member has to do an action.
3. Each group gets 30 seconds to think what they are going to say and do.

Check Your Progress

A. Multiple choice questions

Read carefully all the options given below the question and choose the correct option(s).

1. What is a sentence?
   (a) A group of ideas that forms a complete paragraph.
   (b) A group of words that communicates a complete thought.
   (c) A set of rules that we must follow to write correctly.
   (d) A set of words that contains all the basic punctuation marks.
2. Which of these sentences is capitalised correctly?
   (a) I am Hungry.
   (b) Divya and sunil are reading.
   (c) The bucket is Full of water.
   (d) She lives in Delhi.

3. Which of these sentences are punctuated correctly?

    (a) Where are you going.
    (b) I have a pen a notebook and a pencil.
    (c) I am so happy to see you!
    (d) This is Abdul's house?

B. Write the following sentences in your notebook and mark the nouns, pronouns, adjectives, verbs and adverbs in these sentences.

    (a) Sanjay plays football everyday.
    (b) Divya gave him new books.
    (c) I opened the red box carefully.

C. Fill in the blanks

1. Fill correct nouns and verbs from the table to complete the sentence in the table given below.

Nouns	Verbs
girl, girls, boy, milk, dog	skipping, cycling, running, studying, drinking, barking
a. The _____ is _____.	b. The _____ are _____.
c. The _____ is _____.	d. Raju is _____.
e. The _____ is _____.	f. The _____ is _____.

C. Subjective question

1. Identify the conjunctions and prepositions (Remember, conjunctions join two sentences while prepositions help answer the words 'where', 'when' and 'how'.).

    Write the conjunctions and prepositions from the list given below in the correct box.

    • Under, And, In, At, Or, Up

Conjunction	Preposition

SESSION 8: WRITING SKILLS — SENTENCES

Parts of a Sentence

As you have learnt in English classes, almost all English sentences have a subject and a verb. Some also have an object. A subject is the person or thing that does an action. A verb describes an action. Object is the person or thing that receives the action. For example, read aloud a simple sentence "Divya reads a book". Let us see the different parts of the sentence in Figure 1.10.
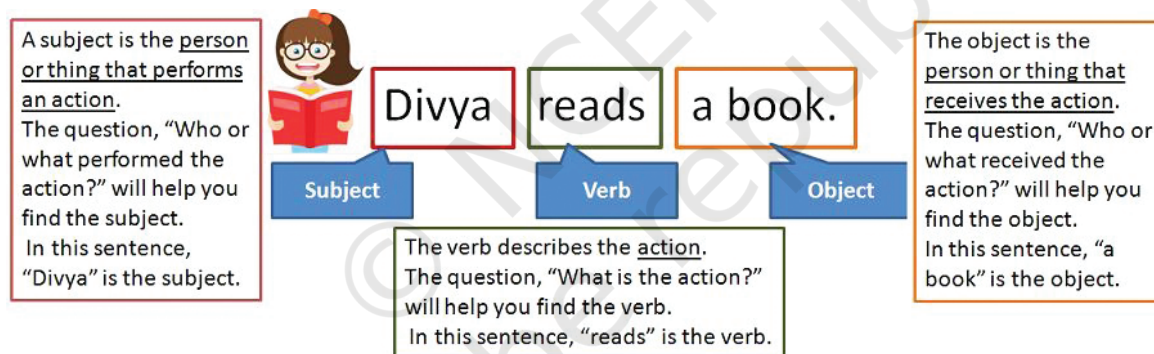
Figure 1.10: Parts of a Sentence

Read aloud the example sentences shown in Table 1.18 and understand which is the subject, verb and object.

Table 1.18 Parts of a Sentence

Sentence	Subject	Verb	Object
I ate an apple.	I	ate	an apple.
He cooked dinner.	He	cooked	dinner.
She kicked the football.	She	kicked	the football.
Dia and Sanjay broke the bottle.	Dia and Sanjay	broke	the bottle.

Types of Objects

The object in a sentence can be either <u>direct</u> or <u>indirect</u>. Direct objects are the ones directly 'acted on' by the action word (verb). If the verb is 'reads' and we ask "What does Divya read?" The answer is 'book' which is the direct object. A **direct object** answers the question 'what?'

An **indirect object** answers questions, such as 'to whom' and 'for whom'.

For example, in the sentence "**Abdul gave a gift to his mother**." **The verb is 'gave'**. As you can see in Figure 1.11, there are two objects here — 'gift' and 'mother'

What did Abdul give? A gift. To whom did Abdul give a gift? To his mother. Here, 'gift' is the direct object and 'his mother' is the indirect object. Some sentences only have direct objects while some have both direct and indirect objects.

Read aloud the examples given in Table 1.19 and practice finding the direct and indirect objects.
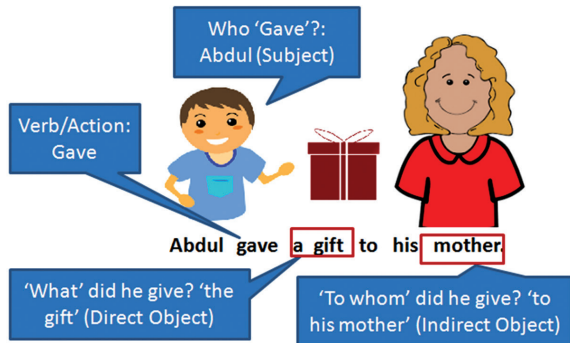
Figure 1.11 Indirect Objects

Table 1.19 Direct and Indirect Objects

Sentence	Verb	Verb + What?	Verb + By whom/to whom?	Direct Object	Indirect Object
Reema bought vegetables.	bought	vegetables		vegetables	
Fatima and Sonia played tennis.	played	tennis		tennis	
He offered me a chocolate.	offered	chocolate	me	chocolate	me
The teacher gave us homework.	gave	homework	us	homework	us

Types of Sentences

Active and Passive Sentences

Figure 1.12 Types of Sentences
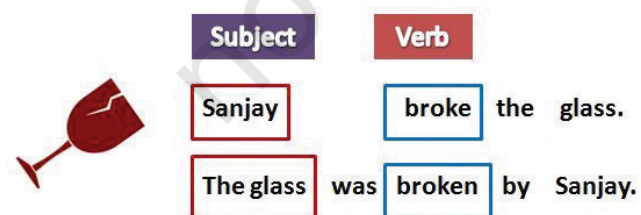
Read aloud the sentence shown in Figure 1.12. What is the difference between the two sentences?

1. Sanjay broke the glass.
2. The glass was broken by Sanjay.

The action (verb) in both sentences is breaking of the glass. But the 'subject' of both sentences is different. In the first sentence, the subject (Sanjay) does the action. In the second sentence, the subject (the glass) receives the action.
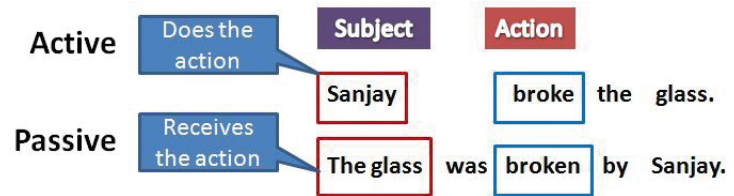
Figure 1.13 Active and Passive Sentences

Read the sentences in Figure 1.13 again.

Sentences where the subject does an action are known to be in the **Active** voice.

Sentences in which the subject receives an action are known to be in the **Passive** voice.

Read aloud some more examples given in Table 1.20.

Table 1.20 Example of Active and Passive sentences

Active Voice	Passive Voice
She wrote a letter.	A letter was written by her.
He opened the door.	The door was opened by him.
Mohan played the flute.	The flute was played by Mohan.

Types of Sentences (according to their purpose)

Read aloud the sentences in Figure 1.14. How do you think they differ from each other?
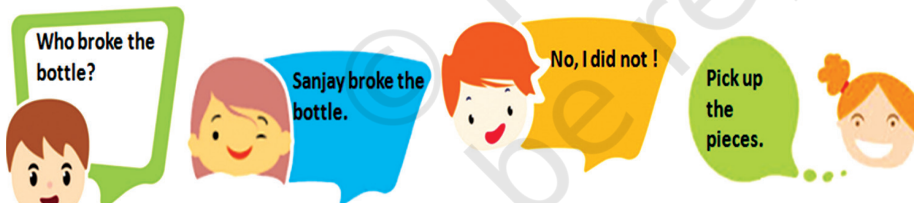
Figure 1.14 Examples of Types of Sentences

Each of these sentences has a different purpose. Also, notice how each sentence in Figure 1.15 ends.
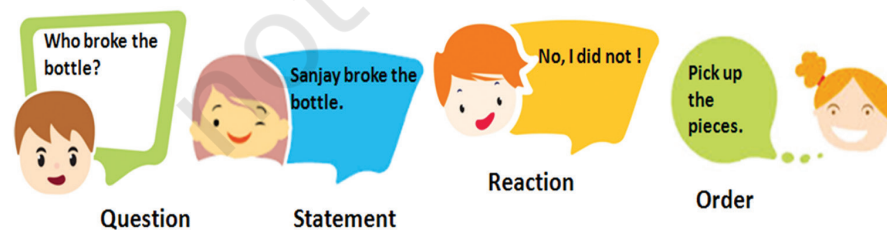
Figure 1.15 Description of Types of Sentences

Read the examples in Table 1.21 to practise the different types of sentences.

Table 1.21 Types of Sentences

Statement or Declarative Sentence	Question or Interrogative Sentence	Emotion/Reaction or Exclamatory Sentence	Order or Imperative Sentence
This is the most common type of sentence. It provides information or states a fact. It always ends with a 'full-stop' ('.').	This type of sentence asks a question. It always ends with a question mark ('?').	An exclamatory sentence expresses a strong emotion, such as joy, sadness, fear or wonder. It always ends with an exclamation mark ('!').	These sentences show an order, command, request, or advice. It can end with a full stop or an exclamation mark ('.' or '!').
Read aloud the examples given below			
I go to school.	Did you go to school?	I came first in class!	Go to college today.
It is very cold.	How is the weather?	Oh, it's so cold!	Wear your sweater.
I completed my project.	Did you complete your project?	I completed my project!	Complete your project.

Paragraph

You have learnt about sentences. A group of sentences forms a paragraph. While writing a paragraph, make sure the sentences have a common idea. When you want to write about a different idea, make a new paragraph.For example, if you are writing about your school, the first paragraph can be of sentences about the name, location, size and other such details. In the next paragraph you can use sentences to describe what you like about your school.

I go to Government Higher Secondary School, Balachadi. It is not a very big school, but it has many good teachers. There are about 100 students in my school. My school is on the main road, very close to the city Railway Station.

I love going to school and learning about new things. My school has a small playground where I play cricket with my friends after the classes are over. It has a library also. I love my school.

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/ Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the initial video in the e-learning lesson for this topic, think of the different types of sentences which were used in the story presented through the video. Classify the sentences as declarative, interogative, exclamatory or imperative.

Activity 1

Pair-work — Making Sentences

Material Required

Notebook, pen

Procedure

1. Form pairs. First, write down three sentences that contain direct objects.
2. Now, write down three other sentences that contain both direct and indirect objects.
3. Use different colours to mark the different parts of each sentence. (Subject, Verb, Object).

Activity 2

Pair-work — Active and Passive Voice

Material Required

Notebook, pen

Procedure

1. With the same pairs as Activity 1, write a paragraph on any topic. The paragraph should have at least two sentences in active voice and two sentences in passive voice.
2. One volunteer from each group reads out their paragraph to the class.

Activity 3

Assignment work — Types of sentences

Material Required

Notebook, pen

Procedure

1. Write eight sentences. These should have two sentences each of the following type: declarative, interrogative, exclamatory and imperative.

Check Your Progress

A. Multiple choice questions

Read carefully all the options given below the question and choose the correct option(s).

1. Identify the subject in the sentence, "The children played football."
   (a) The children
   (b) Children played
   (c) Played
   (d) Football

2. Identify the object in the sentence, "The children played football."
   (a) The children
   (b) Children played
   (c) Played
   (d) Football

3. Which of these sentences has both indirect and direct objects?
   (a) I am watching TV.
   (b) She bought a blue pen.
   (c) The girls played cricket.
   (d) He wrote his sister a letter.

4. Which of these sentences is in passive voice?
   (a) They are watching a movie.
   (b) The clock was repaired by Raju.
   (c) He is sleeping in the room.
   (d) My pet dog bit the postman.

B. Subjective question

1. Write one sentence of each type — statement, question, exclamatory and order.

2. Which is your favourite festival? Write two paragraphs about your favourite festival.

3. Each paragraph should have a minimum of four sentences. Make sure you follow all the rules about sentences and paragraphs you have learnt.

4. Practice work: Practice speaking correct sentences with your classmates. Try and find the parts of sentences which you use commonly.

What Have You Learnt?

After completing this session, you will be able to

- identify the different parts of a sentence.
- differentiate between active and passive voice.
- identify and compose different type of sentences.

Session 9: Greetings and Introduction

We use certain words called 'greetings' before we start talking to friends, people familiar to us, or even people whom we are meeting for the first time. Also we use certain sentences to describe ourselves or others to people who do not know about us. This forms an introduction.

Greetings

There are many ways to greet when you meet a person. The greeting and reply to a greeting at work is different from the greeting and reply given to a friend. Similarly, there are many ways to say goodbye when you depart.

The greetings change depending upon who we are talking to and even according to the time of the day. Greetings help us start a conversation nicely as shown in Figure 1.16.

Figure 1.16 Greetings and Introductions

Types of Greetings

There are two methods of greetings as shown in Figure 1.17. Say the greetings given below aloud.

Figure 1.17 Formal and Informal Greetings

Formal greetings are used if you do not know the person. It is used to greet a senior, elderly people or people with whom we have formal relations like teachers or customers. This is used more often in schools, colleges, offices, in meetings and at work.

Say aloud the formal greetings and replies given in Table 1.22.

Table 1.22 Formal Greetings

Greeting	Reply
Good morning everybody!	Good Morning, Madam!
Good morning, Sir!	Good Morning, everyone!
Hello Sir. How are you?	Very well. Thank you? How are you?
How are you Tina?	I'm doing well. How are you, Sir?

Informal greetings are used when you talk to friends, family or know the person very well.

Say aloud the informal greetings or replies given in Table 1.23.

Table 1.23 Informal Greetings

Greeting	Reply
Hey!	Hello or Hi!
Hey! How are you doing?	Hi! I am doing great!
Hi!	Good to meet you.

We can also greet people according to the time of the day when we meet them — say aloud the greetings given in Table 1.24.

Table 1.24 Greetings According to Time

Time	Greeting
From early morning to 11.59 am	Good morning
12 pm to about 5 pm (afternoon hours)	Good afternoon
5 pm to midnight	Good evening (We usually do not greet people by saying Good night even if it is night. We say Good night at the end of conversation)

Introducing Yourself and Others

When you are meeting someone for the first time, or if others want to know about you, you need to 'introduce' yourself. You can do this by telling your name and some general information like your hometown, your job or subjects as a student, your interests, etc. When introducing yourself, remember to look at the other person and smile. Some examples are shown here in Figure 1.18.

Figure 1.18 Introducing Yourself

We can introduce someone to others by telling their name, what they do, how we know them, or even by describing something interesting about them. One example is shown in Figure 1.19.

Figure 1.19 Introducing Others

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/ Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

Have you come across such a situation? Based on the initial videos in the e-learning lesson for this topic, write down what do you think about introducing yourself to neighbours? How will you start a conversation politely?

Activity 1

Role-play — Formal and Informal Greetings

Material Required

Notebook, pen

Procedure

1. Form pairs of students.
2. Each pair should write about two conversations; one with formal greetings and one with informal greetings.
3. One volunteer from each pair acts this out in front of the class.
4. The class observes whether it is formal or informal greetings.

Activity 2

Role-play — Introducing Someone

Material Required

Notebook, pen

Procedure

1. Use same pairs of students as in Activity 1.
2. Write conversations that generally happen to introduce someone to friends and family.
3. One volunteer from each pair demonstrates it for the class. The class observes whether the introduction has been made correctly or not.

Activity 3

Practice and Discussion — Greetings

Material Required

Notebook, pen

Procedure

1. Imagine that you are at home. The doorbell rings and you open the door.
   Write down
   - What would you say when you see your uncle standing at the door?
   - What would you say when you see your friend standing at the door?
2. One volunteer acts it out in front of the class. The class in the presence of the teacher discusses:
   - What is the difference in the way you greet your friends and teachers?
   - What are the different phrases used when greeting friends?
   - What are the phrases used when greeting elders?
   - What are the phrases used when greeting your superiors in the office?

Check Your Progress

A. Multiple choice questions

Read carefully all the options given below the question and choose the correct option(s).

1. Which of these are formal greetings?
   (a) Good morning
   (b) Good evening
   (c) Good afternoon
   (d) All of the above

2. In which of these situations can you say 'Hi'?
   (a) When you meet your teacher in class.
   (b) When you meet a senior.
   (c) When you meet your sister at home.
   (d) When you meet your friends at a shop.

3. At which of these times can you say 'Good evening'?

   (a) 11am
   (b) 9am
   (c) 2pm
   (d) 7pm

4. Which of these details can you say while introducing a person?

   (a) The person's name
   (b) How you know the person
   (c) Something interesting about the person
   (d) All of the above

B. Subjective question

1. Write two to three lines you would use to introduce yourself.

What Have You Learnt?

After completing this session, you will be able to

- greet people formally and informally.
- introduce yourself to other people.
- introduce the other person to your friends.

SESSION 10: TALKING ABOUT SELF

You may need to talk about yourself on many occasions especially when you meet new people. You may also need to fill forms with information about yourself. In this lesson, you will learn how to describe (or 'introduce') yourself and write about yourself.

Talking About Yourself

When you meet someone for the first time, they may want to know more about you. You will need to 'introduce' yourself by telling them about yourself as shown in Figure 1.20.

You usually start by telling your name. Then you can talk about other things, such as what you do, your age, where do you live, or even about the things or activities that you like or dislike.For all these sentences, you will use nouns and verbs.

Figure 1.20: Talking about Self

A **noun** is a 'naming' word that is used for a person, place, thing, or idea. Some **examples of nouns** are **Ali, Delhi, football** and **music**.

A **verb** is a 'doing' word that tells us what the noun does. Some examples of verbs are **play, like, eat** and **write**. Note that some verbs with an 'ing' ending can also act as nouns. Swimming is an example. We can talk about likes and dislikes using nouns as well as verbs that end with 'ing'. For example, cycling, swimming.

Table 1.25 shows how people talk about themselves. Read aloud.

Table 1.25 Talking About Yourself

Name	I am Harish Sethi.	My name is Anu.	I am Lucy Peter.	My name is Ali.
What they do	I am in high school.	I am a student.	I play cricket.	I practice karate.
Age	I am 15 years old.	I am sixteen years old.	I am nine.	I will be 17 soon.
Hometown	I stay in Agra.	I live in Mumbai.	I am from Goa.	I am from Patna.
Likes	I like playing chess.	I like swimming.	I like carpentry.	I like music.
Dislikes	I dislike summers.	I do not like dolls.	I dislike loud noise.	I do not like playing football.
Strengths	I can write stories very well.	I am a good public speaker.	I can solve crossword puzzles quickly.	I am a good team player.
Weaknesses	I leave tasks incomplete .	I get angry easily.	I cannot manage my time properly.	I am nervous to speak in front of a large group.

Filling a Form

Sometimes, instead of talking, you will have to write about yourself in a form. A form is a typed or printed page with blank spaces for information.

Each form is different, so you should read it properly before filling. Write neatly, while taking care to use the correct spellings. A form usually has the following fields for personal information as shown in Table 1.26.

Table 1.26 Filling a Form

Name	Here you enter your name. Sometimes you may need to write the first, middle (if any) and surname.
Date of birth	This is the date on which you were born. It is usually written as the day, followed by the month, followed by the year in numerals.
Address	This is the postal address which includes your house number and the details of the street, area and the city.
PIN code	This is a group of numbers used by the post office to identify a region. It is an important part of an address.
Signature (or Sign)	This is your name or initials written by hand, in a specific way (which is difficult for anyone else to copy).
Other information is to be filled according to the requirements of the form.	

Example

Harish Sethi was born on 5 December 1999. He lives in Agra, in a house named Sukh Nivas. His house number is 13 in Raja Nagar. His postal code is 282001. Harish filled a form asking for personal information like this.

First Name	Harish
Last Name	Sethi
Date of Birth	5 December 1999 (or 05-12-1999)
Address	Sukh Nivas, No. 13, Raja Nagar, Agra
Pin Code	282001

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/ Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the initial video in the e-learning lesson for this topic think about yourself and write at least three sentences about yourself?

Activity 1

Pair-work — Introducing Yourself and Filling Forms

Material Required

Notebook, pen

Procedure

1. Form pairs of students.

2. Introduce yourself to your partner, giving the details necessary to fill a form. Your partner should fill in the form with your details in his or her notebook. When all the students have finished filling the form, read the information given carefully and check whether the details are correct.

3. Now, your partner should talk about him or her while you fill the form in your notebook with his or her details.

4. After you finish, your partner should check information given in the form.

Activity 2

Group Exercise — Talk About Yourself

Material Required

Notebook, pen

Procedure

1. Form groups of four students each.

2. Take turns and one by one, introduce yourself to the others in the group.

3. Use the steps and expressions that you learnt in the lesson. Remember to present your likes and dislikes as well! Each person has one minute to talk about himself or herself.

4. When one person talks, the others should correct and guide him or her.

Practice work

Maintain a diary to show the assignments to your teacher. The assignments may include the following:

• Introducing yourself to the new people you meet

• Telling your friends about your likes and dislikes

• Asking your family members to show you some forms they have filled in.

• Creating a signature for yourself.

• Creating a simple form. Give copies to your friends and ask them to fill in the form. Guide them if they do not know how to fill it in.

Check Your Progress

A. Fill in the blanks

1. Use the following words to complete the form given below:

    football and swimming, seven years old, Hassan, Yasmin, in Bangalore.

    (a) My first name is _____.
    (b) My surname is _____.
    (c) I am _____.
    (d) I live _____.
    (e) I do not like _____.

B. Multiple choice questions

Read carefully all the options given below the question and choose the correct option(s).

1. Select the correct answer for the following question:

    A postal code is_____

    (a) a group of numbers or letters used to identify a government building.
    (b) a code used to indicate the door number of a house.
    (c) a group of numbers or letters used by the post office to identify a region.
    (d) A code used to identify different post offices.

What Have You Learnt?

After completing this session, you wil be able to

- answer questions that others ask about you.
- talk about your likes and dislikes with your friends.
- fill out a form with some basic personal details.

SESSION 11: ASKING QUESTIONS

A question is a sentence, phrase, or word that either asks for information or is used to test someone's knowledge. We always use a question mark (?) at the end of a question. In our day-to-day interactions with others, we often have to ask and answer questions to get information. Asking the correct questions can help us get the information we want as shown in Figure 1.21.

What are the Two Main Types of Questions?

There are two basic types of questions: close-ended questions and open-ended questions.

Figure 1.21 Questions and Information

Figure 1.22 Open-ended Question

Figure 1.23 Close-ended Question

Questions that can be answered with a 'yes' or a 'no' are called **close-ended questions**. That is because the answer options are limited or closed. For example, when we ask: 'Are you hungry?', the answer could be either 'Yes' or 'No'. (see Figure 1.22)

Sometimes, when we ask a question, we expect an answer with more details. For example in Figure 1.22 when we ask: "What would you like to eat?", the answer could be: "I would like to eat an apple." These are called **open-ended questions** because their answer options are not limited or closed. In this case, the person could have said mango, orange or any other fruit.

How to Frame (or Form) Questions?

Forming Close-ended Questions

We can form close-ended questions by adding helping verbs (called auxiliary verbs) like **Be, Do** and **Have**. These convey additional information, such as time and mood. Besides these, there are other auxiliary verbs (called modal verbs), such as **Can, May, Should** which show possibility or necessity. One method of forming close-ended questions is to take a sentence without the above words and place such words before the subject.

For example, the sentence "I like it" can be changed into a close-ended question by adding the word 'do' before the subject 'I'. This creates the close-ended question: "**Do** I like it?"

Read aloud the other examples shown in Table 1.27.

Table 1.27 Close-ended Questions

Sentence	Close-ended questions after adding helping verbs
They talk on the phone every day.	**Do** they talk on the phone every day?
You share your lunch with your friends.	**Could** you share your lunch with your friends?

Please Note: *This helping verb changes based on the subject, but the main verb remains unchanged. For example, in the sentences and the questions below, the main verb (cook) remains unchanged, but the auxiliary verb (do) changes based on the subject.*

Read aloud the other examples given in Table 1.28.

Table 1.28: Close-ended Questions with Helping Verbs

Sentence	Close-ended questions after adding helping verbs
I cook dinner.	Do I cook dinner?
She can cook dinner.	Can she cook dinner?
They cook dinner.	Do they cook dinner?

In some cases, **we exchange the positions of the subject and the verb** to create a close-ended question. We can follow a similar method for sentences that already have auxiliary verbs. Read aloud the other examples shown here in Table 1.29.

Table 1.29 Close-ended Questions (Subject/Verb exchanged)

Sentence	Close-ended questions after exchanging positions of the subject and the verb
He is there.	Is he there?
They were cleaning their room.	Were they cleaning their room?
You can help me.	Can you help me?

Forming Open-ended Questions — Using Question Words

Some questions are called open-ended because their answer options are not limited or closed. They have to be answered with more information than just a 'yes' or a 'no'. We can form open-ended questions by using question words, such as **What, Why, Who, How, When** and **Where.** Read aloud the other examples shown here in **Table 1.30**. Notice how these questions CANNOT be answered with a 'yes' or a 'no'.

Table 1.30 Open-ended Questions with Question Words

Open-ended questions	Answer sentence
What did you do?	I went to the park.
Why did you go there?	I went to meet my friend.
How did you go?	I cycled.

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/ Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Activity 1

Pair-work — Open-ended and Closed-ended Questions

Material Required

Notebook, pen

Procedure

1. Form pairs of students.
2. Each pair writes 5 open-ended and 5 close-ended questions along with the answers for all 10 questions.
3. When all pairs have completed the activity, one volunteer pair reads out their questions and answers to the whole class.
4. The class gives its feedback on whether the questions are framed correctly or not.

Activity 2

Group Exercise — Forming Questions

Material Required

Notebook, pen

Procedure

1. Form groups of four students each.
2. Write a conversation between four people, with at least 6 questions (including close and open-ended questions).
3. One group volunteers to act it out in front of the class.
4. The other students give their observations on whether the questions were framed correctly or not.

Check Your Progress

A. Multiple choice questions

Read carefully all the options given below the question and choose the correct option(s).

1. What are close-ended questions?

    (a) Questions that can have any answer
    (b) Questions that do not have answers
    (c) Questions with yes or no answers
    (d) Questions that have many answers

2. Which of these are open-ended questions?

    (a) Where do you live?
    (b) Are you hungry?
    (c) How do you feel?
    (d) Did you meet him?

3. Which is not a question word?

    (a) What
    (b) Want
    (c) Which
    (d) How

4. Which of these is the correct way to convert the sentence "You are studying" into a question?

    (a) You are studying?
    (b) Studying you are?
    (c) Are you studying?
    (d) Studying are you?

B. Subjective question

1. Make a note of 10 questions your friends asked you. How many were open-ended questions? Make a list of 10 close-ended questions you have asked.

What Have You Learnt?

After completing this session, you will be able to

- ask simple questions to solve your doubts.
- identify close-ended and open-ended questions.
- use the correct question words to ask open-ended and close-ended questions.

SESSION 12: TALKING ABOUT FAMILY

Introduction

How big or small is your family? What happens when someone asks you about your family? What do you say? Can you introduce all your family members in English?

Let's learn some words which will help you introduce your family members and describe how you are related to them.

Figure 1.24 Family

New Words — Names for Relatives

Do you know the English names for different members of the family? Your mother and father are your *parents*. You may have one or more *brothers* or *sisters* as in Figure 1.24.

- In English, parents of both mother and father are called *Grandparents* (Grandfather and Grandmother).

- Sisters of both father and mother are called *Aunts*.

- Brothers of both father and mother are called *Uncles*.

- Children of all aunts and uncles are called *Cousins*.

- Family members of the husband or wife are known as '*in-laws*'.

  - For example, brothers and sisters of the husband will be *brothers-in-law* and *sisters-in-law* for the wife.

  - Brothers and sisters of the wife will be *brothers-in-law* and *sisters-in-law* for the husband.

  - Parents of the wife will be *father-in-law* and *mother-in-law* for the husband.

  - Parents of the husband will be *father-in-law* and *mother-in-law* for the wife.

Read and practice saying the words as shown in Figure 1.25
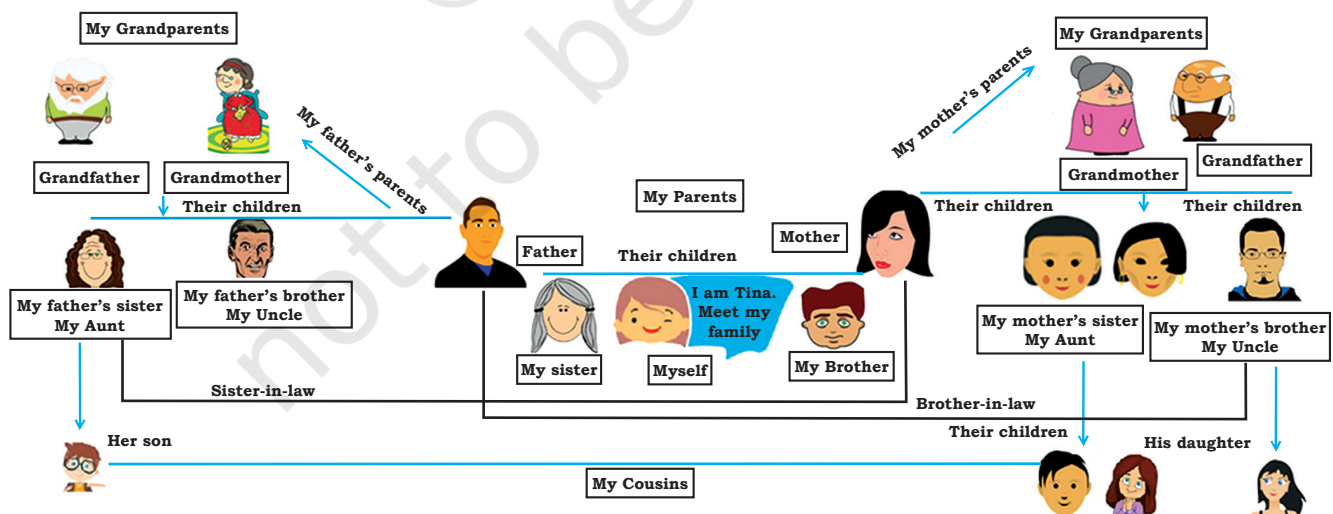
Figure 1.25 Relatives

New Words — Words that Show Relations

Did you notice the words? (my, father's, mother's, their)

In 'father's sister' the word 'father's' describes the relation with the noun 'sister'. If you remember, words which describe a noun or a pronoun are called *adjectives*. The type of adjectives which describe relations or ownership (possession) are known as *Possessive Adjectives*.

Possessive adjectives can be used to show a relation between people and owner of things.

The common relation words are given in Table 1.31. Read and practice saying the words aloud.

Table 1.31 Words Showing Relations — Possessive Adjectives

Word	Meaning	Example	Example
my	Belongs to/related to me	My mother is a teacher.	This is my book.
your	Belongs to/related to you	Where is your sister?	Is this your book?
his	Belongs to/related to him	His cousin plays cricket.	That is his house.
her	Belongs to/related to her	She loves her father.	I like her dress.
its	Belongs to/related to it	The baby is looking for its mother.	Keep the ball in its place.
our	Belongs to/related to us	Our grandparents live in Simla.	We love our school.
their	Belongs to/related to them	Parents take care of their children.	We visited their house.

We also use the sign (') with and '**s**' to show the owner or related person, as shown in Table 1.32.

Table 1.32 Words Showing Ownership or Relations

Word	Meaning	Example 1	Example 2
father's	Belongs to/related to father	My father's sister loves us.	My father's car is red in colour.
mother's	Belongs to/related to mother	My mother's mother is my grandmother.	My mother's work never ends.
Ravi's	Belongs to/related to Ravi	Ravi's sister is my friend.	Ravi's house is far away.
Mr Sharma's	Belongs to/related to Mr Sharma	Mr Sharma's uncle is very old.	Mr Sharma's office is well lit.

Read out these lines as Tina talks about her family. Notice the relation words that have been underlined and the relations which have been shaded.

- <u>My</u> name is Tina.
- <u>My mother</u> is a teacher.
- <u>My father</u> works in a hotel.
- <u>My brother's</u> name is Raj and <u>my sister's</u> name is Anju.
- <u>I</u> have three aunts and two uncles.
- <u>Our</u> grandparents stay in Simla. I love going to <u>their</u> house but it is far from <u>our</u> school.

How would you describe your family?

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/ Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Activity 1

Pair-work — Talking about Family

Material Required

None

Procedure

1. Form pairs of students.
2. Ask your partner any five questions about his or her family. The partner has to answer your questions by talking about his or her family members.
3. Then the partner will ask you any five questions about your family and you will need to talk about your family.

Activity 2

Role-play — Family Relations

Material Required

Pen and paper

Procedure

1. Form groups of five to eight students in each group.
2. Make chits with names of family members, such as father, mother, uncle, brother, cousin, etc., on them. Leave one chit blank.

3. Everyone should pick a chit and act according to that role. The person who gets the blank chit will ask questions to everyone else about their role in the family.
4. Everyone else will talk about their relations to each other. For example, I am your father. This is your uncle.
5. Then the person with the blank chit will introduce the 'family' to the class.

Check Your Progress

A. Multiple choice questions

Read carefully all the options given below the question and choose the correct option(s).

1. Your mother's or father's sister is your _____ .
   - (a) parent
   - (b) sister
   - (c) uncle
   - (d) aunt
2. Your uncle's children are your _____ .
   - (a) parents
   - (b) cousins
   - (c) brother
   - (d) sister
3. A father-in-law is my _____ .
   - (a) mother's father
   - (b) cousin's father
   - (c) uncle's father
   - (d) husband or wife's father
4. Your father's or mother's brother is your _____ .
   - (a) cousin
   - (b) uncle
   - (c) parent
   - (d) brother

B. Subjective question

1. Describe your family in 5–8 sentences.

What Have You Learnt?

After completing this session, you will be able to

- talk about your family and describe relationships.
- use 'possessive adjectives' to talk about things that belong to you or others.

Figure 1.26 Habits

SESSION 13: DESCRIBING HABITS AND ROUTINES

A **habit** (Figure 1.26) is a practice that we follow, especially one that is very hard to stop or give up. For example, getting up at a particular time is a habit.

A **routine** is a regular, ordered way of doing activities at a fixed time. There are some phrases that can be used to describe your routine. Some words like every day, usually (or generally), always, sometimes, never, etc., can be used to describe our habits and routines.

Concept of Habits and Routine — Priya's Day

How would Priya describe her daily routine to a friend? Read aloud the sentences given in Table 1.33.

Table 1.33 Priya's Routine

My daily ROUTINE is this
Every day, I get up at 7 am.
I take a bath at 7.30 am.
I have my breakfast at 8.00 am.
I go to school at 8.30 am.
I come back home at 2.00 pm. Then I iron and fold my clothes.
I have dinner with my family at 7.00 pm. Then I help wash the utensils.
I watch TV at 8.00 pm.
I go to sleep at 9.00 pm.

All the above steps, done one after the other, form Priya's routine. She does them daily, in the same order! Some are habits (like taking a bath, watching TV) and some are work or **chores** (like washing utensils).

Let us see how Priya describes her habits (things she usually does) to her friend Reena. Read aloud the sentences given in Table 1.34 (first read Priya's dialogue and then read Reena's dialogue).

Table 1.34 Priya's Habits

Priya	Reena
Hi Reena!	Hi Priya, your hair looks so good.
Thank you Reena. I **always** oil and comb my hair.	That's a good habit. I **never** oil my hair.
You must do that Reena. Have you completed the science homework?	Yes I have. I always finish my homework on time.
That's a great habit. I have not **completed** the homework. I sometimes forget to finish my homework.	Don't worry, come I'll help you with the homework.

The words that are in bold — **always, never, sometimes** — are used to describe when you do an activity. They are called **Adverbs of Frequency**. They describe how often something happens. They are useful in describing habits. Other examples of such adverbs are shown in Table 1.35.

Table 1.35 Adverbs of Frequency

For regular activities	weekly, daily, yearly, always	I go to the temple **weekly**.
For irregular activities	sometimes, often, rarely	I **sometimes** go to the temple.

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/ Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Activity 1

Pair-work — Discussing habits and routines

Material Required

Notebook, pen

Procedure

1. Form pairs of students.
2. Both partners make a table in this format (You can change the details).

Time	What do I do at this time?
6 am – 6.30 am	I get up and get ready for the day.
6.30 am – 7.00 am	I take a bath.
	… and so on …

3. Take 5 minutes to fill in such a table about your daily activities in your notebook. Ask your partner about their routine. Listen carefully. Now your partner will ask you about your routine. Read aloud your routine to them.

4. Make a table in your notebook and fill it with your partner's routine details.

5. Exchange your notebooks and each will check if the partner has filled all details correctly.

Activity 2

Group-practice — Describing routines

Materials Required

Notebook, pen

Procedure

1. Form groups with five people in each group.

2. Choose a leader. The group leader will assign a role to each student: movie star, sports player, politician, teacher, doctor, etc. Then, think about the daily routine of your character.

3. The leader will interview student 1. Student 1 will interview student 2 and so on.

4. Finally, take some time to discuss about the routines of the characters.

Check Your Progress

A. Fill in the blanks Using the Correct Option

1. Write the correct adverbs of frequency that can be used in the following sentences against each sentence (Options — Seldom, Sometimes, Usually, Always, Never)

   (a) I eat breakfast every day._____
   (b) I don't drink coffee at all. _____
   (c) Once in a while I walk to the beach. ___
   (d) I generally play cricket after school. _____
   (e) I rarely sleep in the afternoon. _____

2. Which of the following are chores (or work) and which are habits? Mark the chores as 'C' and habits as 'H'.

   (a) I wash my clothes every day. _____
   (b) After dinner, I wash the dishes. _____
   (c) On Sunday, I clean my house. _____
   (d) I go to sleep at 10 pm. _____
   (e) I brush my teeth every morning. _____

B. Arrange in Correct Sequence

1. Arrange the following adverbs of frequency in order of 'all the time' to 'not at all'.

2. Rarely (or seldom); Never; Often; Sometimes; Generally; Always

C. Subjective questions

1. Write down the habits you want to create or the one's you want to drop.

2. Write down the routine you will follow over a month before your final exams.

What Have You Learnt?

After completing this session, you will be able to

- describe your regular activities and tasks.
- describe, in the correct order, the activities that you and other people do every day.

SESSSION 14: ASKING FOR DIRECTIONS

Introduction

Have you ever been lost and asked others for directions as in Figure 1.27? Have you sometimes given directions to others? In this lesson, you will learn to ask for and give clear directions to a place.
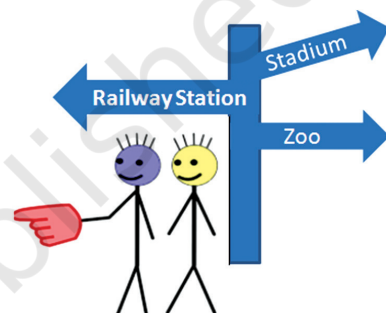
Figure 1.27 Directions

How to Ask for or Give Directions

When you need to go to a new place what do you do? You ask somebody or use a map. When you ask someone, you ask politely. Start by saying 'Excuse me' or by greeting them.

Ask clearly for the place where you want to reach (for example, Central School, Raja Nagar, Railway Station, Kavi Nagar Post Office, Admission office inside a building) as shown in Table 1.36.

Table 1.36 Asking for Directions

Excuse me, can you please tell me the way to the National Bank?
Excuse me, which way is the railway station?
Excuse me, do you know the way to the Gandhi National Museum?
Can you tell me the directions for reaching your home from the Town Hall?

The other person will usually tell you in which direction you should go, how far, and where you need

to take turns. Some terms for giving directions are shown in Figure 1.28.
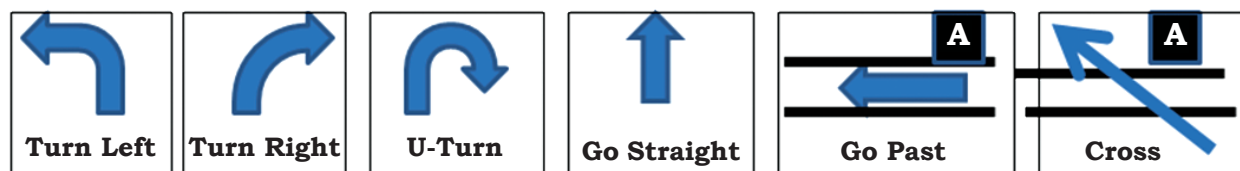
Figure 1.28 Terms for Giving Directions

If someone asks you for directions, you should use the same method. Repeat the directions to make sure that you have understood correctly.

You must thank the person who helped you, before leaving. Some words or phrases used for thanking others are given in Table 1.37.

Table 1.37 Thanking Others

Phrase	When to use
Thank You	This is the polite way to answer when anyone helps you.
Thanks	It means the same thing, but is more casual (should be used only with friends or family).
I appreciate that	This is one more polite way to answer when someone does something for you.
I really appreciate that	You can use this for someone who goes out of their way to help you.

When others thank you, you should accept by saying 'welcome', or 'you're welcome'.

More About Directions Using Landmarks

It is very helpful if you mention **landmarks** (places which are well known or easy to locate) like a bus stand, a lake, a bridge, big offices and schools, etc. while giving directions.

To give directions using the location of well-known places, we use location or position words called '**prepositions**'. (Tip: prepositions show position). There are some other prepositions which are used to show time, but in this lesson we will practice using the position words.

Some of these words are — **on**, **near to**, **opposite**, **in front of**.
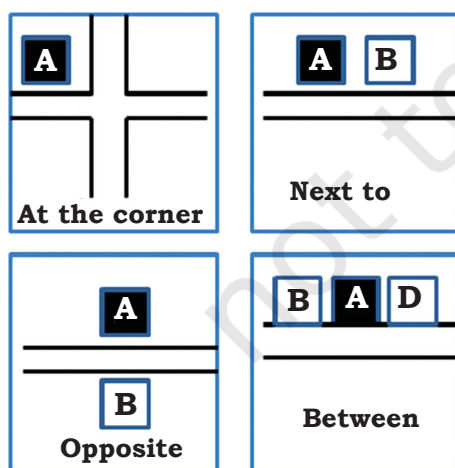
Figure 1.29 Describing Position

Figure 1.30 shows examples of giving directions to a place (Cosmos Mall). Different prepositions have been used to give directions based on nearby landmarks.

Directions to Cosmos Mall
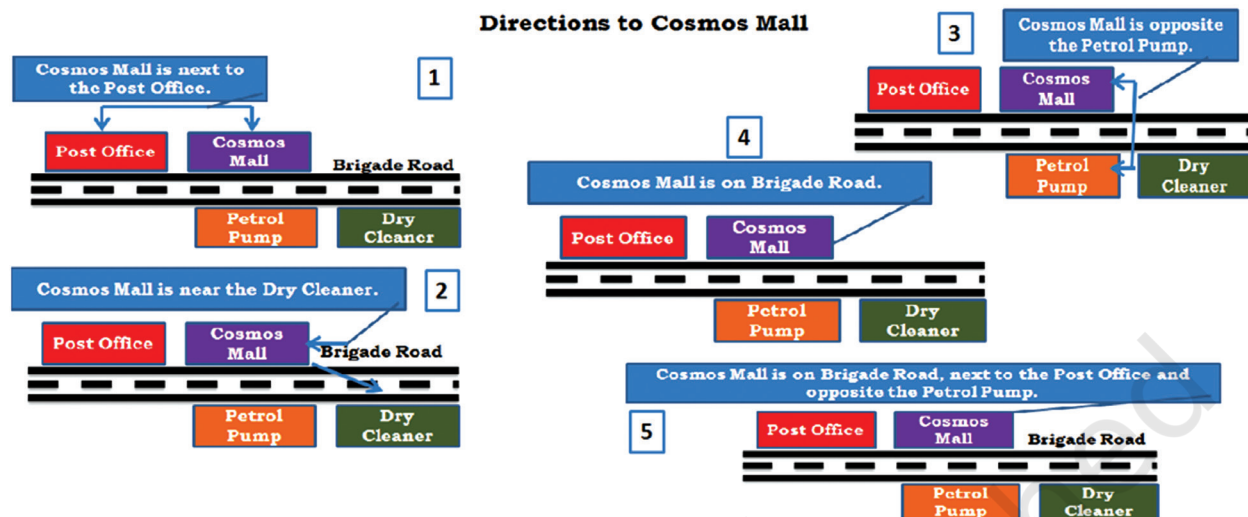
Figure 1.30 Describe Locations Based on Landmarks

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Activity 1

Group-exercise — Role-play

Materials Required

Notebook, pen

Procedure

1. Form groups with three students in each group.
2. Practise asking for and giving directions to different places. Your teacher may suggest some places or you can use places in your town as examples.
3. Discuss whether each person was able to give correct directions.
4. Discuss what you learned from this activity.

Activity 1

Assignment — Write the direction shown by the symbols given below.

_____   _____   _____   _____

Check Your Progress

A. Fill in the blanks using the given prepositions (across, of, into, to) to complete the sentences.

1. Go _____ the bridge and on the other side you will see a park.

2. Turn left _____ Acacia lane.

3. Go past the newspaper shop and carry on until you come _____ a bridge.

4. Go out _____ the building and turn left.

B. Multiple choice questions

Read carefully all the options given below the question and choose the correct option(s).

1. Which of the following is the correct way of thanking someone?
   (a) Thank you
   (b) Thanks
   (c) I really appreciate that
   (d) All of the above

C. Subjective question

1. Your classmates are coming to your house. Write the directions so that they can reach your home from your school.

What Have You Learnt?

After completing this session, you will be able to

- ask for directions, politely.
- thank a person in different ways using the correct phrases.
- give directions using the correct prepositions.

Unit 2

Self-management Skills

SESSION 1: STRENGTH AND WEAKNESS ANALYSIS

Have you ever wondered why you get good marks in one subject and not such good marks in another? Knowing what you do well or not so well, will help you in converting your weakness into strength and strength into an exceptional talent. A strength and weakness analysis helps you in this process. Strength and weakness analysis begins by knowing and understanding one's self first. Let us first understand some terms which can help you in doing the same.

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Definitions of Some Important Terms

Beliefs

Belief is a feeling of certainty that something exists and is true, especially one without proof. For example, one's belief in a friendship or superstition.

Values

Values are principles or standards of behaviour; one's judgement of what is important in life. They have a major influence on a person's behaviour and attitude

and serve as broad guidelines in all situations. Some common good values are honesty, equality, community involvement, etc.

Like

It simply means things you enjoy or love doing. For example, solving mathematical problems or playing a sport.

Dislike

It is the opposite of like; you disapprove it or do not enjoy doing it.

For example, dislike towards someone who doesn't treat people equally.

Opinion

It means a view or judgment formed about something, not necessarily based on fact. For example, an opinion about someone's career choice.

Background

It refers to a person's experiences, training and education. Background may emerge from type of childhood, education or type or family, etc.

Identity

Identity is a set of behavioural or personal characteristics by which an individual is recognisable as a member of a group. Identity may emerge from the citizenship, religion or caste of a person. Your identity is the sum of your opinions, beliefs, values, likes, dislikes, religion, etc. It is important to know who you are, because only then can you measure your strengths and weaknesses.

Knowing Yourself

Knowing 'yourself' means understanding who you are, what you like, what you dislike, what are your beliefs, what are your opinions, what is your background, what you do well and what you do not do well? It is important to know who you are, because only then can you measure your strengths and weaknesses (see Figure 2.1).
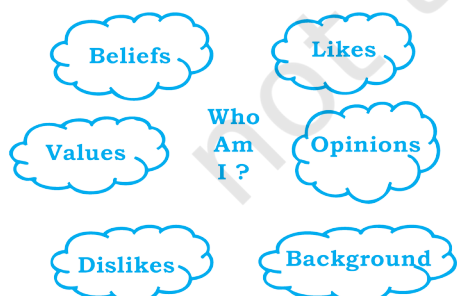
Figure 2.1 Knowing Yourself

Strength and Weakness Analysis

Being 'self-aware' or understanding 'Who am I?' means looking outside the usual characteristics, such as name, qualifications, the relationship one has with others. It actually means knowing our inner strengths, hidden talents, skills and even weaknesses. Let us look at what are one's strengths and weaknesses (Figure 2.2).

Strengths or Abilities are what one does well and is good at. Everybody has some strengths. For example, a person is good at solving math problems or plays cricket well, etc.
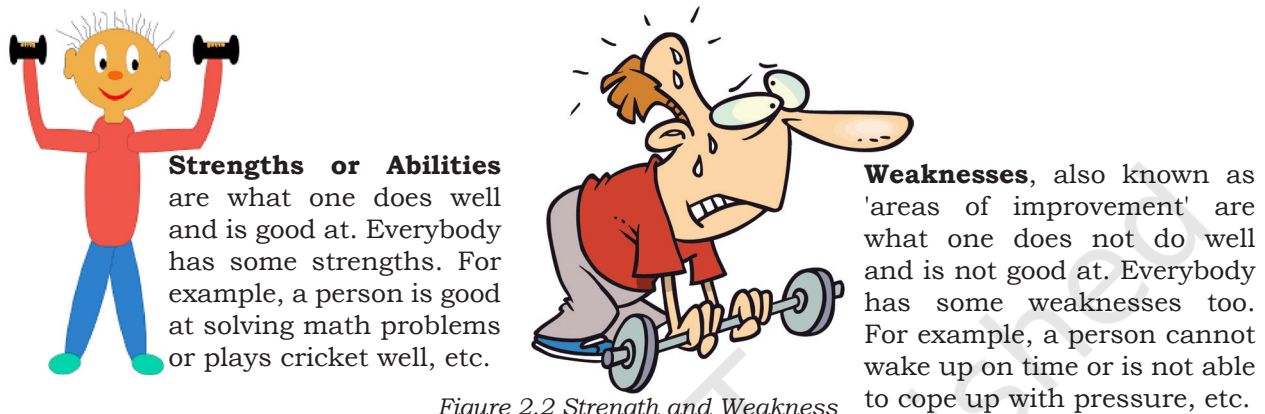
Figure 2.2 Strength and Weakness

Weaknesses, also known as 'areas of improvement' are what one does not do well and is not good at. Everybody has some weaknesses too. For example, a person cannot wake up on time or is not able to cope up with pressure, etc.

By understanding ourselves we can
• know what we can and cannot do

Based on that information, we can
• place what we can do to improve ourselves

By improving we will
• feel confident about ourselves

Techniques for Identifying Your Strengths and Weaknesses

To identify the strengths and weaknesses think about the activities that you enjoy doing and those that you do not like to do (Figure 2.3).

Finding your Strengths

• Take time off to think about what you do well
• Think of anything that you are always good at
• Think of what others appreciate about you

Finding your Weaknesses

• Point out the areas where you struggle and what you find difficult to do
• Look at the feedback you receive about yourself from others
• Be open to feedback and accept your weaknesses without feeling bad about it. Look at it as an area of improvement.

Figure 2.3 Finding strengths and weaknesses

Here are few questions that can help you find your strengths and weaknesses (Figure 2.4).

- How am I different from others?
- What do I do better than others?
- What do other people admire in me?
- What makes me stand out?

- Where do I worry and struggle?
- Where, how and why do others perform better than me?
- What advice for improvement do I often receive from others?
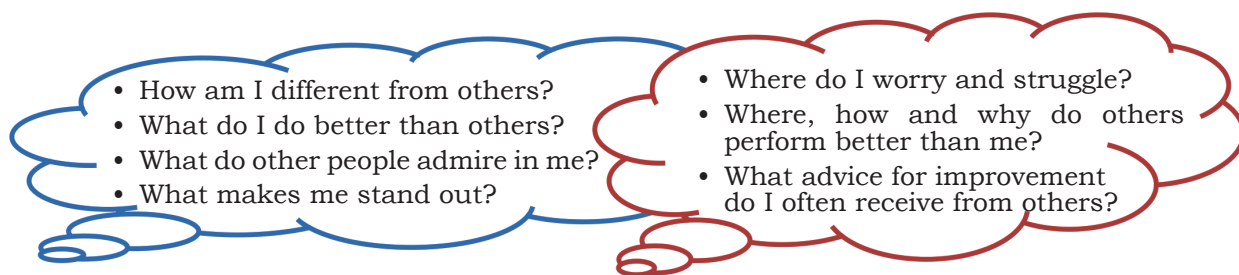
Figure 2.4 Questions for Finding Strength and Weakness

Difference between Interests and Abilities

Interests are the things that we enjoy doing. Interests can be

- activities you like to do in your free time that makes you happy.
- activities you are curious about or would do even if no one asked you to do it.
- activities you want to learn or would like to do in the future.

Sometimes interests may not match abilities. In those cases, you can either improve your abilities or follow some other path. For example, you may like cricket (*interest*), but you may not be good at playing the game. In that case, just play for fun but do not aim for a career in cricket!

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/ Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the initial video 'Finding the right job' in the e-learning lesson, write down the points that you will use from the video to understand your own strengths and weaknesses.

Activity 1

Pair-work — Aim in Life

Material required

Pen/pencil, notepad or sheets of paper

Procedure

1. Form pairs of students.
2. Make a list of tasks or activities you all can do well. Write your aim in life. Share your notes with your partner and discuss your personal characteristics.
3. One volunteer comes and reads in front of the class.

Here is the format for you to fill in:

- List what you believe you are as a person by starting the sentences with 'I am' (for example, I am a sensitive person.)
- Next list all you can do well by starting the sentences with 'I can' (for example, I can identify safety networks and seek support when witnessing or experiencing violence and abuse.)
- List what you plan to do by starting the sentences with 'I will' (for example, I will train myself in yoga).
- Finally, state your aim in life. Start the sentence with 'My aim is' (for example, My aim is to become an accomplished sports-person.)
- Making a list will help you become self-aware.

Activity 2

Assignment — Preparing the interests and abilities worksheet

Material required

Student textbooks, pen

Procedure

1. Each student has to complete two worksheets, each containing a list of statements. First worksheet is for interests and the second is for abilities.
2. Each student has to be real and honest when marking the statements in the two worksheets as it is for their own understanding of themselves. If they are not real and honest, they will get incorrect results about their own interests and abilities.
3. Based on your interests, think of a career you would like to have. Now see if you have the ability to follow this career. This will help you identify what career is best for you.

WORKSHEET 1: WHAT ARE MY INTERESTS?

S.No.	Group 1: Interests	Yes	No
1.	I enjoy working with a group of people.		
2.	I love to make new friends.		
3.	I feel comfortable around new people.		

4.	I like listening to people who have thoughts different than mine.		
5.	I like to report the problems in my locality to the Municipality or Panchayat.		
6.	I like responding to people enthusiastically.		
7.	I like organising events.		
8.	I like to resolve conflicts between people.		

S.No.	**Group 2: Interests**	Yes	No
1.	I like working with tools.		
2.	I enjoy making things with my own hands.		
3.	I like to move around a lot.		
4.	I like to use gestures and non-verbal cues when I communicate.		
5.	I like to learn by doing.		
6.	I like playing sports everyday.		
7.	I like assembling parts of instruments or machine using instructions.		

S.No.	**Group 3: Interests**	Yes	No
1.	I enjoy learning about numbers.		
2.	I like to do experiments at home.		
3.	I like my things to be organised.		
4.	I like to see a pattern or logic in things that happen around me.		
5.	I like to save out of my pocket money.		
6.	I enjoy collecting coins or stamps.		
7.	I like to make and follow a plan.		

S.No.	Group 4: Interests	Yes	No
1.	I like giving directions to people.		
2.	I want to learn new concepts and express my ideas visually.		
3.	I enjoy creating new product designs.		
4.	I prefer pictures over text in a magazine.		
5.	I enjoy drawing.		
6.	I like solving jigsaw or visual puzzles.		
7.	I like redecorating the room for fun.		
8.	I enjoy working with different colours.		

WORKSHEET 2: WHAT ARE MY ABILITIES?

S.No.	Group 1: Abilities	Yes	No
1.	I can resolve problems between friends.		
2.	People seek my advice.		
3.	I am good at organising events.		
4.	People call me a good listener.		
5.	I make new friends easily.		
6.	I can work with a group of people.		

S.No.	Group 2: Abilities	Yes	No
1.	I am good at athletics or sports.		
2.	I am physically active.		
3.	I learn better by doing.		
4.	I have a sense of balance and coordination.		

S.No.		Yes	No
5.	I can assemble parts of an instrument or machine by following instructions.		
6.	I work well with tools.		
7.	I use a lot of gestures and non-verbal cues to communicate.		
8.	I can make things using my hands.		
9.	I can move around a lot.		

S.No.	Group 3: Abilities	Yes	No
1.	I plan my activities for the day.		
2.	I keep my things in a order.		
3.	I see logic in things that happen around me.		
4.	I save some percentage of my pocket money.		
5.	I conduct a variety of experiments at home.		
6.	I can quickly calculate the total of a list.		
7.	I follow a step-by-step approach to solve problems.		

S. No.	Group 4: Abilities	Yes	No
1.	I am good at solving jigsaw puzzle.		
2.	I can give clear and precise directions.		
3.	I draw well.		
4.	I look at pictures in the magazine than reading the text.		
5.	I learn concepts and express my ideas visually.		
6.	I can play football well.		
7.	I can make models.		

1. Fill in the table given below which can help you to prepare an action plan to overcome your weakness. Identify and list the activities that you would like to undertake to improve upon your weaknesses and also continue to build your strengths.

Strengths	Weaknesses	Action plan to overcome your weaknesses
Example: *I can speak many languages.*	Example: *I do not understand computers.*	Improve on computer skills by extra classes after school.

What Have You Learnt?

After completing this session, you will be able to

- list your own strengths and weaknesses.
- list your interests and map them to your strengths and weaknesses.

SESSION 2: GROOMING

Dressing refers to clothes you wear. Grooming is the process of making yourself look neat, tidy and clean (Figure 2.5). The way you dress, and groom can send a message that you are confident and smart. Grooming is important because it helps us to

- look neat and clean.
- feel confident about ourselves.
- make a good impression of ourselves on others including customers.

Figure 2.5 Dressing and Grooming

Guidelines for Dressing and Grooming

There are certain general norms and guidelines for dressing and grooming, which varies with every profession or occupation. For example, if you are a sales person, you will be formally dressed without accessories or make up but if you are a beautician, you may have to dress up fashionably and wear make up.

Let us look at some broad guidelines for good grooming (Figure 2.6).

Clothes

- Wear clean, neat and ironed clothes
- Keep shoes clean and polished
- Change socks everyday and always wear clean socks
- Keep accessoroies like belts, jewellery, etc., simple and not flashy
- Avoid showing body tatoos and piercing(s)

Hair

- Comb hair neatly
- Wash hair regularly to keep it clean
- Get a haircut regularly
- Wear simple hairstyles

Face

- Wash face at regular intervals and wipe to keep it non-oily
- Brush regularly to keep teeth clean, without any stains and no food stuck in them
- Do not chew paan or gum
- Boys should be clean-shaven or with neatly trimmed beard or moustache
- Girls to wear no or simple make up

Figure 2.6 Guidelines for Grooming

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html.The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the initial video 'A dressing disaster' in the e-Learning lesson for this topic, write down what went wrong according to the video.

Activity 1

Role-play — Using Dressing and Grooming Standards

Material required

Pen or pencil, notepad or sheets of paper

Procedure

1. Form groups with three students in each group.
2. Every group prepares a role-play on any one of the following situations. Within each group, two members

act out the situation and the third member observes and makes notes on what went well, what could be better and what are the standards of dressing and grooming displayed in the role-play.

Situations

(a) You must participate in an interschool debate competition. Discuss with your friend about what all you will do to create a good first impression.

(b) You have noticed that your classmate does not wear appropriate clothes to school. You must educate them about dressing and grooming standards.

Activity 2

Self Reflection on Dressing and Grooming

Material required

Pen or pencil

Procedure

1. Answer the statements with a 'Yes' or a 'No'. If your answer is 'Yes', you are already following the desired norms of grooming. If your answer is 'No', then you have to start working on the various aspects of personal grooming.

2. Write your plan to improve for the 'No' answers in the space provided.

Statements	Yes/No	My plan for improvement
Wear clothes that fit you		
Make sure your clothes are neat and ironed		
Hair is clean and always combed		
Teeth are always clean and brushed everyday		
Wear shoes that are clean and polished		

Check Your Progress

A. Multiple choice questions

Select all choices that are correct.

1. Which of the following images show the appropriate dressing when going to office or workplace?

(a)   (b)   (c)   (d)

2. Which of the following is a good choice of clothes when you go out to meet friends socially?

    (a) School uniform
    (b) Formal shirt and pants
    (c) Casual shirt and jeans
    (d) Salwar kameez

3. Dressing and grooming does not affect your overall impression on others.

    (a) True
    (b) False

What Have You Learnt?

After completing this session, you will be able to

- list the benefits of grooming well.
- follow the guidelines for grooming.

SESSION 3: PERSONAL HYGIENE

Personal hygiene is the habit or practice of keeping ourselves clean. Cleanliness helps us to maintain our health and well-being. Being healthy allows you to be regular at school, college or work (Figure 2.7).
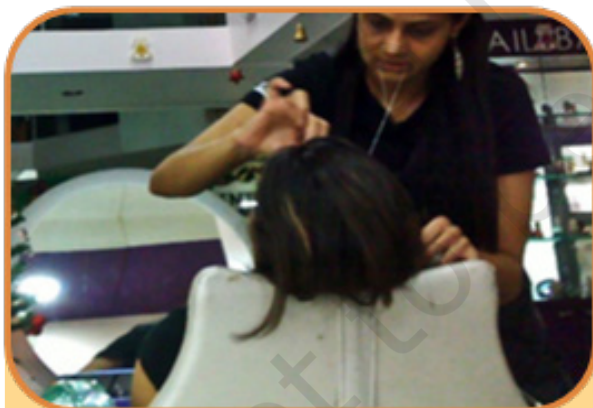
Rashmi is a beautician and takes special care that she does not have a bad breath, because she works closely with customers.

Prashant is a receptionist in a four-star hotel. He makes sure his clothes are always clean with no sweat or food stains.

Figure 2.7 Examples of Personal hygiene

Importance of Personal Hygiene

Personal hygiene is important because it

- helps us stay healthy.
- creates a good image of ourselves.
- helps us avoid feeling ashamed in public due to our bad breath, body odour, etc.

Three Steps to Personal Hygiene

CARE Grooming	WASH Stay Clean	AVOID Keep Healthy
 Figure 2.8 Care	 *Figure 2.9 Wash*	 *Figure 2.10 Avoid*
• Keep your hair free of dandruff • Apply oil or cream on your skin as needed • Brush your teeth daily • Change your toothbrush when it is worn out • Keep your nails trim — cut your nails regularly	• Wash your hands as many times as needed — before and after eating, when dirty, etc. • Take a bath every day • Wash your clothes regularly • Wash your hair at least once every second day • Wash your feet often • Take bath in the morning and evening (if you are sweaty or dirty)	• Avoid unhygienic food • Blow your nose or cough into a handkerchief to avoid spreading germs • Wash your handkerchief after use • Keep your feet dry and change your socks every day

Essential Steps of Hand Washing

Follow the steps shown in the sequence below to clean your hands thoroughly.

7 STEPS TO HANDWASHING

1. Rub palms together
2. Rub the back of both hands
3. Interlace fingers and rub hands together
4. Interlock fingers and rub the back of fingers of both hands
5. Rub thumb in a rotating manner followed by the area between index finger and thumb for both hands
6. Rub fingertips on palm for both hands
7. Rub both wrists in a rotating manner

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the initial video 'Importance of Personal Hygiene' in the e-learning lesson, write down your advice to the restaurant staff on CARE, WASH and AVOID.

Activity 1

Role-play — Following Personal Hygiene Steps

Material required

Pen or pencil, notepad or sheets of paper

Procedure

1. Form groups of at least three students each.
2. Each group prepares a role-play on any one of the following situations given.

3. Within each group, two or more members act out the situation and the other members observe and make notes on what went well, what could have been better and what parts of CARE, WASH and AVOID were displayed in the role-play?

4. A volunteer group presents this in front of the class and they give feedback.

Situations

- Imagine that one of your classmates often gets left out from activities and games in school. He or she has body odour (bad smell) issues so, other classmates avoid including him or her in classroom activities and games. You have decided to help by talking to him or her about personal hygiene and grooming.

- You have recently gone through the lesson on personal hygiene and sanitation and have understood its importance. You have a neighbour who often throws garbage in public areas and you decide to explain to them about the importance of health, hygiene and sanitation.

- You are the class monitor. One of your classmates often has a cold and sometimes ends up spreading the germs in the class. You have to talk to your classmate about his or her personal hygiene and cleanliness practices.

Activity 2

Assignment — Personal Hygiene Practices

Material required

Pen or pencil

Procedure

Answer the statements (honestly) with a 'Yes' or a 'No'. If your answer is 'Yes', you are already following good personal hygiene standards. If your answer is 'No', then you have to start following the personal hygiene standard immediately. Write your plan to improve for all the 'No' answers in the space provided.

Statements	Yes/No	My plan for improvement
I wash my hands with soap every time I use the toilet.		
I do not bite my nails. They are always clean and clipped.		
I cover my mouth every time I cough or sneeze in public places.		
I regularly bathe to avoid body odour.		
I do not have dandruff in my hair.		
I never wear dirty clothes.		
My feet are smooth.		
My hair is clean, non-greasy or non oily and smells fresh all the time.		

Check Your Progress

A. Multiple choice questions

1. You have just finished attending a class in a biology lab. You have to go back to your classroom for other classes. After the lab, should you wash your hands?
   - (a) Not really, you did not use the washroom as such.
   - (b) You can just clean your hands under running water.
   - (c) You should follow your hand-wash routine — wash, rinse and dry.

2. Do you think people living in hill stations can skip taking bath for many days?
   - (a) No, irrespective of the climate, one should take a bath regularly.
   - (b) Not taking bath for many days is acceptable for people staying in cold climate.
   - (c) If you wipe yourself with a wet cloth, that is enough.

3. Radha wants to grow her hair and she applies a lot of hair oil. She does not wash her hair for days and sometimes it smells bad too. What would be your suggestion to her?
   - (a) She can leave the oil in her hair, after all it helps her hair to grow.
   - (b) She can leave it on at night and wash her hair every day before leaving home.
   - (c) She should not apply oil at all.
   - (d) She can apply the oil and pour a little water on her hair before leaving home to reduce the smell.

B. Subjective question

1. List three things you will do in each — CARE, WASH and AVOID — to keep clean.

What Have You Learnt?

After completing this session, you will be able to

- list the benefits of maintaining personal hygiene.
- list the habits you need to avoid to maintain a good hygiene.
- demonstrate the technique to wash your hands.

SESSION 4: TEAM WORK

Just imagine that there is a function in your house. All the family members come together, divide work amongst themselves and work in small groups to make sure the function is a success. The success or failure of any activity depends on the way the team coordinates and works.

Observe the picture here. We see four ants working together to roll a grain of rice. Do you think it would be possible if they were not working in a team? It demonstrates that when we combine individuals' strength, we can accomplish bigger tasks easily.

T - Together
E - Everyone
A - Achieve
M - More

Figure 2.11 Team Work

A team is a group of people working together towards achieving a common goal. Every team has a set of goals to achieve. The process of working together in a group is TEAM WORK. Let's look at another example of team work.

A football team is formed with 11 team members (Figure 2.12). The captain alone or the best forward or the best goalkeeper alone cannot win the game. Each player has a role to play and all of them, together, contribute to the team's success.

Figure 2.12 Example of Team Work

Every individual in a team plays an important role. Each individual in the team is called a team member. Every team member needs to understand his or her role in the team.

For example, read the text below the images and think who is a good team player, Jai or Ashok.

Jai
- Jai loves being a part of the team and helps his team members in improving their skills.
- He volunteers to keep his neighbourhood clean by participating in community cleaning drive.

Ashok
- Ashok likes to score goals.
- He is the highest goal scorer and is proud of it.
- He does not pass the ball even at the cost of his team losing the game.
- If anyone else scores the goal, he is jealous.

Benefits of Teamwork

- Everyone has a role to play in a team, so the pressure to succeed is not on one individual
- It helps you to have a support system, as all team members help to fix any mistake made by one team member
- You feel good when the team achieves success and it builds your confidence
- The work gets done faster

How to Behave in a Team?

- Understand your role in the team clearly
- Always think — what is best for the team's success?
- Take responsibility for your mistakes

- Talk with your teammates openly
- Share issues with the team
- Be respectful towards your team members

- Work hard and encourage others to do the same
- Cheer for your teammate's success
- Celebrate success as a team

Figure 2.13 Tips for Working in a Team

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/ Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the video in the e-learning lesson, what aspects do you think are important for a team to achieve its goal.

Activity 1

Assignment — Working in a Team

Material required

Pen or pencil, notepad or sheets of paper, chart paper

Procedure

1. Work in groups. Using a chart paper, each group will create a poster that has information about any one of the following topics:
   (a) Planting saplings to save the environment
   (b) Sharing responsibility at home
   (c) Playing a game
   (d) Disaster management
   (e) Children standing around a ring and holding it with finger.

Activity 2

Self Reflection

Material required

Pen or Pencil

Procedure

You are part of a team which has to represent your school in a sports competition. How will you ensure that you are doing what is required from a good team player?

1. Complete the table below by writing against each point mentioned on the left-hand side of the table.

How to behave in a team?	How will I show?
Understand your role in the team clearly	
Always think what is best for the team's success	
Take responsibility for your mistakes	
Talk with your teammates openly	
Share issues with the team	

How to behave in a team?	How will I show?
Be respectful towards your team members	
Work hard and encourage others to do the same	
Cheer for your teammate's success	
Celebrate success as a team	

Check Your Progress

A. Subjective questions

1. What is teamwork?

2. Describe your biggest achievement when you worked in a team.

3. What are the benefits of working in a team?

4. What qualities should a good leader posses?

What Have You Learnt?

After completing this session, you will be able to

- explain the meaning of 'team.'
- describe the benefits of working in a team.
- describe the importance of achieving the team's goals.

SESSION 5: NETWORKING SKILLS

How important is it to get to know new people? You may be very comfortable in your circle of friends, but, to grow in your personal and work life, it is necessary to get to know more people. That is what networking is all about.

Networking is getting to know people, staying in touch with them over time and using their knowledge or skill in a way that it helps both parties.

Networking skills involve two very important skills — listening sincerely and asking thoughtful questions.

Listening with attention shows that you respect and value what the other person is saying. Asking thoughtful questions shows that you are interested in the opinion of the other person and it helps to build trust in a relationship.

To maintain a good relationship (personal or business) both parties must gain. Let us look at an example of people having and not having networking skills.

People having Networking Skills: Karthik moved to a new neighbourhood. He meets new kids every day, gives them a friendly smile and speaks with them after school hours. The other kids help him find the closest grocery store, playground, swimming pool, etc. He often invites his friends home for snacks.

People not having Networking Skills: Lucky is a very quiet boy. He does not mingle much with people. Even in class, he sits alone and does not speak with anyone. He also eats lunch alone. He often struggles at school during group activities and sports. This causes him stress and he does not like to go to school.

Benefits of Networking Skills

Networking helps you to make dependable and trusted friends with whom you can

- share expertise and skills — for example, you can ask your friend or neighbour employed in a company to help you prepare for an interview.

- seek and provide support in difficult times — for example, you can ask your friends to help you out if you are going to get late to school or in completing a school project.

- inform and be informed about new opportunities — for example, you can ask your parents' friends to help you get a part time summer job in their place of work.

How to Build Networking Skills?

Here are six steps to help you build your networking skills. We call this the CONECT model (Figure 2.14).

Converse Have a pleasant appearance. For example, smile and look at the person with confidence. Start off with a question. For example, how is the traffic in your city?		**Open up** Show interest in getting to know them. For example, asking them about what they do in free time. Listen to them patiently and take the conversation ahead. For example, if they mention they need someone to organise a party, offer to share contact of a known person with them.	
Network smartly Talk to them about things that are common between the two. For example, a simliar interest in food or any common hobbies. Share your expereince with them. For example, you can talk about your recent vacation.		**Engage** Share useful information. For example, do not appear to be superficial.	
Communicate regularly Stay in touch. For example, speak to your group of people regularly. Invite them for parties and get togethers.		**Tell** Share information on events or activities that you know of. For example, tell others about a fun fair in your locality.	

Figure 2.14 Steps for building networking skills using the CONECT model

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/ Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the initial video in the e-learning lesson for this topic, discuss the role of various characters in the film on their role in attaining employability and networking skills.

Activity 1

Group Exercise — Networking in Action

Material required

Pen or pencil, notepad or sheets of paper

Procedure

1. Form groups of three students.
2. Choose any one of the following situations and write down the steps you would take to network using the CONECT (Converse, Open Up, Network Smartly, Engage, Communicate, Tell) model.
3. Choose from one of the situations.
   • You have joined a new school. How will you make new friends? What points learnt from the CONECT (Converse, Open Up, Network Smartly, Engage, Communicate, Tell) model will you use?
   • Your brother has a bakery shop. His bakery is not doing too well. Suggest a few networking tips to improve the sales in his bakery.
4. Discuss in your group. Listen carefully and give feedback on what else could have been done.

Activity 2

Assignment — Networking Skills

Material required

Pen or pencil

Procedure

1. Complete the table below by writing what you will do to display networking skills against each point mentioned on the left-hand side of the table.

Steps for Networking Skills	How will I do this?
Start a meaningful conversation	
Open up to people with honesty	
Network smartly	
Engage in friendly relations	
Communicate regularly	
Tell people about opportunities and other information	

Check Your Progress

A. Multiple choice questions

1. Your family has moved to a new home. Your next-door neighbour pays a visit. What should you do?
   (a) Tell them you are in the middle of shifting and cannot speak right now.
   (b) Get irritated and tell them that they have dropped in without informing.
   (c) Give them an insincere smile and ask them to leave.
   (d) Welcome them, introduce your family and thank them for coming.

2. Kavita is collecting donations in her neighbourhood to help an old age home fix their water issues. What should she do while asking strangers to donate money?
   (a) Narrate the whole story of old age home
   (b) Directly ask for the donation money
   (c) Start a small conversation and then talk about the project which needs donation
   (d) All of the above

What Have You Learnt?

After completing this session, you will be able to

- demonstrate the knowledge of building warm, friendly relations with other people.
- identify opportunities to start conversation for interacting and socialising with others.
- list ways to build a network of people around you.

SESSION 6: SELF-MOTIVATION

Have you heard of the story of the hare and tortoise? Who won that race despite being slow? The tortoise! Did you think why?

The tortoise never thought less of itself and stayed motivated even though it was lagging.

Self-motivation is simply the force within you that drives you to do things. Self-motivation is what pushes us to achieve our goals, feel happy and improve our quality of life. In other words, it is our ability to do the things that need to be done without someone or something influencing us. Let us look at some examples of self-motivation (Figure 2.15).

Self-motivation helps us to

- build strength to complete any task or work.
- not to give up on our dreams even during difficult times.
- stay focussed and committed to fulfill our dreams or complete tasks or work.

Neha spends all her after-school hours to practice more and more sample question papers. She wants to get at least 97% in all her subjects so that she can get admission to her dream college in the city.

Rekha gets up at 5 am and goes for her dance classes. Then she comes home and finishes her homework before going to school. She does this all by herself. No one tells her to do it.

Figure 2.15 Examples of Self-motivation

Different people are motivated by different things and at different times in their lives.

Types of Motivation

External Motivation: REWARD

We do things because it gives us respect, recognition, opportunities to grow further, money or power.
Example — Suresh goes to the gym daily for 4 hours and does weightlifting as he wants to win the body-building competition.

Internal Motivation: LOVE

We do things because they make us happy, healthy and feel good.
Example — Rajesh goes to the gym and does weightlifting to stay healthy and fit.

Figure 2.16 Types of Self-motivation

Qualities of Self-motivated People

There are some qualities that can be seen in self-motivated people. These are

know what they want from life   *are focussed*   *know what is important*   *are dedicated to fulfill their dreams*

How to Build Self-motivation?

Four steps to building self-motivation

Identify your likes and dislikes. Understand what makes you happy.
Example — I love cooking.

Define the goals you want to achieve and focus all your energy on achieving your goal.
Example — I want to become a chef.

Plan and set timelines to achieve your goals. Plan a list of activities that you will do to achieve each goal.
Example — After completing Class XII you can join a Hotel Management course and then later take additional courses to become a chef.

Work towards achieving your goal, even when you face a difficult time. Example — Even though I did not clear the Hotel Management entrance exam, I will find out other ways to become a Chef.

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the initial video in the e-learning lesson for this topic, what do you think are general reasons due to which students are not able to complete their work.

Activity 1

Group Exercise — Staying motivated

Material required

Pen or pencil, notepad or sheets of paper, chart paper

Procedure

1. Form groups of at least three students.
2. Choose any one of the following situations and discuss amongst yourselves what each one would do to motivate oneself.
   Choose from one of the below situations.
   • Your teacher gives you feedback on your rude behaviour with your classmates who are of different gender. There are a lot of areas where you can improve. What will you do to motivate yourself to improve your behaviour?
   • Your father has given you the responsibility of arranging material for a health camp in a nearby government school. You do not want to do this task. How will you motivate yourself to do the work?
3. One person can take down all the points made by members of the group and present it to the entire class.

Activity 2

Assignment — Motivation

Material required

Pen/Pencil

Procedure

1. Make a list of reasons that stop you from being motivated.
2. Write down ways by which you will motivate yourself to overcome them.

Reasons for not being motivated	Ways to overcome
Example: People make fun of the way I speak English.	Example: I will learn to speak English correctly by attending classes after school.
Example: My parents do not share their feelings with me.	Example: I will make sure that I spend time talking with my parents and ask them how do they feel?

Check Your Progress

A. Multiple choice questions

1. What makes you complete your work or studies without others cheering you?
   (a) Self-confidence
   (b) Communication
   (c) Self-motivation
   (d) Self-esteem

2. Which of the following are types of motivation? (Can select more than one option)
   (a) Internal
   (b) Intermediate
   (c) External
   (d) Both (a) and (c)

3. Ravi works hard to get the best student award at the end of the year. What type of motivation is this?
   (a) Internal
   (b) External
   (c) Both internal and external
   (d) Not any specific type of motivation

What Have You Learnt?

After completing this session, you will be able to
- explain the meaning of self-motivation.
- identify types of motivation.
- list the qualities of self-motivated people.
- list the steps to build self-motivation.

Session 7: Goal Setting

A man was travelling and stopped at an intersection. He asked an elderly man, "Where does this road take me?" The elderly man asked, "Where do you want to go?" The man replied, "I don't know." The elderly man said, "Then take any road. What difference does it make?"How true is that? When we do not know where we are going, any road will take us there. So in life, we need to have a clear vision of what we will do and where we want to go.

Goal setting is a very essential factor in your personal as well as professional life. The process of goal setting in your life helps you decide on how to live your life, where you want to be, and how you want to be in the future (Figure 2.17).
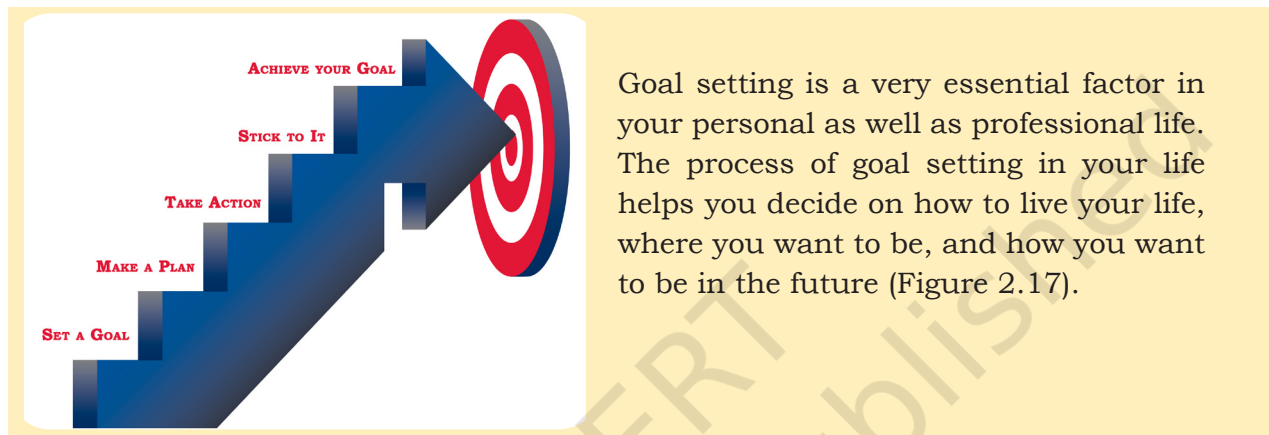
Figure 2.17 Importance of Goal Setting

Let us consider these examples.

Amit

- Amit has just passed Class X this year.
- Amit wants to do a course in hospitality and work in the hotel industry.
- By doing this job, Amit wants to support his family.

Rahman

- Rahman is 43 years old. He works at a newspaper agency and earns well.
- He wants to learn French language in the next three months.

Figure 2.18 Examples of Goals

Is there a difference in their goal? Yes, there is a difference. Amit's goal is a long-term goal and Rahman's goal is a short-term goal.

Goals can be related to anything like, money, health, family, education, career, etc. Goals keep changing. We achieve old goals and then make a new set of goals to achieve.

Goals are a set of dreams with a deadline to achieve them. For example, creating a group of volunteers from the community in next three months who will take up a cleaning drive every 15 days in the locality.

Goal setting is all about finding and listing your goals and then planning on how to complete them.

Goals help you to separate what is important from what is not. It helps you to focus on the result instead of less important work. This will make you successful in your career and personal life.

How to Set Goals?

We can use the SMART model to set goals. SMART stands for

S - Specific
M - Measurable
A - Achievable
R - Realistic
T - Timebound

| **S**pecific means something straight forward and clear | **M**easurable means something that can be measured | **A**chievable means something that can be completed |

| **R**ealistic means something that is real and is applicable in our lives | **T**ime bound means the goal has to be completed within a certain fixed time |

Figure 2.19 SMART Goals

How to Make Goals SMART?

Specific — A specific and clear goal answers six questions. Who is involved in the goal? What do I want to do? Where do I start? When do I start and finish? Which means do I use? Why am I doing this?

Non-example: "I would learn to speak English"

Example: "I would learn to speak English fluently by joining coaching classes after my school every day, and in six months I will take part in the inter-school debate competition."

Measurable — A measurable goal answers the questions "How much?", "How many?" and "How do I know that I have achieved results?"

Non-example: "I want to increase my stamina."

Example: "I want to reduce my weight by 5 kg and develop stamina to be able to run 10 km in 45 minutes in next six months."

Achievable — Breaking down big goals into smaller parts will make the goal achievable. For example,

Bigger Goal: "I want to become a teacher in a school."

Breaking it into smaller goals:

1. Complete higher secondary
2. Complete graduation
3. Complete B.Ed.
4. Apply for jobs in the teaching field

Realistic — A realistic goal would be something that we want and can work towards for achieving the goal.

Non-example: "I will read my entire year's syllabus in one day and get good marks."

Example: "I spend 3 hours every day of the year after school to revise my subjects to get good marks in the exams."

Time bound — A SMART goal should have a timeframe, i.e., by when the goal needs to be achieved. This encourages us to take actions to completely fulfill the goals.

Non-example: "I want to lose 10 kg someday."

Example: "I want to lose 10 kg in the next six months."

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/ Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the initial video 'Introduction' in the e-learning lesson, what do you think are the reasons which influence the preparedness of a person for the successful career.

After watching the video 'Setting SMART (Specific, Measurable, Achievable, Realistic, Time bound) Goals' in the e-learning lesson, discuss what you have learnt from the video.

Activity 1

Assignment — SMART Goal or Not

Material required

Pen or pencil, notepad or sheets of paper

Procedure

1. See whether the below mentioned goals fulfill the objective of being SMART *(Specific, Measurable, Achievable, Realistic, Timebound)* or not. Tick mark against each aspect of SMART.

Goals	Specific (Y/N)	Measurable (Y/N)	Achievable (Y/N)	Realistic (Y/N)	Time bound (Y/N)
I want to earn INR 01 crore in my first job.					
I want to become a teacher after finishing post-graduation.					
I want to travel to many places.					

Activity 2

Long-term Goals and Short-term Goals (Peer Feedback)

Material required

Pen or pencil, notepad or sheets of paper

Procedure

1. Form groups of four members.
2. Work individually in your group and complete the table given below.
3. Once completed, share with your group and seek feedback on your goals.
4. Give feedback when other members of your group are presenting their goals.

Short-term Goals (What are your goals in the next fifteen days?)	Long-term Goals (What are your goals in the next six months or one year?)
1.	1.
2.	2.
3.	3.

Activity 3

Assignment — My Goal

Material required

Pen or Pencil

Procedure

1. Complete the table given below by writing the goals you set for yourself using the abbreviation SMART.

SMART Goals	Example	My Goal
Specific	Right Example: I will study ten chapters of science subject by revising class topics again at home for two hours daily in the next five weeks to score above 90% in my mid-term exams. Non-example: I will get 85 out of 100 marks in science exam.	
Measurable		
Achievable		
Realistic		
Time bound		

Check Your Progress

A. Subjective questions

1. What is goal setting?

2. In SMART goals, what does 'S, M, A, R and T' stand for?

3. What is the best way to work on long-term goals?

What Have You Learnt?

After completing this session, you will be able to

- explain the meaning of "goal setting".
- list the benefits of setting goals for yourself.
- create short- and long-term goals using the SMART method.

SESSION 8: TIME MANAGEMENT

Sameer was a very lazy boy and always postponed things. His father tried to make him understand the value of time. Sameer promised his father that he would never postpone his tasks. One day, he won the first prize in a singing competition. He was asked to collect the prize on the same day. He did not care and went to collect the prize the next day. But the prize was now useless for him, as it was a ticket to a circus show for the previous day. That day Sameer learnt an important lesson — the importance of doing things on time.

Figure 2.20 Time Management

Time management is the ability to plan and control how you spend the hours of your day well and do all that you want to do (Figure 2.20). An example of good time management skills would be when you decide to finish your homework immediately after school so you have time to watch TV later in the evening.

Example and Non-example of Time Management
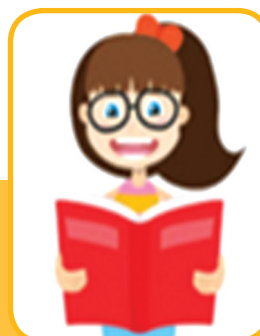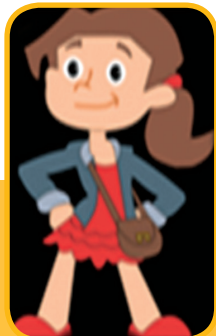
Sameera is always punctual at school. She has a regular schedule that she follows everyday. She plans for study and play time in advance.

Nisha usually arrives late to work. She does not submit her assignments on time. She sometimes gets carried away in certain activities and forgets the main tasks in hand.

Figure 2.21 Time Management

Time management is the thinking skill that helps you to

- complete tasks on time.
- make a daily timetable.
- make a good guess at how long it will take you to do something.
- submit homework and assignments before or on time.
- not waste time during the day.

Four Steps for Effective Time Management

Tips for practicing the four steps for effective time management are as follows:

- Avoid delay or postponing any planned activity
- Organise your room and school desk
- Develop a 'NO DISTURBANCE ZONE' where you can sit and complete important tasks
- Use waiting time productively
- Prepare a 'to-do' list
- Prioritise
- Replace useless activities with productive activities

Step 1	Step 2	Step 3	Step 4
Organise • We plan our day to day activities • We make a timetable that we follow • We keep our surroundings and study table clean and mess free • We put things back where they belong • It helps us save time!	**Prioritise** • We make a to-do-list that has all our activities and we rank them in the order of importance. For example, you may rank doing homework as the most important task. • It helps us to get the most important task done first and also to track what is pending.	**Control** • We have a control over our activities and time. • We avoid time wasters like chatting on the phone, surfing gossip sites, etc. and focus on more important things.	**Track** • We identify and note where we have spent our time. • This will help us analyse if we have used our time effectively or not. • It also helps us to identify time-wasting activities.

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/ Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the video 'Time Management' in the e-learning lesson, discuss — What did you learn after watching the video?

Activity 1

Pair-work — Making a List of Activities

Material required

Pen or pencil, notepad or sheets of paper

Procedure

1. Form pairs of students.
2. Complete the given table with a list of activities that you do on a daily basis. Remember to include in the list, every small activity that you do. The next step would be

to group them into three types 'Must Do', 'Should Do' and 'Nice to Do'. Use a tick mark to indicate the group. An example is given below.

List of Activities	Must Do (Urgent and Important Tasks)	Should Do (Important Tasks)	Nice to Do (Not Urgent and Not Important)
Complete homework	√		
Chat with friends			√
Book movie tickets for tomorrow		√	

3. Once completed the list share with your partner and discuss.

Activity 2

Assignment — Making a To-Do-List

Material required

Pen or Pencil

Procedure

Arrange the activities listed in Activity 1 as all your 'Must Do' and 'Should Do' in the table given below. This will be your 'To-Do-List'.

To-Do List
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Check Your Progress

A. Multiple choice questions

1. Which of the following can help you manage time better?
   (a) Talking to friends
   (b) Making a to-do-list
   (c) Making sure we don't miss our play time
   (d) Watching favourite movie

2. How tracking your time helps you?
   (a) We can stay focussed.
   (b) We can show everyone how hard we are working.
   (c) We can understand where we are spending our time and manage our time better if needed.
   (d) None of the above

B. Subjective questions

1. What is time management and how can you manage your time?

What Have You Learnt?

After completing this session, you will be able to

- describe the importance of time management.
- list the steps for managing time effectively.
- create a to-do list of various activities that you need to do in a day (in the order of priority).

Information and Communication Technology Skills

171175CH03

SESSION 1: INTRODUCTION TO ICT

To write a letter or make a report, we can use a word processor on a computer instead of using pen and paper. A word processor is a software application that helps us to create documents by typing in text, making corrections (editing text), arranging it in a neat manner (formatting) and printing it.

Advantages of Using a Word Processor

There are many advantages of using a word processor. Some of these are:

- If you want to add something extra or remove some text after getting your report checked by a teacher, you can easily do it in a word document.
- When making a resume (bio-data), it is important not to make any spelling mistakes. A word processor helps you check spelling and grammar so that you use correct grammar, spelling and language.
- If you are writing a long report and you need to work on it for several days, you can save the report and get back to it whenever required. You

can also print the document if you have to send a hard copy to someone.

- You can make the document attractive by adding different colours, text styles and text sizes. For example, if you want to write the title in a special style or if you want to highlight some important date, you can do it in a word document.

- You can also make a poster using a word processor by inserting pictures, bulleted lists, tables, shapes and charts easily.

Word Processors Available

Some of the common word processing applications available are given in Figure 3.1.

Most of the functions of all word processors are the same. Here, we will be using LibreOffice Writer to understand how a word processor works.

| LibreOffice Writer | Google Docs | Microsoft Word | OpenOffice Writer | Notepad |

Figure 3.1

Getting Started with LibreOffice Writer

Ubuntu operating system comes with pre-installed LibreOffice. Hence, to start LibreOffice Writer in Ubuntu (Figure 3.2), simply click LibreOffice Writer icon in the launcher on the left-hand side. This will start LibreOffice Writer and open a new document (Figure 3.3). Start typing to add text in the new document.
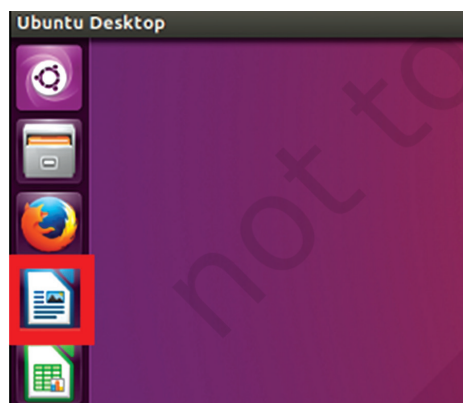
Figure 3.2 Launch LibreOffice Writer in Ubuntu
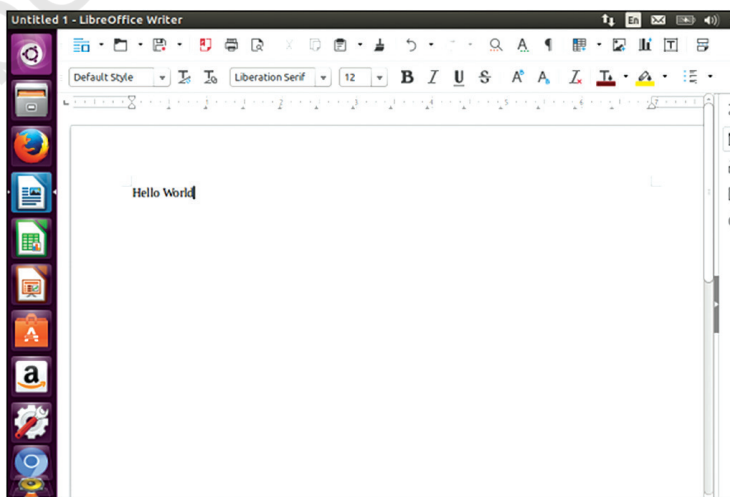
Figure 3.3 LibreOffice Writer
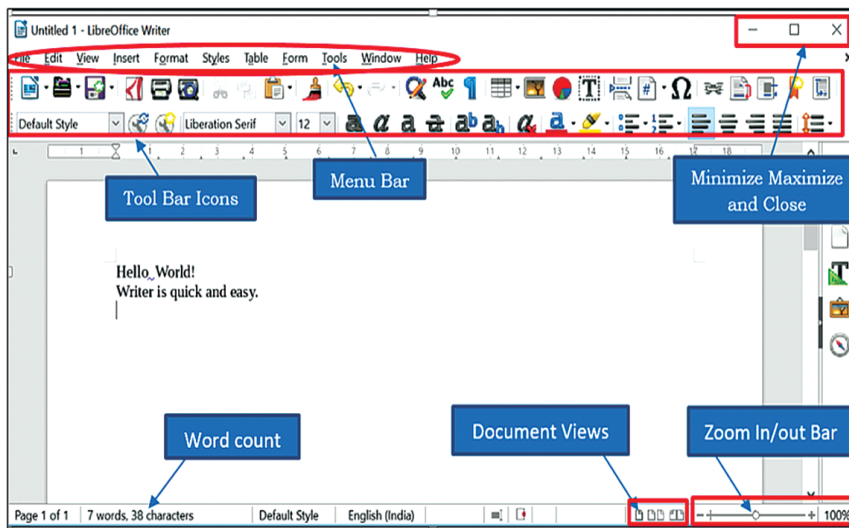
Figure 3.4 Create a new word document

Creating a New Document

You can create a new document in LibreOffice Writer by clicking the **New** icon and then selecting **Text Document** as shown in Figure 3.4.

You can also use the shortcut key *Ctrl+n* to create a new word document.

Practical Exercises

The teacher will facilitate these activities – by showing you the E-Learning lesson at http://www.psscive.ac.in/Employability_Skills.html. This will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Activity 1

Practical Exercise — Getting started with LibreOffice Writer

Material required

Computer with LibreOffice Writer installed

Procedure

1. Form groups depending on the number of computers available. For example, if there are 40 students and you have 5 computers, form 5 groups of 8 students each.
2. Start LibreOffice Writer, create a new document and type some text in the document. Roll the mouse over the various options visible on the screen to explore the options available in LibreOffice Writer. Save the file.
3. One member performs the activity and the others watch and give feedback on what was done correctly and what can be improved.
4. Then, taking turns, every member of the group performs the entire activity at least once.

Activity 2

Practical Exercise — Getting started with Microsoft Word

Material required

Computer with Internet connection to run

Procedure

1. Form groups depending on the number of computers available (in the same way as done in Activity 1).
2. Start Microsoft Word. Open a new file and type some text. Save the file. The practice session will help you carry out the steps. If you make an error, you will be prompted with the correct steps. After every action you will be automatically moved to the next step.
3. One member performs the practice exercise. Others watch and give feedback on what was done correctly and what can be improved.
4. Then, taking turns, every member of the group performs the entire activity at least once.

Check Your Progress

A. Multiple choice questions

1. Using a word processor, you can create resumes and posters. State whether this is true or false.
   - (a) True
   - (b) False

2. Which of the following options are word processors? Select all the correct options.
   - (a) Google Docs
   - (b) LibreOffice Writer
   - (c) Microsoft Word
   - (d) All of the above

3. Which shortcut key is used to create a new document?
   - (a) Ctrl+ c
   - (b) Ctrl + n
   - (c) Ctrl + m
   - (d) Ctrl + d

B. Subjective question

1. List the advantages of using a word processor to write a letter.

What Have You Learnt?

After completing this session, you will be able to

- explain what a word processor is.
- list advantages of using a word processor.
- identify the software packages available for word processing.
- use LibreOffice Writer to create a new document.

SESSION 2: BASIC INTERFACE LIBREOFFICE WRITER

Whenever we open LibreOffice Writer we see a default screen (as shown in Figure 3.5). This has menu options, such as File, Edit, View, etc., which help us perform various functions. The toolbar provides icons which are a shortcut to some of the commonly used functions. The minimise or maximise and close buttons are present at the top right corner of the screen. At the bottom left there is a *Status Bar* which gives many details, such as word count, page number, style, etc.
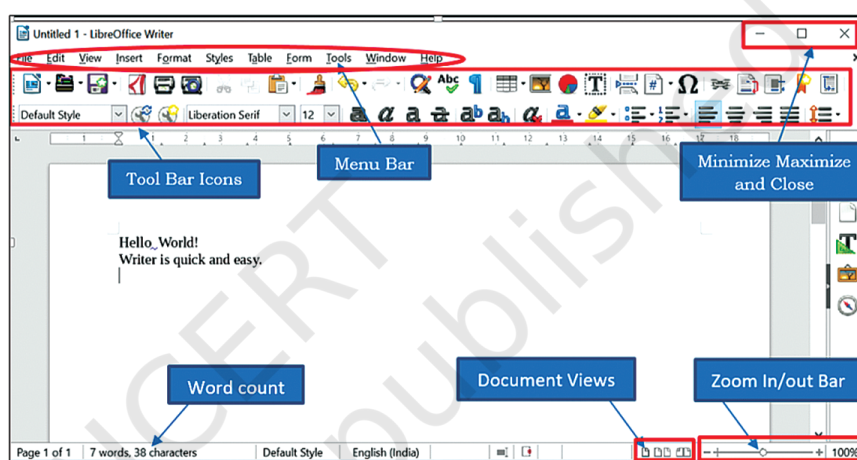
Figure 3.5 LibreOffice Writer — Basic Interface

Status Bar

The Status bar is at the bottom of the window. Use the Document View options at the bottom right to change the view of the document to a single page, multipage or book view. The Zoom in or out bar helps to change the size of the text (make it appear bigger or smaller) without changing the font size. Other details, such as word or character count, page number, language, etc. are also present on the left side.

Menu Bar

The menu bar is found at the top of the LibreOffice window and has several options, such as File, Edit, View, Insert, Format, Styles, Table, Form, Tools, Windows and Help.

When we click on a particular menu option, a sub-menu drops down to show various commands as shown in Figure 3.6. To run a command, click menu option, such as **File** and then select an option from the sub-menu. For example, **Save**.
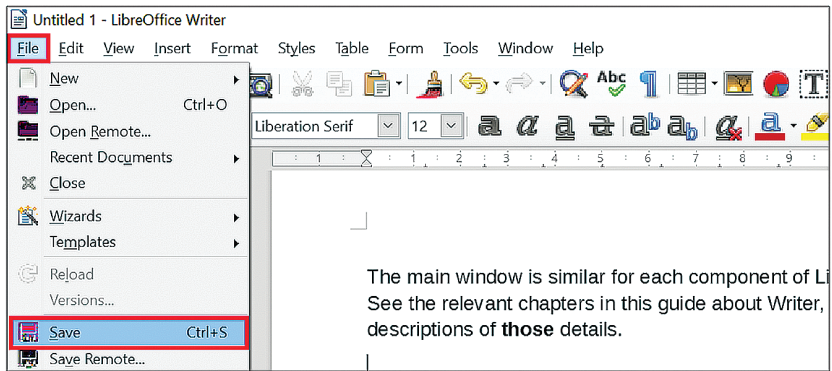
Figure 3.6 Menu and Sub-menu (Screenshot)

Here are the menu options with some of their commands:

- *File:* contains commands that apply to the entire document, such as New, Open, Close, Save, Print, etc.

- *Edit:* contains commands which are used for editing a document. Some of these are Undo, Cut, Copy, Paste, Find and Replace, etc.

- *View:* contains commands used to change the display of a document in the LibreOffice Window, for example Zoom in/out, Web, Status Bar, Ruler, etc.

- *Insert:* contains commands that help to add or insert various objects into a document, for example, Image, Shape, Chart, Header, Footer, Page Number, etc.

- *Format:* contains commands to change the look of the text in the document, for example, making the text bold, line spacing, aligning text, paragraph, etc.

- *Styles:* contains commands which set the common style of the document, i.e., it specifies the default format of the document. It has commands to create a new style, load a style and access the Styles and Formatting section.

- *Table:* contains commands to insert or delete a table in a document and format it.

- *Form:* contains commands to insert controls, such as text box, list box, check box, option, button etc., in a document.

- *Tools*: contains functions, such as Spelling and Grammar check, Mail merge and Macros, etc.
- *Window:* shows all the open LibreOffice windows and allows user to switch to any window by clicking on it. It also contains commands to open a new window and close an existing one.
- *Help:* contains options to open the LibreOffice built-in help or go to online help.
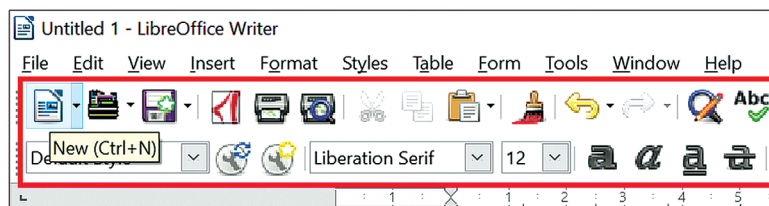
Figure 3.7 Toolbar – Hover over an icon to see tooltip

Toolbar

The toolbar is present just below the menu bar and has icons that directly run the command without going through the menu.

There are many toolbars but two are displayed by default, the first is the Standard Toolbar and just below this is the Formatting Toolbar. The Standard Toolbar has commands to create a new file, save a file, print a file, insert a table, etc. The Formatting Toolbar has commands to change the style of the text, font size, paragraph alignment, etc. For example, to make text bold, you can simply click the **Bold** icon on the Formatting Toolbar instead of using the menu options. To see what a particular icon does, hover your mouse over an icon. This will show a tooltip with the command as shown in Figure 3.7.
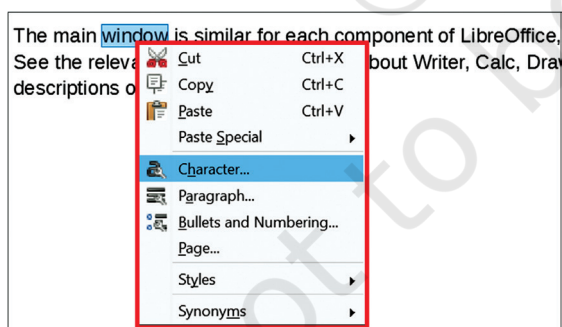
Figure 3.8 Context menu

Context Menu

Another way to perform a function is to use Context Menu as shown in Figure 3.8. When we press the right mouse button on a paragraph or image or any object, a context menu is displayed. The options that we see in the context menu depend on the object that is selected.

Multiple Ways to Perform a Function

As you can see, there are multiple ways to perform the same function. For example, there are four ways to make a text bold.

First select the text that has to be made bold and then perform one of the following:

(a) Click menu option **Format**, select **Text** from the drop-down and then select **Bold** from the sub-menu.

(b) Click the **Bold** icon in the Formatting Toolbar

(c) Right-click and select **Character**. This will open a **Character** dialog box. Select **Bold** from the Stylebox and click **OK**.

(d) Press **Ctrl+B** on your keyboard.

In a similar way, most of the functions in LibreOffice can be performed in multiple ways. You can explore the menu options and the toolbars or use Help to see how a particular function can be performed.

Practical Exercises

The teacher will facilitate these activities – by showing you the e-learning lesson at http://www.psscive.ac.in/Employability_Skills. html. This will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Activity 1

Practical Exercise — Basic User Interface of LibreOffice Writer

Material required

Computer with LibreOffice Writer installed

Procedure

1. Form groups depending on the number of computers available. For example, if there are 40 students and you have 5 computers, form 5 groups of 8 students each.

2. Start LibreOffice Writer and roll the mouse over the various toolbar icons visible on the screen to explore the options available in LibreOffice Writer. Study each of these options in terms of their applications and uses.

3. Select some of the menu options to see the commands available.

4. One member performs the activity and the others watch and give feedback on what was done correctly and what can be improved.

5. Then, taking turns, every member of the group performs the entire activity at least once.

Activity 2

Getting started with Microsoft Word

Material required

Computer with Internet connection

Procedure

1. Form groups depending on the number of computers available (in the same way as done in Activity 1).
2. The practice session will help you carry out the steps to view various tab and ribbon options. If you make an error, you will be prompted with the correct steps. After every action you will be automatically moved to the next step.
3. One member performs the practice exercise. Others watch and give feedback on what was done correctly and what can be improved.
4. Then, taking turns, every member of the group performs the entire activity at least once.

Check Your Progress

A. Multiple choice questions

1. Undo, cut, copy and paste are _____ commands.
   (a) View
   (b) Edit
   (c) Styles
   (d) File

2. You can change the magnification of the page (i.e., make it bigger or smaller) using _____ option.
   (a) Page indicator
   (b) Proofing level
   (c) Zoom bar
   (d) Help

3. On the _____ side of the status bar, you can see page number and word count in LibreOffice.
   (a) right
   (b) centre
   (c) left
   (d) middle

4. Which menu option has the commands Save, Print and Close?
   (a) Insert
   (b) File
   (c) Tools
   (d) Format

B. Subjective question

1. List the different ways in which text can be formatted in the following ways:
   (a) Made **bold**
   (b) <u>Underlined</u>
   (c) Font made bigger in size

What Have You Learnt?

After completing this session, you will be able to

- explain the basic user interface of LibreOffice Writer.
- list the various menu options available in LibreOffice Writer.
- identify some of the basic icons in the toolbar.
- use LibreOffice Help to explore how to perform various functions.

SESSION 3: SAVING, CLOSING, OPENING AND PRINTING DOCUMENT

When we create a new document, we need to save it so that we can open it later and use it for viewing or printing. Let us learn how to save a document, close it, open an existing document and print it.

Saving a Word Document

1. Click on **File** and then click **Save** or **Save As**.This will open the Save As dialog box as shown in Figure 3.9.

2. Browse to the desired folder, type the filename (for example, Hello World) in the name textbox and click on Save.
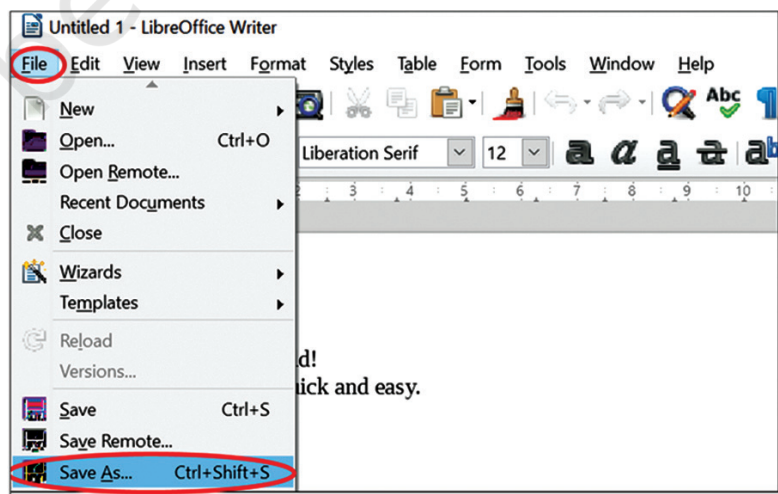
Figure 3.9 Save a document
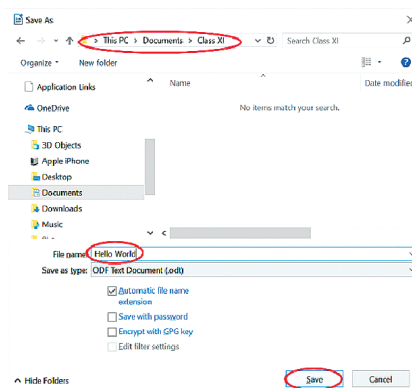
Figure 3.10 Save as dialog box
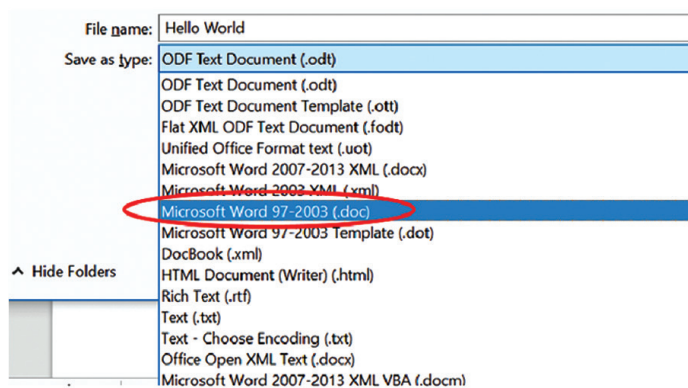
Figure 3.11 Saving fiel with a different type

When we save a file in LibreOffice it gets a default extension as **.odt**. This means the file we just saved will have a name as **Hello World.odt**. This .odt extension shows that this is a LibreOffice Writer document. You can save the file in many different formats. For example, if you want to save this file as a Microsoft Word file, you can select the option in the **Save as type** dropdown as shown in Figure 3.11.

Closing a Word Document

To close a document, click **File** and then **Close** as shown in Figure 3.12.

Opening an Existing Document

To open an existing (already created) document, open File Explorer and browser to the folder where you had saved the document. You will see the file Hello World. odt as shown in Figure 3.13. Double click the file to open it in the word processor.
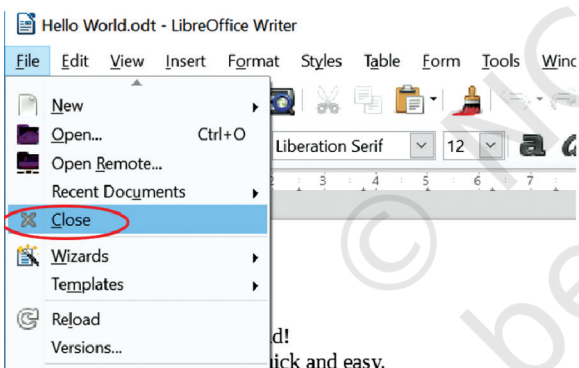
Figure 3.12 Close a document

Printing a Word Document

1. To print a document, click **File** and then select **Print** as shown in Figure 3.13. This will display a Print dialog box as shown in Figure 3.14.

2. In the Print dialog box, select the printer that is connected to the computer and the number of copies you want to print. Click OK. This will print the document on paper.
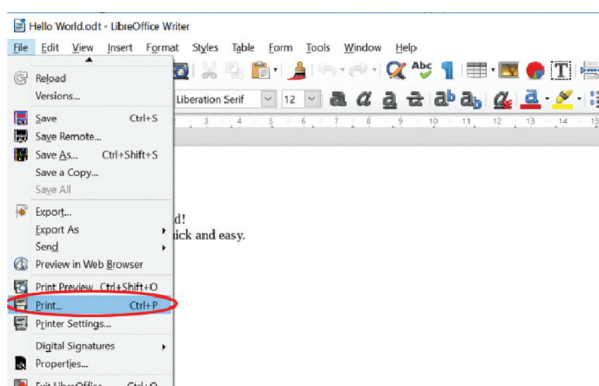
Figure 3.13 Print a document
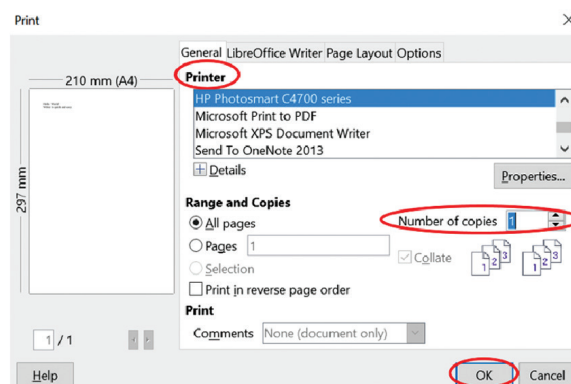
Figure 3.14 Print a dialog box

Practical Exercises

The teacher will facilitate these activities – by showing you the e-learning lesson at http://www.psscive.ac.in/Employability_Skills.html. This will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Activity 1

Practical Exercise — Saving, Closing, Opening and Printing a Document using LibreOffice Writer

Material required

Computer with LibreOffice Writer installed

Procedure

1. Form groups depending on the number of computers available. For example, if there are 40 students and you have 5 computers, form 5 groups of 8 students each.
2. Start LibreOffice Writer, create a new document and type some text in the document, save the document and then print it (make sure printer is connected) and then close the document.
3. Other students in the group watch and give feedback on what was done and what can be improved.
4. Taking turns, every student in the group can perform the activity.

Activity 2

Saving, Closing, Opening, and Printing a Document using a different word processor (Microsoft Word)

Material required

Computer with Internet connection to run e-Learning Lesson

Procedure

1. Form groups depending on the number of computers available. For example, if there are 40 students and you have 5 computers, form 5 groups of 8 students each.
2. Start Microsoft Word and create a file to save, close, open and print a Microsoft Word document. The practice session will help you perform the required steps.

3. One member performs the practice exercise. Others in the group watch and give feedback on what was done correctly and what can be improved.
4. Taking turns, every student in the group can perform the activity.

Check Your Progress

A. Multiple choice questions

1. What is the shortcut to save the changes made to an existing file?
   (a) FILE > SAVE
   (b) INSERT > SAVE
   (c) HOME > SAVE
2. What is the shortcut to close a document?
   (a) FILE > SAVE
   (b) FILE > CLOSE
   (c) FILE > EXIT
3. What is the shortcut to print a document?
   (a) FILE > EXPORT
   (b) FILE > SEND
   (c) FILE > PRINT

B. Subjective question

1. Give the steps to save a new word document.

What Have You Learnt?

After completing this session, you will be able to
- save a document in a word processor.
- close a document in a word processor.
- open a document in a word processor.
- print a document in a word processor.

SESSION 4: FORMATTING TEXT IN A WORD DOCUMENT

Formatting text means changing the way the text appears. Different parts of the text can appear in different styles and sizes. You can make the text bold, underlined or give it a different colour, to highlight and make it look attractive. Let us learn how to format text in a document.

Changing the Text Style and Size

In a document, we can change the font, i.e., the style in which text is written. There are many styles available. The font drop-down is present in the toolbar. First select the text for which the font style has to be changed. Click on the drop-down and select the font style you want (as shown in Figure 3.15). Similarly, the font size can be changed to make it big or small. For example, titles usually have a bigger size text.
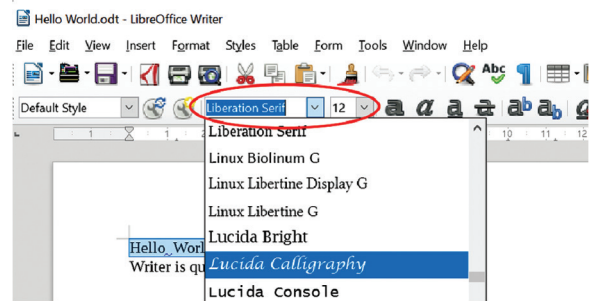
Figure 3.15 Changing font style and size

Making Text Bold, Italic or Underlined

You can make the text appear bold, italic or underlined. Select the text that you want to change and click on the different icons present in the toolbar to change the text as shown in Figure 3.16. You can also use the given shortcut keys on your keyboard to change the text.

Bold: Ctrl+B

Italic: Ctrl+I
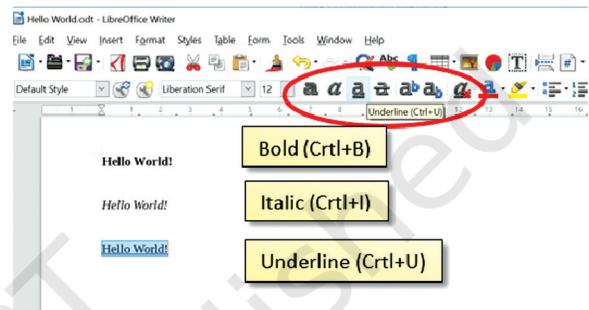
Underline: Ctrl+U

Figure 3.16 Making text bold, italic or underlined

Aligning Text

The text can be aligned to the left, right or center. Select the text to be aligned and use the icons as shown in Figure 3.17 to make the text appear to the left, center or right of the page.
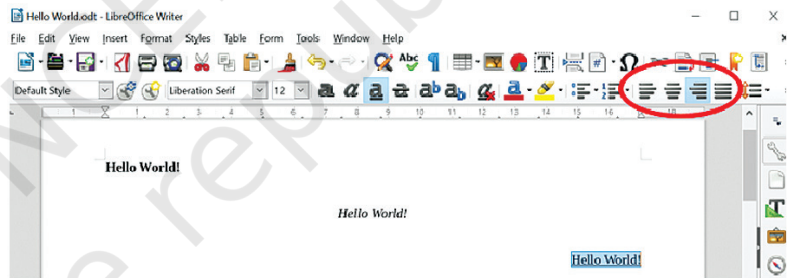
Figure 3.17 Aligning text

Cut, Copy and Paste Text

The text can be copied from one part of the document to another part. To do so, first select the text that has to be copied by clicking on the given copy icon as shown in Figure 3.18. You can also use the shortcut key **Ctrl**+**C**. Then, move the cursor to where you want to paste the contents and
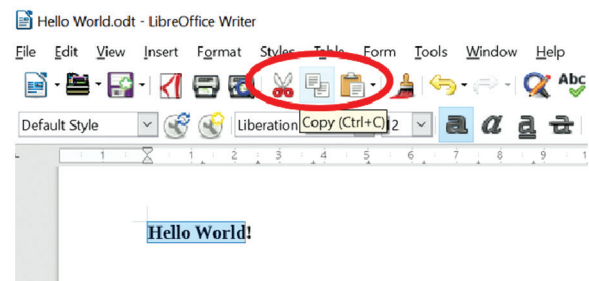
Figure 3.18 Cut, Copy and Paste icons

click the **Paste** icon or **Ctrl**+**V**. This copies the text to the new location. The text remains in the original place too, as it is.

If you want to delete or remove the text from the original place and move it to a new position in the document, first, select the text. Use the **Cut** icon on the toolbar or use the **Ctrl**+**X** shortcut key. When you do so, the text vanishes from the original place. Now place the cursor in the new location and either use the **Paste** icon or the **Ctrl**+**V** shortcut key. The deleted text is inserted where the cursor was placed. This is also called moving the text using the *cut/paste method*.

Find and Replace Text
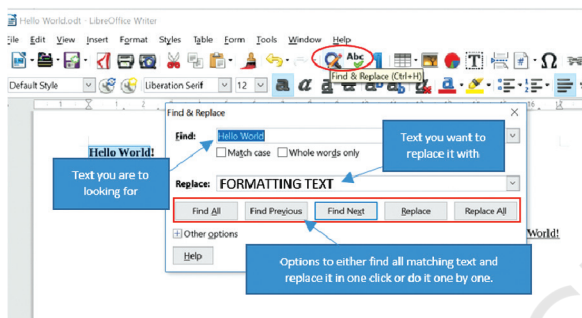
Figure 3.19 Find and Replace

To find and replace text, click on the icon in the toolbar as shown in Figure 3.19. This displays a **Find & Replace** dialog box. You can type the text you are looking for and just find it. You can also replace the text with another text. You can find and replace all the matching text in the document in one go by clicking **Replace All** or you can find or replace it one by one.

Practical Exercises

The teacher will facilitate these activities – by showing you the e-learning lesson athttp://www.pssscive.ac.in/Employability_ Skills.html. This will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Activity 1

Practical Exercise — Formatting text using LibreOffice Writer

Material required

Computer with LibreOffice Writer installed

Procedure

1. Form groups depending on the number of computers available. For example, if there are 40 students and you have 5 computers, form 5 groups of 8 students each.
2. Open a file in LibreOffice Writer. A member of the group changes the text style to Times New Roman and font size 12. The other member changes the font size to 14.
3. Another member aligns the text to the middle, left and right.

4. Others would copy the first paragraph and paste it at the end of the text.

5. Taking turns, a different set of students repeat the activity ensuring every student performs at least one formatting task.

6. See Figure 1 and Figure 2 to see how your document should appear.
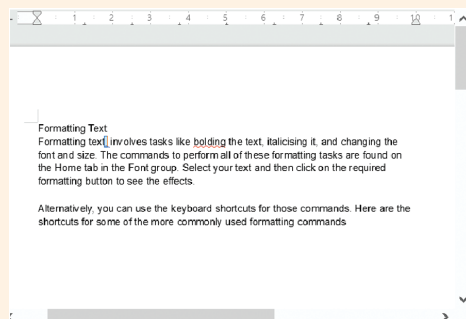
Figure 1 Unformatted text
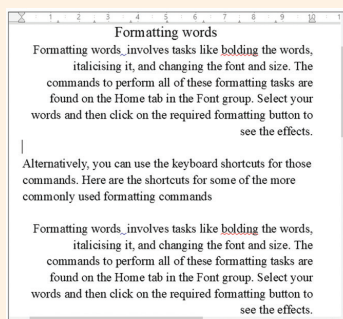
Figure 2 Formatted text

Activity 2

Formatting text using Microsoft Word

Material required

Computer with Internet Connection

Procedure

1. Form groups depending on the number of computers available. For example, if there are 40 students and you have 5 computers, form 5 groups of 8 students each.

2. Start the Microsoft Word. Change the text style, font size, font style, etc. Also perform text alighment, as was done in Activity 1.

3. In each group, one member performs the practice exercise while the others watch and give feedback on what was done correctly and what can be improved.

4. Taking turns, every student in the group performs the activity.

Check Your Progress

A. Multiple choice questions

1. Priya wants to change the spelling of a word in the entire document. Which option will she use?

   (a) Copy   (b) Align Left

   (c) Find & Replace (d) Paste

2. Which of the following statements is true?
   (a) You cannot replace all matching words with another word in one go
   (b) You can align text in the center
   (c) When we use cut and paste, the text appears in both the places

3. In Figure 3, identify which option is used to the align text?
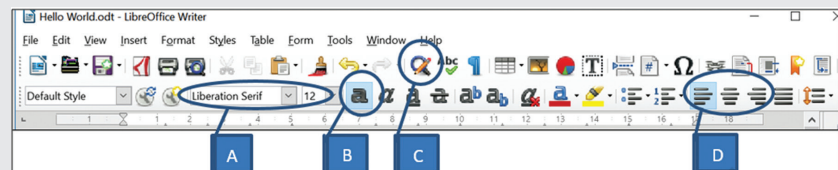
Figure 3 Toolbar

B. Subjective question

1. List the steps to be performed to move the text from one location to another in a document.

What Have You Learnt?

After completing this session, you will be able to

- change the text style.
- align text.
- cut, copy and paste text.
- find and replace text.

SESSION 5: CHECKING SPELLING AND GRAMMAR

Using correct spellings and grammar when writing a letter is important. When we write official letters or make a bio-data to apply for a job, it is especially important that we use correct language. Normally we check manually by reading the letter again. Word processors provide a tool to check spellings and grammar errors.

As you can see in Figure 3.20, some of the words are underlined by a red wavy line and some with a blue wavy line. The red wavy line shows that word is not spelt correctly. The blue wavy line shows that there is a grammatical mistake.

The spell checker helps to correct these mistakes.
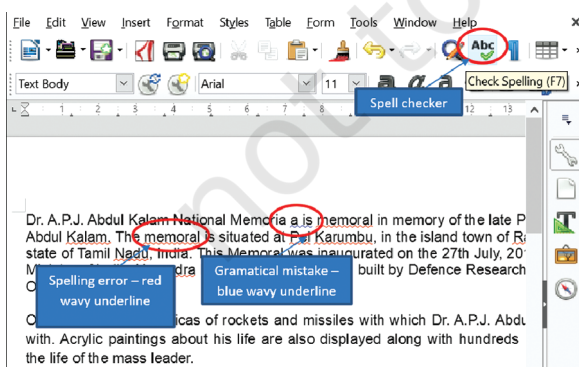
Figure 3.20 Check spelling icon

Starting the Spell Checker

To start the spell checker in LibreOffice Writer, click the 'Check Spelling' icon on the toolbar as shown in Figure 3.20 or press **F7** on the keyboard.

You can also start the spelling checker from the menu options as shown in Figure 3.21. Click **Tools** and then **Spellings**. When we start the spelling checker in LibreOffice Writer, it displays a **Spelling** dialog box as shown in Figure 3.22.
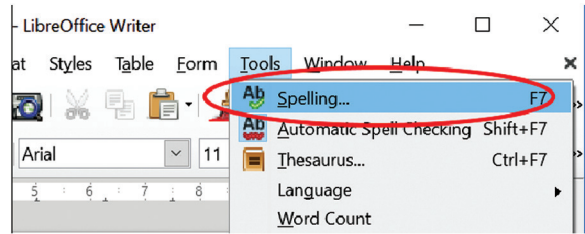
Figure 3.21 Spelling menu option

Spelling Dialog Box Options

It highlights the word with the wrong spelling in red. You can choose from the different options, what you want to do with the highlighted word.
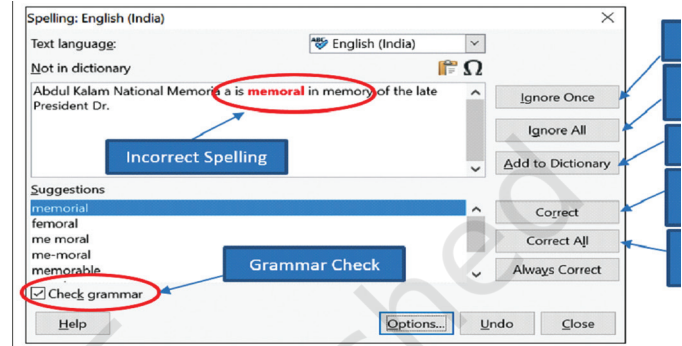
Figure 3.22 Spelling checker dialog box

Some of the commonly used options are:

(i) **Ignore Once**: This will leave the word in the text as it is and not change it. We usually use this option when some names appear as incorrect words.

(ii) **Ignore All**: This will ignore the presently highlighted word and then not highlight if this same word appears again anywhere in the text. Sometimes a name appears again and again in the text. You can either ignore one at a time or you can simply click on Ignore All.

(iii) **Add to Dictionary**: Suppose you use a particular name in every document, for example, the name of a company, then it is best to add it to the dictionary. If you do so, then even if you use it in a new document, it will not be highlighted as incorrect.

(iv) **Correct**: You can select the correct spelling of the word from the **Suggestions** list and then click **Correct**. This will change the spelling of the highlighted word to the selected one.
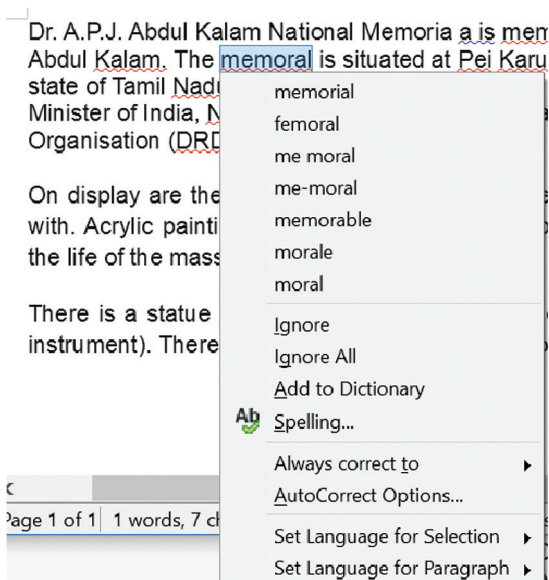
Figure 3.23 Spell Check Options on right-click
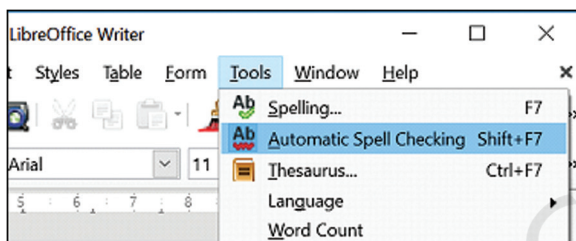
Figure 3.24 Automatic Spell Checking

(v) **Correct All**: If you click on this, it will correct the spelling of all occurrences of the highlighted word and change all of them to the suggestion selected.

Shortcut Menu for Spell Checker

Another way to correct the spellings and grammar is to select the underlined text and right-click. This displays a shortcut menu as shown in Figure 3.23 with a list of suggested words along with the various options present in the Spelling dialog box, such as Ignore, Ignore All, Add to Dictionary, etc.

Autocorrect Option

We can set the Automatic Spell Checking option on or off by clicking **Tools>Automatic Spell Checking** (as shown in Figure 3.24) or pressing Shift+F7 on the keyboard. If this is off, then we do not see the red and blue wavy lines that highlight the incorrect text.

Practical Exercises

The teacher will facilitate these activities – by showing you the e-learning lesson athttp://www.psscive.ac.in/Employability_ Skills.html. This will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Activity 1

Practical Exercise — Checking Spelling and Grammar Using LibreOffice Writer

Material required

Computer with LibreOffice Writer installed

Procedure

1. Form groups depending on the number of computers available. For example, if there are 40 students and you have 5 computers, form 5 groups of 8 students each.

2. Type in some text in LibreOffice Writer as given in Figure 1.

> Dr APJ Abdul Kalam National Memorial was established in the memory of the late President Dr APJ Abdul Kalam. The memorial is situated at Pei Karumbu, in the island town of Rameswaram, in the state of Tamil Nadu, India. This Memorial was inaugurated on July 27, 2017, by the Prime Minister of India, Shri Narendra Modi. The memorial was built by Defence Research & Development Organisation (DRDO).

3. One member opens the Spellings dialog box and uses the various options available to correct the spellings.

4. Another member right-clicks on the incorrect word and uses some of the options in the shortcut menu to correct it. Turn on/off the Automatic Spell Checking option to see how the text appears.

5. Others watch and give feedback on what was done correctly and what can be improved. Then taking turns, another set of students perform the activity ensuring that every student performs at least one task.

Activity 2

Practical Exercise — Checking Spelling and Grammar Using Microsoft Word

Material required

Computer with Internet Connection

Procedure

1. Form groups depending on the number of computers available. For example, if there are 40 students and you have 5 computers, form 5 groups of 8 students each.

2. Start Microsoft Word and open a file with text. Go to Review option. Click on the spell checker icon and check the spelling mistakes. On the right-hand side of the page, you will see the various options, such as change, change all, ignore, ignore all and add. Use these options and observe the change.

3. One member performs the exercise. Others watch and give feedback on what was done correctly and what can be improved.

4. Then taking turns, every student in the group performs the activity.

Check Your Progress

A. Multiple choice questions

Read carefully all the options given below the question and choose the correct option (s).

1. Which menu option will you use to start the spell checker in LibreOffice Writer?
   (a) Tools>Spelling
   (b) Tools>Automatic Spell Checking
   (c) Tools>Language
   (d) Tools>Options

2. Which shortcut key will you use to start the Spell Checker?
   (a) F5 (b)   F1   (c)   F7   (d)   F9

3. Ravi wrote an article on the benefits of sports. But everywhere he spelt the word sports as spots. Which option in the Spelling dialog box will you use to change all the wrong words to the right one in one go?
   (a) Correct   (b) Always Correct
   (b) Add to Dictionary   (d) Correct All

B. Subjective question

1. What can you do to make the Spell Checker see your name as a correct word and not highlight it as an error in any document?

What Have You Learnt?

After completing this session, you will be able to

- identify the spellings and grammar mistakes in a document.
- correct the spellings and grammar mistakes in a document.
- turn on or off the Autocorrect feature.

SESSION 6: INSERTING LISTS, TABLES, PICTURES, AND SHAPES

When we need to make a list of books available in the library or a list of ingredients or, any kind of list, we use numbers or some symbol (sign) to identify each item. All word processors provide a way to create numbered or bulleted lists (refer Figures 3.25 and 3.26). We can also insert tables in a word document if we want to show data in a rows and columns format.

Inserting Bulleted Lists

To create a bulleted list, first write the items of the list in different lines. Select all the items, click **Format**. From

the menu options, select **Lists** and then click **Bulleted List** as shown in Figure 3.25. This will create a bulleted list as shown in Figure 3.26. You can also create a bulleted list in LibreOffice Writer by selecting all the items and then pressing **Shift**+**F12** on the keyboard. *Please note* – the shortcut keys may be different in other word processing software.
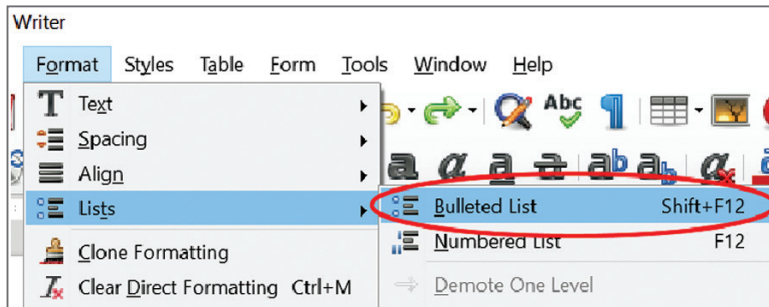
Figure 3.25 Creating Bulleted List
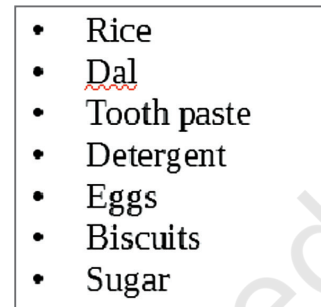
Figure 3.26 A Bulleted List

Inserting Numbered Lists

To create a numbered list, first write the items of the list in different lines. Select all the items, click **Format**. From the menu options, select **Lists** and then click **Numbered List** as shown in Figure 3.27. This will create a bulleted list as shown in Figure 3.28. You can create a numbered list by pressing F12 in the keyboard. *Please note* – the shortcut keys may be different in other word processing software.
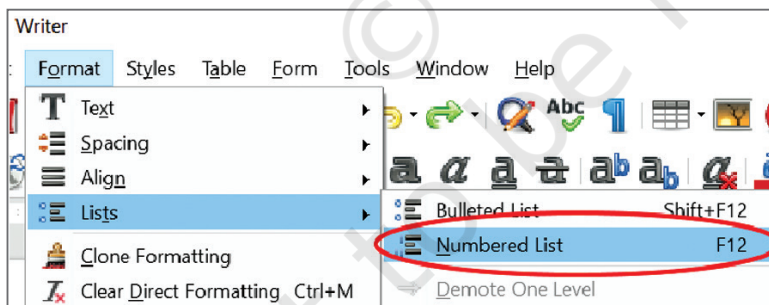
Figure 3.27 Creating Bulleted List

Figure 3.28 A Numbered List

Using Tables

Tables are used to show data in a tabular format; for example, to show the data of students and their marks in each subject, we can use tables. We may need to have tables in a document, such as when making a report card.
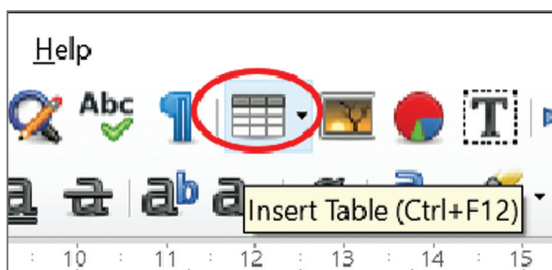
Figure 3.29 Insert Table icon

Figure 3.30 Insert Table dialog box

Word processors provide a feature that helps us insert tables to show such data.

Inserting a Table

To insert a table in LibreOffice Writer document, click the **Insert Table** icon as shown in Figure 3.29 or press **Ctrl**+**F12** on your keyboard. Click **More Options**... from the drop-down.

This opens an **Insert Table** dialog box as shown in Figure 3.30. Select the number of columns and rows you want in the table and click **Insert**. By default, the word processor will create a blank table with 2 columns and 2 rows (refer Figure 3.31).

You can then enter data into this table as shown in Figure 3.31.

Figure 3.31

Inserting Pictures

To insert an image, click **Insert** and then **Image** as shown in Figure 3.32. This will open the **Insert Image**

Figure 3.32 Inserting an image

dialog box. Select the image file you want to insert into a document and then click **Open**. This will insert an image into the document.

Inserting Shapes

To insert a shape in a document, click **Insert** and then **Shape**. This will open a sub-menu with

Figure 3.33 Inserting a shape

the basic shapes. Select one option — for example, **Basic**. This will further show several basic shapes such as Rectangle, Circle, Square etc. as shown in Figure 3.33 Select a shape and then click and drag the mouse to specify the size of the shape. This will insert a shape into the document.

Practical Exercises

The teacher will facilitate these activities – by showing you the e-learning lesson athttp://www.psscive.ac.in/Employability_ Skills.html. This will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Activity 1

Practical Exercise — Inserting Lists and Tables Using LibreOffice Writer

Material required

Computer with LibreOffice Writer

Procedure

1. Form groups depending on the number of computers available. For example, if there are 40 students and you have 5 computers, form 5 groups of 8 students each.
2. Start LibreOffice Writer or MS Word and in each group, one member creates a bulleted to-do-list.
3. Another member creates a numbered shopping list. Another member then creates a table with names of all members in the group and their addresses.
4. Others watch and give feedback on what was done correctly and what can be improved.
5. Then taking turns, another set of students perform the activity ensuring that every student performs at least one task.

Check Your Progress

A. Multiple choice questions

Read carefully all the options given below the question and choose the correct option (s).

1. What is the correct sequence of steps required to create a bulleted list in LibreOffice Writer?
   (a) Bulleted List > Format > Lists
   (b) Format > Bulleted List > Lists
   (c) Format > Lists > Bulleted List
   (d) Lists>Format>Bulleted List

2. Which shortcut keys will you use to insert a table in a LibreOffice Writer document?
   (a) F12   (b) Ctrl+F12   (c) F7   (d) F9

3. Which shortcut key is used in a LibreOffice Writer document to create a numbered list?
   (a) Ctrl+F12   (b) Shift+F12
   (c) F12   (d) None of the above

What Have You Learnt?

After completing this session, you will be able to

- create a bulleted list.
- create a numbered list.
- insert a table.

SESSION 7: HEADER, FOOTER AND PAGE NUMBER

Header is the top part of a page while the footer appears at the bottom of the page. They contain information that is available on every page at the same place, for example, if we want the title of the document at the top of each page and the page number at the bottom of each page, we can use a header (for title) or a footer (for page number).

Inserting a Header

In LibreOffice Writer, to insert a header, first click **Insert** menu option. Click **Header and Footer** in the drop-down (Figure 3.34), then **Header** and then click **Default Style**.

A header will be created at the top of each page as shown in Figure 3.35. Click the top part of the document to highlight the header.
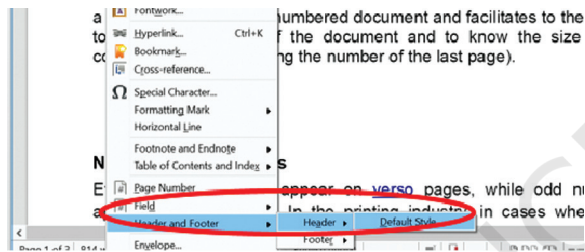
Figure 3.34 Inserting a header
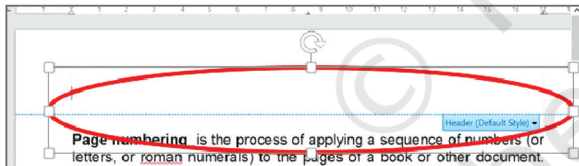
Figure 3.35 Header
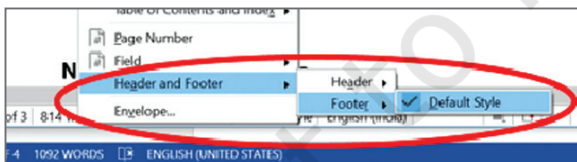
Figure 3.36 Inserting a footer

Figure 3.37 Footer

Inserting a Footer

Similarly, a footer can be created at the bottom of each page.

To insert a footer, click **Insert** menu. Then click **Header and Footer**, then **Footer** and then click **Default Style** as shown in Figure 3.36.

A footer as shown in Figure 3.37 is created at the bottom of each page. Click the bottom part of the document to highlight the footer.

Insert Title, Page Number and Page Count

You can insert page numbers, title, page count, date, time, subject, etc., into the header or footer. Then it will appear on all the pages.

To insert page numbers to your pages, first click on the footer. Then click the **Insert** menu option. Click **Field** in the drop-down and then click **Page Number** as shown in Figure 3.38.

This will insert a page number at the bottom of every page. Similarly, you can insert other details, such as date, time, image, etc., into the header or footer.
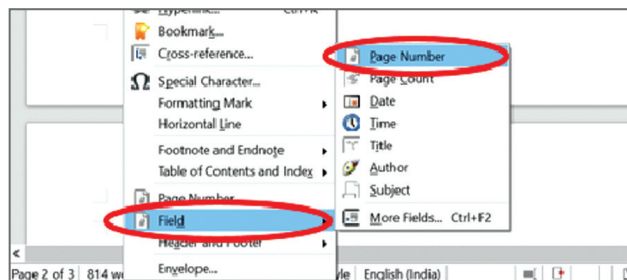
Figure 3.38 Inserting page number in header or footer

Practical Exercises

The teacher will facilitate these activities – by showing you the e-learning lesson athttp://www.psscive.ac.in/Employability_Skills.html. This will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Activity 1

Practical-exercise — Add Header, Footer and Page Numbers using LibreOffice Writer

Material required

Computer with LibreOffice Writer

Procedure

1. Form groups depending on the number of computers available. For example, if there are 40 students and you have 5 computers, form 5 groups of 8 students each.
2. Type in 2–3 pages of text in LibreOffice Writer.
3. Write 3–5 lines about your last summer holidays. In each group, one member adds a header with title as 'Summer Holidays' and another group member adds a footer with page numbers.
4. Others in the group watch and give feedback on what was done correctly and what can be improved.
5. All other group members repeat the exercise on a fresh document.

Activity 2

Practical Exercise — Add Header, Footer and Page Numbers using Microsoft Word

Material required

Computer with Internet Connection

Procedure

1. Form groups depending on the number of computers available. For example, if there are 40 students and you have 5 computers, form 5 groups of 8 students each.
2. Start MS Word. Open a file with a paragraph and go to 'Insert' option. Check on header or footer to insert the same. Type the text in the header or footer.
3. One member performs the practice exercise. Others watch and give feedback on what was done correctly and what can be improved.
4. Then taking turns, every student in the group performs the activity.

Check Your Progress

A. Multiple choice questions

1. Which of the following statement is true?
   (a) Headers are text or images inserted in the bottom margin.
   (b) If you insert a footer in one page, it will appear on all pages.
   (c) Headers are used to insert borders in a document.
   (d) You cannot insert date, time, page number, etc., in a header or footer.

2. Which of the given options can you add to a header?
   (a) Page number   (b)   Date
   (c) Title   (d)   All of these

3. Ravi wrote a long document for his research and gave it to his professor. He wanted his professor to review only the 'Field Study' section of the document. How does he easily and correctly tell his professor where to find the 'Field Study' section?

   (a) Tell him that it is somewhere in the middle of the document
   (b) Type in the page number in each page manually and tell him the page number
   (c) Insert page number in the footer and tell him the page number

B. Subjective question

1. What is the advantage of using a header or a footer in a word processor document?

> **After completing this session, you will be able to**
> - insert a header in a document.
> - insert a footer in a document.
> - insert page number(s) in a header or footer.

SESSION 8: TRACKING CHANGES IN LIBREOFFICE WRITER

Tracking changes in a word document means to keep a record of the changes made in a document. For example, a student writes a report and gives it to the teacher for checking. Just as a teacher makes corrections using a red pen in a paper copy, the teacher can make changes in a word processor using the *Track Changes* mode. This will highlight the changes and make it easier for the students to see and correct their mistakes.

How to Start/Stop Tracking Changes in LibreOffice Writer

To start tracking changes in LibreOffice Writer, click **Edit** and then click **Track Changes**.

This will show a sub-menu with several options. To start tracking changes, the first step is to click **Record** as shown in Figure 3.39 or press *Ctrl+Shift+E*. Once you click **Record**, all changes made to the document will be recorded and displayed in a different colour. If you want to stop tracking the changes, click **Record** again.
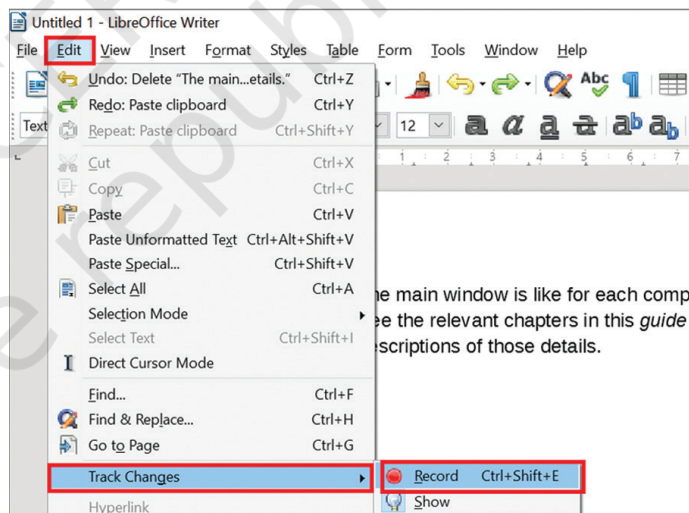
Figure 3.39 Tracking Options

Tracking Options

With the **Record** on, all changes are recorded. These are displayed in a different colour. Any text that is deleted will not disappear, but will appear as strikethrough (or cut across with a line, for example ~~change~~).

This Track Changes sub-menu provides many options. You can move from one change to the other

Figure 3.40 Tracking Options
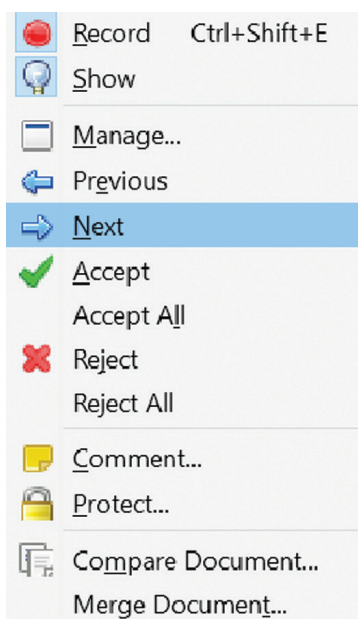
using the **Next** and **Previous** options (refer Figure 3.40). When a change is selected you can accept it or reject it using **Accept** and **Reject** options. If you accept, the change will become a permanent part of the text and if you reject, it will revert to the original text.

If you think all the changes are OK, then you can accept them all at once using the **Accept All** command. Similarly, if you do not want to accept any changes and want to revert back to the original text, then you can use the **Reject All** option.

Sometimes, we may want to see how the document will appear with all the changes accepted without actually accepting them. If you click the **Show** option, the document will *appear* as if the changes have been accepted. If you click Show again, the document will appear in track mode with the changes.

You can protect the changes by adding a password. Click **Protect**. This will open the *Enter Password* dialog box as shown in Figure 3.41. Add a password. Now only the person who knows this password will be able to accept or reject the changes and no one else.

Manage Option

The **Manage** option opens the **Manage Changes** dialog box as shown in Figure 3.42. In this all the changes are displayed in a list. You can select a particular change and accept or reject it.

You can also click **Accept All** to accept all the changes or **Reject All** to reject all the changes.

Compare Documents

If you click **Compare Document...**, LibreOffice will compare the current file with the file you provide. This will then open the **Manage Changes** dialog box with a list of all the differences between the two files. Here you can accept or reject these differences and the current file will get updated accordingly.

Figure 3.41 Enter Password

Figure 3.42 Manage Options

Practical Exercises

The teacher will facilitate these activities – by showing you the E-Learning lesson at http://www.psscive.ac.in/Emplyability_Skills.html. This will include videos and E-content for the above topics as well as detailed instructions for some activities below.

Activity 1

Tracking Changes in LibreOffice Writer

Material required

Computer with LibreOffice Writer

Procedure

1. Form groups depending on the number of computers available. For example, if there are 40 students and you have 5 computers, form 5 groups of 8 students each.
2. Start LibreOffice Writer, create a new document and type some text in the document.
3. Click on 'Edit' and then click on 'Track Changes'.
4. Then another member reviews the document and makes changes. The first member can then accept or reject the changes. Two members perform the activity and the others watch and give feedback on what was done correctly and what can be improved.
5. Then taking turns, another set of students perform the activity ensuring that every student performs at least one task.

Activity 2

Tracking Changes in Microsoft Word

Material required

Computer with Internet Connection to Run e-Learning Lesson.

Procedure

1. Form groups depending on the number of computers available (in the same way as done in Activity 1.
2. Start MS Word and open a file. Go to 'Review' option and click on 'Track changes'
3. Now type some text and see the changes.
4. One member performs the practice exercise. Others watch and give feedback on what was done correctly and what can be improved.
5. Then taking turns, every student in the group performs the activity.

Check Your Progress

A. Multiple choice questions

1. When you start recording the document, all the changes show up as coloured text? State whether this is true or false.

    (a) True   (b) False

2. If you _____ something when in the 'track change' mode, it will not disappear but instead will have a visible strike through it.

    (a) Add   (b) Delete   (c) Italicise   (d) Bold

3. Track changes are suggestions. If you want to make the changes permanent you have to _____ them.

    (a) Underline   (b) Save
    (c) Accept   (d) Reject

B. Subjective question

1. What is the function of the Manage option?

What Have You Learnt?

After completing this session, you will be able to

- explain the need for tracking changes in a word document.
- explain how to start and stop the tracking process in LibreOffice Writer.
- identify the options to accept or reject changes.

Entrepreneurship Skills

Introduction

Entrepreneurship is the process of running a business using a new idea or in a different way, which ultimately helps the buyer or the customer. The new ideas in a business can be in the form of a unique product or service. A different way of doing business makes an entrepreneur different. A traditional business person runs his venture like most others. Whereas an entrepreneur uses unique ways of doing business — be it reaching out to the customers through marketing and advertising, new ideas or new ways to meet customer needs or running the operations in a more efficient way. In this module, the focus is on helping you to understand what are the different values and attitudes of an entrepreneur which makes them successful.

This course will explain the basics (with more advanced content in later classes) — with a lot of examples and group practise on the following:

- Values and attitudes of a successful entrepreneur
- How to think like an entrepreneur
- A business cycle, from starting to growing the business.

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SESSION 1: INTRODUCTION TO ENTREPRENEURSHIP

Let us begin by looking at some common terms used in business.

Entrepreneur

An entrepreneur is a person who tries to meet needs of a customer through new ideas or ways of doing business and makes profit in return.

New ideas with which an entrepreneur adds value to a business can be of many kinds, including new products — like adding varieties, new services like home delivery or credit services, new marketing ideas, new cost reduction ideas and many more.

Entrepreneurship

Entrepreneurship is a process of developing a business plan, launching and running a business using innovation to meet customer needs and to make a profit.

Let us read a story to further understand the meaning of entrepreneurship and who is an entrepreneur.

Pratap, the Vegetable Seller

Pratap was a vegetable seller in Agra. He was well known in the market for always selling fresh vegetables. He used to wake up every morning at 3 am to get there. However, during summers, a lot of his leftover vegetables used to get wasted at the end of the day.

To stop this wastage, he started selling the stale vegetables. This earned him a bad name in the market and people stopped going to his shop.

Pratap then came-up with an idea! *Vegetables home-delivery services* — people could order the type and quantity of vegetable they wanted a day before, and Pratap would buy exactly that much from the wholesale market and deliver it fresh to their house.

Now his customers do not have to go through the inconvenience of commuting to the market and thus can have the vegetables delivered at their doorstep. All they have to do is call Pratap on his mobile phone and place an order.

Questions to think about
- How do you think he spotted the opportunity?
- How did he serve the needs of the customer?
- What would you have done, if you were in Pratap's place?

Do you think Pratap is an entrepreneur?

Yes, he is! Pratap was self-employed as a vegetable seller. He solved the customers' problem of getting fresh vegetables at their door-step through a new idea of home-delivery service. Since Pratap used a new way of providing his products to the customer, as a result making their life easier. This makes him an entrepreneur (vs. any normal businessperson).

Types of Business Activities

Our needs and wants are never constant. They are everchanging. We may want something today but not the same thing tomorrow. For example, Sameer wanted a pair of shoes today but after a few days he wanted a pair of jeans.

We can clearly see our wants change over time. Markets provide us with a product in the form of a good or a service to meet our specific needs.

In the market, different types of businesses exist. The three different types of business activities (Figure 4.1) are as follows:

Manufacturing

Trading

Services

Figure 4.1 Types of business activities

Manufacturing Business

A manufacturing business is one that converts raw material(s) into finished product(s) to meet the demands of the customer. In this form of business, the finished product can be directly sold to the customer. Kartik has a factory that produces purified packaged drinking water. This is an example of a manufacturing business.

Trading Business

A trading business does not manufacture a good or product but only facilitates the act of bringing the finished goods from the manufacturing unit to the buyer or customer (who is ready to pay for the produced good) as shown in Figure 4.2. For example, Gupta Pharmacy sells medicines produced or manufactured by different pharmaceutical companies. Gupta pharmacy is a trading business.

Figure 4.2 Trading business

Services Business

Any business activity that is intangible, which cannot be seen and felt, but is for the benefit of a buyer is called a service. Services do not have a fixed time and it is flexible as per the demands of the customers. Services do not even need a shop to sell their products. Amar is a painting contractor as shown in Figure 4.3.

Figure 4.3 Services business

Practical Exercises

Activity 1

Role-Play — Businesses Around Me!

Procedure

1. In this activity, you will work in groups to come up with examples of different kinds of businesses we see around us.
2. Each group will act out the business they are running.
3. The rest of the group members will guess what kind of business the acting team is doing.

Instructions

- Make a group of 5 students each. If there are 30 students in a class, there would be 6 teams. Select a leader per team who will be responsible for running it.
- Each team comes up with 3–4 examples of entrepreneurs around them.
- Each team will get 15 minutes to come up with examples and plan their acting.
- Each team will then plan a skit or acting to have others guess what businesses the entrepreneurs do.
- Each team will get 2 minutes to act for others to guess and 2 minutes to explain.

Questions for Group Discussion

1. Did you know that the people and businesses you spoke about were entrepreneurs?
2. Does business solve the needs of a customer?
3. Does this business make money in return?
4. How would you categorise the business(es) in discussion?

Check Your Progress

A. State whether the following statements are True or False

(a) An entrepreneur runs a business to only make profits.
(b) Entrepreneurship and business are exactly the same thing.
(c) In service business activity, the services are intangible and cannot be felt or seen.
(d) In manufacturing business activity, an entrepreneur makes the product.

B. Subjective Question

(a) Who is an entrepreneur? Give an example.
(b) What are the three types of business activities?
(c) What is the difference between manufacturing and trading business activities?

What Have You Learnt?

After completing this session, you will be able to

- describe the meaning of entrepreneurship.
- describe the meaning of an entrepreneur.

SESSION 2: VALUES OF AN ENTREPRENEUR

Read the following story and identify actions that make Sunita special.

Sunita used to live in Kochi with her parents. During her summer holidays, she went to meet her grandparents who lived in a small town. They were very old and had to take a lot of medicines during the day. They often used

to be tired to go to the market to buy their medicines and sometimes forgot to take it, as they did not have help. This affected their health. She then saw that other old people living around face the same problem. Sunita felt very bad about the situation and wanted to help them.

Sunita thought of many ways to solve this problem, so that her grandparents and other old people living in the colony remain healthy and get their medicines on time. She then thought of an idea! — to make a special remote, with just one button. This remote would send the signal to the nearest medical shop, who would deliver the medicine within a day. The remote also had an in-built, easy-to-use alarm system which old people could use to set reminders for taking the medicines. Every time the alarm went on, they would take the medicines and turn the alarm off by merely touching the button on the remote. She made this and tried it out at her grandparents' house, and it worked! They now did not have to travel long distances to buy the medicine or need help to remind them to take their medicines on time. This 'Remote control' became very popular in her village and soon, in all of Kerala. She now runs a business and sells these remote controls all over India.

Values

Values are qualities and principles which make a person think and act in a certain way. From the above example of Sunita, we saw how she felt bad about the problem her grandparents faced and came up with a solution on her own. She thought and made a product that no one had thought of before. Let us find out what qualities makes an entrepreneur successful.

Values of an Entrepreneur

Each entrepreneur has certain unique qualities that make them successful. As one chooses the path of entrepreneurship, there are various thoughts, fears and doubts that comes to ones' mind as shown in Figure 4.4. An entrepreneur's ability to overcome these determines his or her ability to be successful.

It is the entrepreneur's values which will therefore help them face and overcome the difficulties and challenges involved in entrepreneurship.
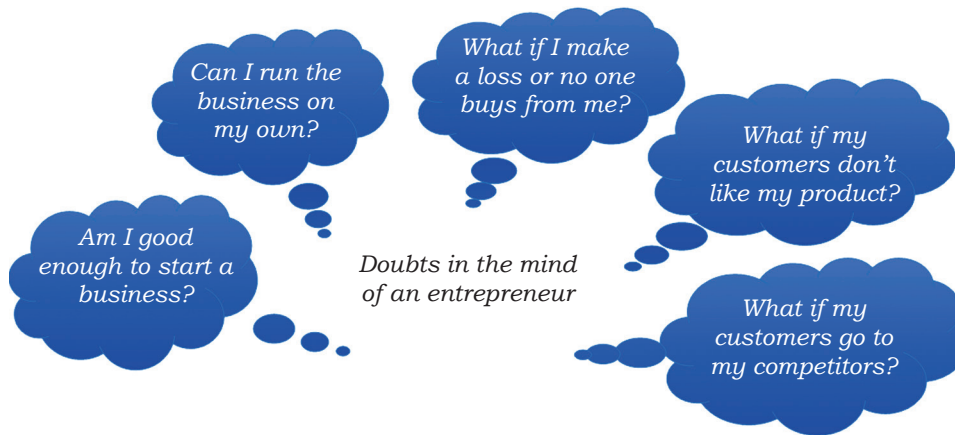
Figure 4.4 Doubts in the mind of an entrepreneur

The internal motivation, which allows an entrepreneur to overcome these doubts are called 'values'. Here are some values which make an entrepreneur successful.

Confidence

Confidence means to believe in one's self and one's approach. Being confident helps an entrepreneur to take the first step of starting a new business and then trying new things to grow the business. It pushes the entrepreneur to keep going even if there are failures. Confidence also encourages an entrepreneur to go to customers and ask them for their feedback about the product or services. The feedback helps the entrepreneur to keep improving and growing the business.

While being confident is crucial for an entrepreneur, it is also important to keep in mind that the ultimate purpose of an enterprise is to serve the customer, therefore, they should not be over-confident. Being over-confident may lead an entrepreneur to take shortcuts in business, like selling a product while knowing that its quality is bad, or over-charging a customer. Such actions may make the customers distrust the business.

Therefore, striking a balance between confidence and over-confidence is one of the most important values of an entrepreneur.

Independence

Independence means one's ability to work alone and have the confidence to make one's own decisions. The responsibility of deciding what work needs to be done and how it can be done is made by the entrepreneur.

An entrepreneur is her or his own boss and has to be self-motivated to set goals and follow them. He or she is also responsible for motivating others to work to achieve the goals of the business and keep a check on how the business is performing on a day-to-day basis.

While, independence allows an entrepreneur to work alone, with no one to report to, it also comes with the responsibility of ensuring that the customer remains the main focus at all times. Delivering good-quality product or service, at the right price, is one of the primary responsibilities of an entrepreneur.

Perseverance

Perseverance means not to give up and keep going even when a difficult situation comes up. Running an enterprise, or a business involves many failures. An entrepreneur is responsible to overcome these failures, learn from them and keep going, no matter what happens. The entrepreneur has to stay positive and motivated when things get difficult.

While working hard, it is also important for an entrepreneur to think about improvement and growth. This happens when one tries different approaches. Therefore, perseverance does not mean doing the same thing, in the same way again and again. It means to come up with different and innovative ways to overcome difficulties and always thinking about achieving the goal, no matter what comes in the way.

Open-mindedness

Open-mindedness means to be open to trying new things and being open to other's feedback. In the process of starting and growing the business, an entrepreneur tries many different things. They will often have to consult others, such as market experts, peers and colleagues

for information and insights. During this process, it is important to keep an open-mind and allow for new thoughts and ideas to come your way. This will allow the entrepreneur to learn from failures not just of oneself but also of others and keep improving the business.

Case Study

Read Poonam's story and identify which actions made her better than others?

Poonam, the Purse-maker

Poonam makes handmade purses for women in Odisha. She takes the help of local women who know embroidery to make the purses. Poonam used to sell these in Kolkata. She however, could not sell many pieces and also had to spend a lot of time and money on travelling to Kolkata.

Poonam then tried to sell this by going door-to-door but only few more people bought her products. In fact, people were rude and did not talk to her respectfully. However, she did not give up hope and continued to go to more people to sell the purses. She even added new styles and designs to the purses and began making them in different sizes and colours.

Then someone told her about a shopping website through which she could sell her products without going to big cities. She immediately registered her company and started getting orders. Earlier she could sell maximum 50 purses in a month, but now she sells more than 500 purses every month.

S. No.	Poonam's Actions	Value
1.	Goes to Kolkata alone to sell the purses	Independence
2.		
3.		
4.		
5.		

Activity 1

Practical Exercises

Role-play — Qualities of Entrepreneur

Procedure

1. This activity shows students how to think and practice in real life and the qualities of an entrepreneur.

- Each student writes the actions of a successful entrepreneur on a chit. For example, *Shoe shop owner talking to customers politely.*
- All the students give the chits to the teacher.
- The class gets divided into groups of 5.
- One member from each team picks the chit and does the action without talking.
- Others guess the action and super-powers (qualities) of the entrepreneur.

Questions for Group Discussion

1. What are the different qualities you saw during the act?
2. Which of these qualities do you think you also possess?
3. What are those qualities which help an entrepreneur to deal with an angry customer?

Check Your Progress

A. Subjective questions

1. What values does the entrepreneur have?

    (a) Rohit runs a special hair salon in Bidar. Young boys come to him and ask him to give a *Justin Beiber* haircut. Rohit doesn't know about this haircut so he searches on the Internet and finds the pictures. What value does Rohit have? _____

    (b) Shalu makes special Indian snacks and goes door-to-door in her town to sell it to different people. Only 1 in 10 people to whom she goes, buys her products. What value does Shalu have?

2. What values does a successful entrepreneur have? Write any three values, with examples.

3. Write the meaning of the following values with examples:

    (a) Independence   (b) Confidence

4. Identify three entrepreneurs from your area. Write down the actions that make them successful and what values they have.

SESSION 3: ATTITUDE OF AN ENTREPRENEUR

In this session, you will learn about the differences in the attitude of an entrepreneur versus those of a salaried employee.

Attitude

The meaning of attitude is one's tendency to respond in a certain way towards a certain idea, object, person, or situation. An entrepreneur's attitude affects their choice of action while running the business.

Let's understand the difference between the attitude of an entrepreneur and an employee (someone who works for a salary or wages).

Difference between the Attitude of Entrepreneurs and Employees

Attitude	Entrepreneurs	Employees
Belief in Self	When an entrepreneur starts a new business, there are a few people who might support them. There is no manager or boss who would encourage or support when things get difficult. Therefore, an entrepreneur believes in self so that they can confidently face any challenge and become successful.	An employee usually is managed by someone, who helps him or her, and supports him or her when he or she starts the job. He or she is also given training and support to understand how to do the work, and what to do when things get difficult.
Customer Focus	An entrepreneur is responsible for ensuring that the business they are doing adds value to the customer. The responsibility of delivering good quality products or services to the customer is the most important part of entrepreneurship. An entrepreneur is also responsible for running his or her business ethically, following rules and regulations set by the government.	An employee delivers on the goals set by the company. Not all employees of a company work towards serving the needs of the customers directly. They may not have any direct responsibility towards the customer.

Decision Making and Responsibility	Entrepreneurs decide the kind of work they will do and how they will do it. They themselves make decisions and work towards completing the work.	Usually a manager or the boss makes the decisions for employees. Employees decide how they want to do their work, but what they are doing and in how much time they should complete it, is decided by a senior.
Belief that Environment can Change	Entrepreneurs usually work in an unknown environment, where they do not know what will happen after they start something new. Therefore, it is important for an entrepreneur to remain positive and believe that the market environment can change.	An employee's job is focussed internally and is not usually affected by the outside environment. Therefore, the belief in change is not necessary for an employee to get the work done.

Reading the Story

Here are the stories of Surabhi, the entrepreneur and Akash, the employee. Read the stories and think about how their values and attitudes are different from each other.

Surabhi, the Painter

Surabhi has always liked art and makes paintings. She started her business of selling these paintings to her friends. They all liked the paintings and asked Surabhi to make and sell more.

Surabhi took a loan from the bank to buy more art-supplies so that she could make more paintings. She went to different customers to first understand what they wanted, and then made paintings based on their taste. She now has an art studio where people come to learn how to paint in their free time.

She also frequently puts up exhibitions of her work in different places.

Akash, the Employee

Akash works at a shop that sells art-supplies. His job is to arrange paint-brushes, colours and papers in different shelves. He goes to work at 9.00 am and finishes by 4.00 pm.

Every time a customer comes to Akash, he tells them where they can find what. He then directs them to the cash counter to pay for what they liked. Akash's boss decides the work he is supposed to do on a monthly basis.

What do you think is the difference in attitude of Surabhi and Akash? Write with examples.

Surabhi	Akash

Practical Exercise

Activity 1

Outdoor Interaction: Interviewing Employees and Entrepreneurs

Procedure

1. The class is divided into two groups.
2. Group 1 would interview people who work for others: Employees.
3. Group 2 would interview people who work for themselves: Entrepreneurs.
4. In each group the following questions will be asked:
   – How is your regular day at work? What are the different activities you do from morning to evening?
   – What do you enjoy most about your work?
   – What are the challenges you face?
   – How do you overcome the challenges that you face?
5. Each group gets one-hour time to go out to talk to as many employees or entrepreneurs as possible.
6. Each group will present their experience to the entire class.

Questions for Discussion

1. What are the major differences between qualities and values of an entrepreneur and employee?
2. Do you think entrepreneurs thrive on risk? Give your opinion in five sentences.

Check Your Progress

A. State whether the following statements are True or False.

1. An entrepreneur reports to the boss or a manager
2. An employee has to adapt to the outside market environment while doing the job.
3. An entrepreneur has to always think about what the customer wants.
4. An employee makes all the decisions by himself or herself.

B. Subjective Questions

1. Define the meaning of attitude. Give two examples of attitude of an entrepreneur.
2. Write the key differences in attitudes between entrepreneurs and employees. Describe with examples.

What Have You Learnt?

After completing this session, you will be able to

- describe the difference between entrepreneurship and employment.
- confidently talk to strangers while interviewing.
- present the differences between entrepreneurship and employment to peers.

SESSION 4: THINKING LIKE AN ENTREPRENEUR

"How does an entrepreneur think while running their business?", "Can I think like an entrepreneur too?" Through this session, you will be able to answer these questions!

Problems of Entrepreneurs

Can you think about what are the problems that an entrepreneur would face on a day-to-day basis?

List all the problems an entrepreneur may face.

1	E.g.: Not knowing how to get customers to buy.
2	E.g.: Customers bargaining and not paying the correct price for the product.
3	
4	
5	
6	

Problem-solving

Problem-solving is the process of thinking, through which entrepreneurs can come up with many solutions to improve their business. This process starts with first recognising what the problems are. Once the problems are known, there are many ways in which an entrepreneur can think of solving them.

An entrepreneur may face many problems or challenges. It is their ability to solve them that makes them so special. Below is the list of some problems an entrepreneur may face while running a business. An entrepreneur often thinks about these questions while starting and running a business.

1. **Idea:** What should my business idea be? How do I know that this idea will work?

2. **Money:** How much money should be raised to start a business?

3. **Acquiring material:** From where to get the material and at what cost?

4. **Manufacturing:** How to manufacture (if it is a product business)?

5. **Pricing:** At what price should I sell the product so that I make enough profits? How do I know what price the customer is willing to pay?

6. **Marketing and advertising:** How would I tell my customers about business which will attract them to come to me?

7. **Selling:** How would the customer buy from me? Will the customer come to me or will I go to the customer?

8. **Accounting:** How do I keep a track of the money I am spending and making? How do I know how much profit I am making?

9. **Standing out:** How can I be better than what is already available in the market? How do I add value to my customer?

10. **Growing business:** How can I grow my business and continue to get better?

Reading the Story

An entrepreneur needs to think about different ways to solve these problems to become successful. We will learn about what are different ways of thinking like an entrepreneur by reading the story of an entrepreneur from rural India who came up with a different way of solving her customers' problems. As you read the story, think what Kiran did differently, as compared to other entrepreneurs you know. Also think about how Kiran solves problems.

Kiran lived in Gwalior, a town in Madhya Pradesh. Kiran's father used to sell chaat on on a small handcart. He used to go to different houses to sell the delicious food, which both young and old people enjoyed.

Sometimes, Kiran used to go with her father after school to help him. They used to go to different places throughout the town. She however, used to feel bad when she would see her father struggling to turn the hand-cart when they would have to cross narrow lanes. While turning, he had to lift and rotate the cart many times.

For a school project, Kiran was asked to make something which would make the life of her parents easy. She thought of solving the problem her father faced with the handcart. She thought of a great idea to make it easy for him to move through narrow lanes.

She made a *steering system* for hand-carts as shown in Figure 4.5, which is controlled by hand, and can be used to lift and rotate the cart.

This system was easy and cheap to make, so Kiran started making it with her friends. They would give it to mechanic shops, who would then sell it to people who used handcarts. The product became very popular among a lot of fruits and vegetable sellers, and is now used throughout the country.

Figure 4.5

Think about the following question

How do you think Kiran came up with idea of the *steering for handcarts?*

Thinking like an Entrepreneur to Solve Problems

Entrepreneurs solve many different types of problems in their day-to-day operations. In the above example, Kiran solved the problem of identifying which business idea would he work with. Listed below are three ways most entrepreneurs think when they are trying to solve a problem.

Creativity

Creativity means to come up with ideas that others have not thought of before. Creativity does not mean being artistic or being good at drawing. An entrepreneur has to believe that they can come up with new ideas to solve a problem. In the case of Kiran, she solved the problem of rotating a handcart by thinking of a new idea.

Innovation

Innovation means to think of new ideas and come up with ways to make it work in real life. The difference between creativity and innovation is that while creativity is about just coming up with an idea, innovation is about also coming up with ways to make idea into reality. Kiran's idea was not just in her head. She made it work by installing the break system in her father's cart.

Critical Thinking

Critical thinking means to understand a situation or problem by asking oneself questions (why, what, when, how) and researching about reasons for the situation or a problem. An entrepreneur has to always think critically when faced with a problem. They just cannot get worried about the problem and not do anything about it. In the case of Kiran, she saw her father struggling with a problem, and found a solution for the same.

Practical Exercise

Activity 1

Pair-work—Identifying and Solving Problems

Procedure

1. In this activity, you will identify problems of a family member, and then think like an entrepreneur to solve their problem.
   - Find a partner and sit in pairs.
   - Each person will think of a family member whose problem they want to solve.
   - Tell your partner about your family member's problem.
   - As a pair, you will come up with three ideas to solve each problem.
   - The teacher will ask volunteer pairs to come in front of the class and present the problems they have identified with their solutions.
   - Use the format below to record your activity.

Family Member	Problem	Solution

Questions for Group Discussion after Presentation

1. How did you think of this solution?
2. Do you think this solution will help more people like your family member? Can this solution become a business?

Check Your Progress

A. Subjective Questions

1. What are the key problems an entrepreneur may face while running a business?
2. What are different ways in which an entrepreneur can think to solve problems?

What Have You Learnt?

After completing this session, you will be able to

- list the kind of problems usually faced by an entrepreneur.
- state and define different thinking styles to solve problems.
- apply problem-solving techniques to come up with creative solutions.

SESSION 5: COMING UP WITH A BUSINESS IDEA

In the previous session, we learnt about different ways in which an entrepreneur thinks.

Starting a new business is very exciting! In order to start and run a successful business, the first step is to come up with an idea.

Vivek is a restaurant owner. His restaurant is called *'The Wow Bowl'*. He was studying for a career in medicine when he discovered his interest and skills in cooking. He mixed his interest in medicine and his love for food, and came up with unique and healthy dishes.

He mixed natural herbs and medicines in common food like *dal-rice*. This not only made it tasty, but also healed illnesses like common cold and cough.

He wanted to turn this idea into a business. Immediately after completing his studies, he arranged some finance and started the restaurant. It was an interesting journey for him.

He explains his journey of starting the business through these four steps as shown in Figure 4.6. In this session, you will learn about the first step of coming up with a business idea.
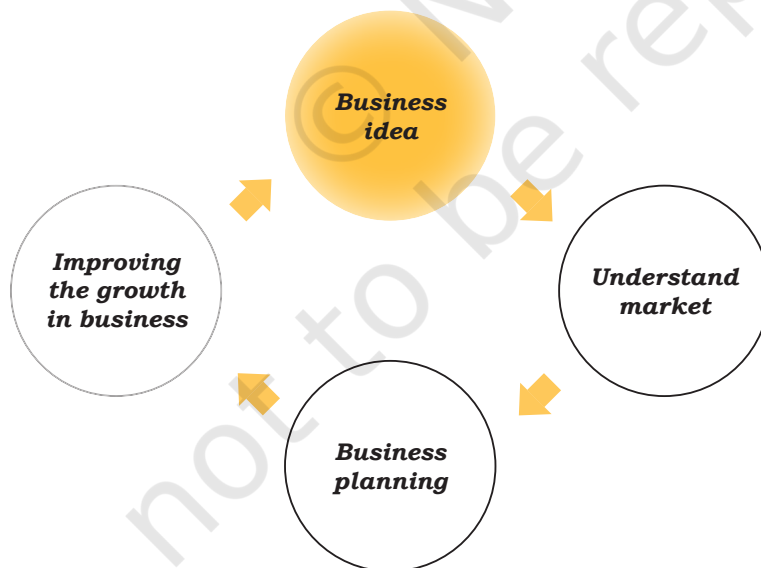
Figure 4.6 The Business Cycle

What is a Business Idea?

A business idea is a solution that an entrepreneur thinks of, to serve the customer. An idea determines what business activity an entrepreneur would take up to make financial gains. An idea can be product-service-based or a hybrid model.

Principles of Idea Creation

There are a few important principles to keep in mind while coming up with an idea.

Customer Need

An idea should serve the customer's need or demand. A business idea can come from an existing demand in the market or through a desire to make what is available in the market, better. A product or service, which is either not meeting customer's needs, or is partially meeting needs is available, so there is a demand to fill in the gap. Hence, an entrepreneur thinks of starting a business to meet this demand.

For example, during the summer season, when the weather is very hot, people who walk in the sun, like students, workers, etc., want a cold drink to feel fresh, so an entrepreneur can start a sugarcane juice stall or a lemonade stall in a busy area.

Entrepreneur's Own Interest or Talent

An entrepreneur often works with an idea that she or he is passionate about. Not all entrepreneurs start with just what is in demand or what the market needs. Some entrepreneurs start with using their own interest or talent to serve the customer. Knowing one's interest or talent is in fact important for an entrepreneur as it leads to self-confidence and even others believing and trusting in their capabilities.

For example, a girl who is studying to be a fashion designer can use her interest in the subject to start a shop where she sells different types of clothes.

Innovative

Innovative means new methods or original ideas. A business can be innovative in its idea or the way it is

done. The chances of a business growing increases if the idea is innovative and the way it is implemented is also innovative.

For example, in Vivek's case, the food he serves in his restaurant is different and no one else sells food for people who are sick.

Form a Business Idea

Most ideas come from either needs of customer or inspiration from what others are doing. There are many ways in which one can come up with innovative, yet practical ideas for a business. Let's practice a few ways to come up with ideas.

Location-based Ideas

An entrepreneur can come up with idea to serve needs of customer at a specific location. For example, in a small village in Rajasthan, where there is limited supply of pure drinking water, an entrepreneur can set up a business of selling water.

Seasonal Ideas

During summers, people want to drink cold, healthy drinks in big cities, while in winters, they like warm beverages. An entrepreneur can come up with the ideas based on the season.

Events-based Ideas

Another way to come-up with a business idea is to think of ways to serve the people at events. For example, there are different businesses that come up during the wedding season, like card-designers and printers, *mehendi* (henna) designers, event managers, decorators, etc.

Interest-driven Ideas

An entrepreneur can come-up with business ideas based on self-interest. For example, someone who is good at dance and likes dancing, can start a dance-training institute for serious dancers and also for people who want to slim down by doing fun exercises.

Vocation-driven Ideas

Many people start a business based on what they are interested in and what they have studied. A farmer, who knows everything about farming, from where to get the seeds, to how to plough the ground can start a Farmer Training Institute for those who want to learn about farming, or can guide city dwellers how to grow vegetables on terraces and balconies.

Case Study

Nagma, the Fashion Designer

Nagma went to Chennai to become a fashion designer. She was always interested in designing beautiful dresses for her friends when she was in school. After college, Nagma was not sure what kind of work she should do. In Nagma's culture, girls have to wear a scarf, or hijab at all times. In a city like Chennai, it was difficult for Nagma to find good quality hijabs, so she came up with an idea of making and selling them. She started making good-quality, fashionable and affordable hijabs. She would buy good material, stitch pearls and beads, and pack her products in a beautiful box.

She would sell them in hostels and colleges. Now, Nagma has a boutique of her own and also sells products online.

Rakesh, the Special Auto-wala

Rakesh came from a small village in Uttar Pradesh to Mumbai when he was very young. He had come to make money for his family. His friends gave him an idea of buying an auto to make enough money. For many years, Rakesh was driving around like any other auto-wala.

But with time, he really started enjoying his work. He loved talking to his customers and listening about their life. This gave him idea, which turned him from an *auto-wala* to an entrepreneur.

He came up with the idea of a 'Special auto experience', in which a customer would get special services – snacks, cold-drink, songs of their choice, newspaper, and Wi-Fi for their mobile. In addition to this, Rakesh would take them through special routes and tell stories. He shared his mobile number so that his clients could call and pre-book his service.

People starting using Rakesh's services, and would stand in ques to get one ride with him. Rakesh now has many *auto-walas* working under him. He has trained them to serve on the same standards to the customers. He has a flourishing business now.

Anshula, the Story-teller

Anshula, used to write story-books for young children, but she wanted to do more with her talent. She thought of an idea to start a reading-café, which would be a coffee shop where people, especially mothers, can bring their children to learn how to read books, while they enjoy coffee. When she started the shop, no one wanted to help her with teaching how to read to little children.

But then she realised that young college-going boys and girls who often came to her shop, had free time. She trained them how to teach or read stories to young children. They were happy to help her in return for a certificate of service. Soon many mothers started coming to her shop with their children.

She started only one shop near her house in Bengaluru, but now runs five such shops in three different cities.

Thinking time

1. What principle of getting an idea did the three entrepreneurs follow?

2. How do you think Nagma, Rakesh and Anshula came up with these ideas?

3. If you could do a business, what would be your idea?

Practical Exercise

Activity 1

Group Activity: Crazy Ideas

Procedure

- Make groups of five members each.
- Each team comes up with 'crazy' business ideas, which no one has ever thought of or heard of before. For example, '*Special designer socks for Rs 5000/-*' or, *'Books that read to you'*.
- Every time someone comes up with a crazy idea, everyone in the group loudly say, YES LET'S DO IT! together and then give reasons for why the idea will work.
- Each group gets 20 minutes to come up with at least 10 crazy ideas.
- Each group presents their crazy ideas to the whole class.
- One student from the class makes a list of all the crazy ideas.

Summary

- No idea is a bad idea.
- One comes up with ideas when encouraged by others.

Check Your Progress

A. Subjective Questions

1. Define the meaning of a business idea.
2. What are the three principles of idea creation?
3. What are different ways of coming up with an idea? State different ways with an example.
4. Write any five business ideas that you would want to try out? Why have you chosen these ideas?

What Have You Learnt?

After completing this session, you will be able to

- explain the principles of idea creation.
- list the different ways to come up with business ideas.
- create practical business ideas that can be implemented in the market.

Session 6: Understanding the Market

Understanding the market is the second step of starting a business as shown in Figure 4.7. Once an entrepreneur has an idea they are interested in trying, it is important that they first go to the market to test if it will work.
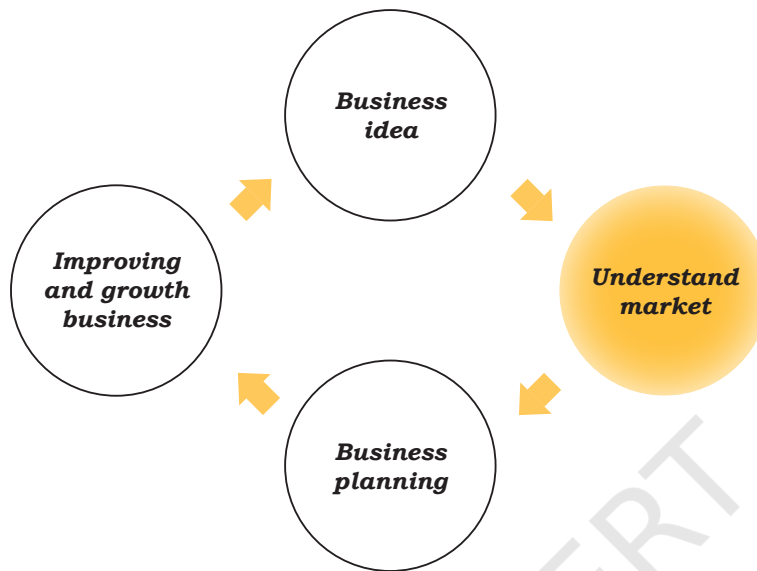
Figure 4.7 The business cycle

In this session, you will learn how an entrepreneur can look for opportunity to check if their idea will work in the market and also find ways to make it work as shown in Figure 4.8.

Understanding Customer Needs

An entrepreneur is directly responsible for ensuring that the customers' needs are met through the product or service offered by the business. Therefore, in this stage of business, understanding exactly what most of the customers want in terms of the following factors is very important.
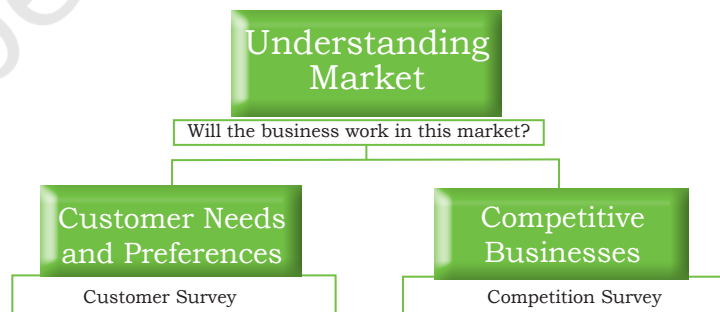
Figure 4.8 Understanding the Market

Customer Needs

Customer needs can be categorised into four types of needs.

(e) **Served Needs**: These are needs that customers know and are fulfilled by different businesses or the government. For example, the need of travelling from one place to the other is taken care of by both, private bus services and government bus services.

(f) **Partially-served Needs**: These are needs which are served through different products or services, but the customer is not completely satisfied and still faces problems while using. For example, people always used taxis and autorickshaws to go to different places, but they face problem in finding one on time, and paying a reasonable amount for it.

(g) **Unserved and Known Needs**: These needs are known by the customers, but not fulfilled by anyone in the market. For example, people in small towns do not have electricity supply at all times, and therefore their children cannot study after sunset. A company realised this problem and created solar-lamps, which get charged during the day and can be used at night.

(h) **Unknown Needs**: These are needs that people have, but are not aware or do not expect for it to get solved by a business. For example, people 10 years ago did not know that it will be possible to make video-calls across cities or countries. But through innovation, entrepreneurs and innovators found the technology to make this happen.

Aspects to Keep in Mind while Understanding Customer Needs

The above mentioned needs about the specific product or service can be found out keeping in mind the following factors:

(a) **Quality and Quantity**: An entrepreneur must understand what is a customer's expectation in terms of the quality.For example, an entrepreneur

who makes and sells biscuits needs to understand which flavours the customers like, the level of sweetness that customers prefer, etc.

(b) Price: An entrepreneur must understand at what price the customer will be willing to buy a product of a particular quality. Knowing this helps the entrepreneur to decide their profit margin, as well as think of methods to lower the cost of making the product without compromising on quality.

(c) Location: Location means the place from where customers usually buy the product or service. For example, an entrepreneur who wants to sell beautiful handmade jewellery may think of setting up a shop near a saree or women's clothing store. The products may not sell if the shop is near a men's clothing store.

(d) Time: Time is also an important factor in understanding customer needs. An entrepreneur should understand in which season or at what time of the day, week or month, would a customer use the product or service. The production and advertisements can be planned accordingly

(e) Frequency: Frequency means the number of times a customer may buy the product or service. Some products are bought again and again, while others are bought once in a few years. For products like food items, the same customer may buy a samosa every day from the same shop, but for a product like a battery operated fan, a customer will repurchase only in 5–6 years.

Customer Survey

Customer survey is an exercise that entrepreneurs do to understand whether there is a market for what they have to offer. Through this survey, entrepreneurs try to know whether they are meeting customer needs and also understand what their preferences are. Customer survey is one of the most effective ways to find out what customers want. It involves talking directly to customers and asking them questions. Later in this session, you will be doing an activity to practice taking a customer survey.

Knowing Competitors for Understanding Supply

Before an entrepreneur starts the business, another important step for understanding the market is to know which other businesses in the market are providing the same product or service. This helps an entrepreneur to understand the competition they might face.

The key aspects to keep in mind while understanding your competitors are

(a) **Positioning**: One should try and understand how the competitors position their business. This means, how the enterprise wants its customers to see them. One can be seen as a high-quality expensive brand, or they can be seen as a low-cost, affordable brand. This is important information for an entrepreneur who is starting new, since it allows them to decide how they would want their potential customers to see them.

(b) **Pricing**: Pricing means an understanding of the price at which different competitors sell their product or service. Knowledge of competitor pricing helps the entrepreneur to decide the price and quality of their own products or service.

(c) **Offers:** The next information that an entrepreneur can find out is about the kind of offers that the competitors give to their customers, and why does a customer go to them again and again? This knowledge will give the entrepreneur ideas on how they can be different from their competitors.

(d) **Customer Relations:** Another important information that must be understood at this stage is how a business stays in touch with its customers and maintains a relationship with them, so that they keep coming back, giving repeat business.

A Competition Survey

In order to figure out what is available in the market and what the competitors are doing, an entrepreneur should study all possible businesses. In a customer survey, one directly goes and talks to the customer, but in a competition survey, an entrepreneur must observe and ask others these questions. Here is a sample survey questionnaire that can be used for a competition survey.

Questions	Observations
How do customers see the business? a) High-end b) Low-cost	
At what price is the competitor selling their products?	
What are the offers made which attract the customers?	
How do the shopkeepers talk to the customers? How does the customer feel while buying the product?	

Practical Exercise

Activity 1

Outdoor Interviews and Presentation: Real Customer Survey

Assignment

1. Construct a simple questionnaire containing questions related to customer's satisfaction regarding a product or service.
2. Meet some people in the market or residential area and administer the questionnaire.
3. Analyse the responses received from the people about the performance of the product or service.
4. Discuss the observations in the class.

Sample survey for the product or service you have thought of

S. No.	Questions	Answers
1.	On a scale of 1 to 10, rate how you like the idea of this product or service?	
2.	How do you buy this product? (a) From a shop (b) Someone delivers it to you (c) Buy it online (d) Do not buy it yourself, someone else buys it for you	
3.	How often do you buy this? (a) Everyday (b) Once a week (c) Once a month (d) Once a year	
4.	How much money do you usually spend to buy this product?	
5.	What is your favourite brand of ___? Why do you like this brand?	

Check Your Progress

A. Subjective Questions

1. What are the two ways of understanding the market?
2. What are the different aspects of understanding customer needs and preferences?
3. How can an entrepreneur find out about customer needs?
4. What are the different aspects of understanding competition?
5. How can an entrepreneur find out about competition?

What Have You Learnt?

After completing this session, you will be able to

- list the basic needs of customers.
- list the aspects that help you to understand customer needs.
- list the aspects that help you to understand the concept of competitors.

SESSION 7: BUSINESS PLANNING

After the entrepreneur has decided what to sell, and checked if the customers are willing to buy the product or service, the next step is to create a plan of action as shown in Figure 4.9. Let us understand why planning is important.
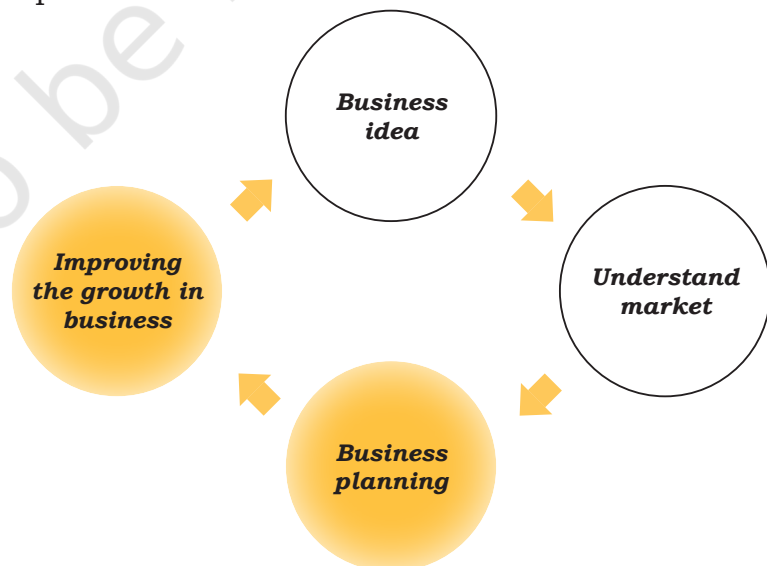
Figure 4.10 The business cycle

Importance of Planning

A business plan is important for an entrepreneur. Some of the reasons why a business plan should be prepared are as follows:

(a) Estimating the money required to be spent: Once the entrepreneur knows what product to sell and whom to sell it to, the next step is to estimate how much money will be required to start the business. Without an estimate of how much money is required, an entrepreneur might invest too much money, or may start the business without enough money to run the business.

(b) Estimating quantity of material required: Knowing how much material is required helps an entrepreneur decide the cost of making each product or cost of delivering the service.

(c) Standing out: A business plan also makes an entrepreneur plan how they can make the customer see the business as standing out uniquely when compared with competitors.

(d) Setting goals: Another important reason of having a plan is to set ambitious, yet realistic goals. These goals motivate the entrepreneur to work hard.

Business Plan

A business plan is a detailed plan of what an entrepreneur wants to achieve through the business and how it will be achieved.

While planning for a business, an entrepreneur has to think about different factors. Below is the sample template which can be used to plan for a small business.

Business Planning Template

Customer Group	Product/Service	Material Required and Cost	Selling Method and Location	Price
Who is your customer? Which customer need are you trying to solve?	What product or service are you selling?	What material do you need? What is the cost of the material?	How will the customer buy from you? (Door-to-door, orders, stall, online) Where will you sell it?	At what price will you sell it? Why this price?

Business Activities and Team	Unique Selling Proposition 1	Unique Selling Proposition 2	Customer Goal	Profit Goal
What are the different business activities involved? What is the role of each person in your team?	Why will customers buy from you and not others?	How are you different from other businesses who sell the same product or service?	How many customers will you sell to, each day?	What will be your profit by the end of six months/year? How soon will you break even?

Improving and Growing Business

After starting the business, an entrepreneur has to think about how they can continue to improve and grow by creating value for the customer. There are mainly three principles which can be followed to grow a business.

Principles

(a) **Quality:** An entrepreneur can improve the business by improving the quality of the product or service which is offered to the customer. This will help the business to stand out in the market and as a result, will justify the entrepreneur charging a higher price. More inflow of money will help the business to grow. For example, for a business of candles, an entrepreneur can improve on the quality by making scented candles or candles in different colours or sizes.

(b) **Scaling Up:** Scaling up means growing the business by attracting more customers. There are many ways a business can reach out to more and more customers. One such way is to go to a different area where you will find new customers. For example, selling candles in different housing societies where a lot of people live instead of market where there is competition.

(c) **Adding Substitutes:** Another way of growing a business is by giving offers to customers. Substitutes mean products and services which are similar to what is already being sold. For example, selling candle stands along with candles.

Case Study

Richa started a candle making business to help her earn enough money for her college fees. A friend informed her about a candle making workshop, and even though it was quite far, she attended the workshop and learnt the art of candle making.

She saved ₹2000 over a few months, and bought raw materials — wax, wicks, molds and containers and dyes. She had enough material for making 200 candles.

In the beginning, she made many mistakes and a lot of work had to be re-done. Making one candle took her 20 minutes. She was able to make only 70 candles.

She tried selling the candles for ₹50 each, but realised that the price in the market for similar candles was only ₹25.

She decided to sell for ₹20.

What could she do now? How could she create more value?

Write three solutions for improving business using the principles:

Improving Quality	Scaling Up	Adding Substitutes

Practical Exercise

Activity 1

Group Exercise: Business Plan Pitching

Procedure

- Class forms teams of 5 members each.
- Each team creates a business plan for an idea they like.
- The teams get 45 minutes to make the plan.
- The teams present their plan to the teachers who give them feedback.

Check Your Progress

A. Subjective Questions

1. What is the meaning of business planning?

2. Why is business planning important?

3. What are the important parts of a business plan?

4. How can an entrepreneur improve and grow a business? State the principles.

What Have You Learnt?

After completing this session, you will be able to

- understand the importance of business planning.
- create a business plan of your own.

Unit 5

Green Skills

SESSION 1: SECTORS OF GREEN ECONOMY

A green economy is one which promotes development while making sure that the environment is protected. The term 'Green Economy' was first coined in a 1989 report for the Government of the United Kingdom by a group of leading environmental economists, titled "Blueprint for a Green Economy". Every economy has many sectors. A sector can be described as a part or a function of the economy. For example, agriculture, automotive, construction, transportation and healthcare are different sectors of economy.

To make the econmoy 'green' or environmental friendly there are some sectors where major changes can be made. We'll learn more about them in this lesson.

Since the sectors of green economy are all concerned about the environment, let's revise some common terms related to the environment as shown in Table 5.1.

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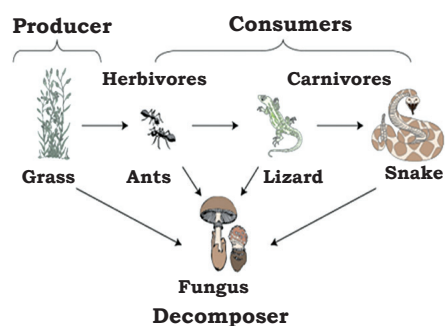
Table 5.1: Environment related Terms

Ecosystem
All the living organisms in a particular area and, the non-living environment with which the organisms interact, such as air, mineral, soil, water and sunlight, together form an ecosystem.

Producer | Consumers

Herbivores | Carnivores

Grass | Ants | Lizard | Snake

Fungus
Decomposer

To understand how organisms and their surroundings are closely linked to each other, let us take an example of birds eating berries from a tree. The seed inside the berry comes out with the birds droppings. It falls into the soil and germinates (sprouts). It then grows into a new tree that produces more berries. We can see how plants, animals, soil, air and water are linked to each other.

Food Chain
This is a cycle in nature where food is produced by green plants; plants are consumed by plant-eating animals (herbivores); herbivores may get eaten by flesh-eating animals (carnivores); dead plants and animals are decomposed by decomposers into soil which in-turn feeds plants.

Sustainable Development
Sustainable means what is good for the economy as well as the future of the environment. For example, natural farming without using chemical fertilisers which permanently harm the soil.

Important Sectors of a Green Economy

The sectors or areas which are important for a environment-friendly economy are listed in Table 5.2.

Table 5.2: Sectors of Green Economy

Sector	What can we do?
Agriculture Agriculture refers to growing crops for our food. It is the largest part of our economy and the most important because it provides us with food. Agriculture may harm the environment by • overusing land resources, • cutting forests and • polluting air, water and land by using harmful chemical fertilisers and pesticides.	• Support local, organic and natural farming (farming without use of harmful fertilisers and pesticides) • Grow our own vegetables, if possible • Eat in-season and locally produced food
Energy Resources We use energy for all our daily functions but our demand is increasing by the day. The common energy sources, such as oil, coal, gas, etc., are harmful to health and environment. They are also limited and non-renewable.	• Select clean, renewable energy sources like solar lights whenever possible • Avoid wasting electricity. Turn off lights and unplug appliances when you are not using them • Avoid cars and use cycles or public transport

Sector	What can we do?
Construction • Construction and buildings affect global resources and climate. • Use of sand and stones causes destruction of river beds and quarrying in mountains. These activities cause landslides, earthquakes and destruction due to flooding. • Construction activities also cause air pollution and breathing problems. • Incorrectly designed buildings need more air-conditioning and electric lights, waste more water and use more energy overall.	Energy-efficient or green buildings save electricity and water and use clean energy like solar and wind energy. • We need to use cleaner energy in our buildings and avoid wastage of energy. • We should talk to people about the advantages of using local construction materials. • If a large scale construction project is causing pollution we should inform the local authorities about them.
Fisheries • Overfishing has led to the depletion of future fish supplies. • Some species of sharks, turtles and fish are becoming extinct. This will disturb the ecological balance and food chains in our ecosystem. • This will also cause more dependence on other forms of food causing more pressure on agriculture sectors. • Fishermen may lose their livelihood.	We can avoid the problems of over-fishing by telling people about sustainable fishing practices which control fishing and provide enough time for fish to breed and multiply. If you eat fish, buy only those which are plentifully available and also in season (not during breeding season).
Forestry Forests are important for rainfall and to protect our land resources. Many tribes survive on forest products. Deforestation or loss of forests leads to • climate change, • soil erosion, • loss of wildlife and damage to food-chain and ecosystems and • less tree coverage which results in less rainfall and less oxygen and more pollution.	Sustainably managed forests can continue to support communities and ecosystems without damaging the environment and climate. • Reduce, reuse and recycle paper so that fewer trees are cut. • Avoid buying products, such as ivory which we can get only by harming animals. • Buy only those products which are collected safely, such as honey collected without breaking beehives.
Tourism Tourism can be great for local economies, but not if it harms the environment.	• While travelling, travel in groups, limit water and energy use and avoid wastage. • There are hotels and travel companies which support ecotourism (tourism which protects the environment). Find out more about them and tell people about how to travel without harming the environment.

Sector	What can we do?
Transport The transport sector consumes maximum petrol and diesel and causes a lot of pollution. The transport sector of a green economy aims at • using cleaner fuels like electricity for vehicles. • providing public transport, promoting cycling, etc., to discourage use of cars.	• Use public transport like buses or trains • Walk or cycle when possible • Use electric (battery-operated) vehicles if possible
Water Management Water is one of our most important resources. Billions of people worldwide lack access to clean drinking water or improved sanitation services – and population growth is making the problem more serious.	• Use water wisely • Turn off the tap when you are not using it • Get leaking taps and pipes fixed immediately • Don't let polluted water flow back to the land or water source before it gets a waste water treatment
Waste Management Throwing something away means losing the chance to reuse materials and can lead to land, air and water pollution.	• Reduce, reuse and recycle before throwing away things • Separate the waste substances so that some products can be recycled and food waste can be composted
Manufacturing Industry Industries help in employment and economic growth, but harm the environment in many ways. Industries should use methods to avoid and reduce pollution and to use clean sources of energy.	• Industries make items according to what customers prefer to buy • If we buy 'green' or environment friendly products (less plastics, clothes made without chemical dyes, etc.) more industries will start making such products.

Practical Exercises

The practical activities will be facilitated by the teachers and necessary feedback will be provided by the teachers to the students.

Activity 1

Group Practice: Discussion on Sectors of Green Economy

Material required

Pen, paper

Procedure

1. Form groups of 4–5 students.
2. Each group should select any one sector (different groups should select different sectors) of a green economy.

3. Discuss within the group:
   • What is the importance of that sector for the country?
   • What can you do to contribute to a green economy (within that sector)?
4. Make a list of your points. Present your points to the class.
5. Other groups should give feedback and add any other important points that may have been missed.
6. The teacher will write the important points on the blackboard. Make a note of these points and start practicing them in real-life.

Activity 2

Group Exercise: Preparing a Poster on 'Sectors of Green Economy'

Material required

Pen, colouring material, chart paper

Procedure

1. Use same groups as created above.
2. Make a poster showing the sectors of green economy you discussed in the previous activity. This can be completed as homework if there is less time in class.

Check Your Progress

A. Multiple choice questions

Read carefully all the options given below the question and choose the correct option(s).

1. Which of the following actions would not help a green agriculture sector?
   (a) Using chemical fertilisers
   (b) Using organic manure
   (c) Growing vegetables using vermicompost
   (d) Buying or selling organic potatoes
2. Which of the following action will promote green economy?
   (e) Use of non-renewable resources
   (f) Sustainable development
   (g) Social protection
   (h) Creating jobs

B. Subjective questions

1. List all sectors of the green economy that affect your daily life.
2. Explain what you can do to help a green economy (in 4–5 lines).

What Have You Learnt?

After completing this session, you will be able to

• identify important sectors of a green economy.
• explain the role of each of these sectors in a green economy.

SESSION 2: POLICIES FOR A GREEN ECONOMY

Let us start by understanding what a policy is. A policy is like a 'rule' or a guideline followed by a government, company, school college, etc. A policy tells us what is to be done, who has to do it, how it is to be done and for (or to) whom it is to be done.

For example, National Policy on Skill Development and Entrepreneurship 2015, is a policy of the Indian government which aims to meet the challenge of skilling people at scale with speed and standard (quality). Stakeholders of skill development have been given different responsibilities to make sure that this policy is successful. The government has adopted many policies for sustainable development that make sure that there is economic development but the environment is also protected at the same time. In this lesson, we'll learn about some important policies followed in a green economy.

Policies for a Green Economy

India has adopted 'Sustainable Development' as a policy and it aims to reduce poverty, inequalities in the society (provide opportunities for all castes communities and gender (girls/boys), provide food, education, employment, energy resources and sanitation (cleanliness) while taking care of its natural resources.

It follows special policies to solve many problems, such as air and water pollution, waste management, conserving biodiversity (protecting different types of plants and animals), etc. Some important steps taken by the government under the sustainable development or 'green economy' policy are

- **National Action Plan on Climate Change** (NAPCC)

   This is an action plan which includes different missions or plans within it which aim at sustainable development. A policy that comes with a fixed action date and budget becomes a 'mission'. NAPCC includes eight important
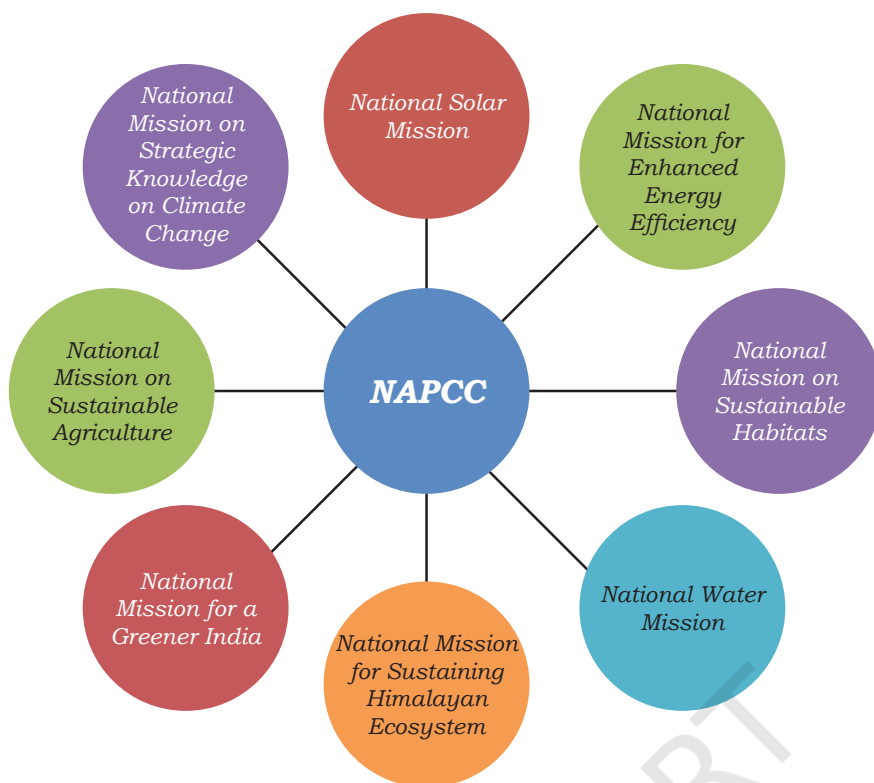
Figure 5.1 Missions under National Action Plan for Climate Change

missions covering different aspects of the environment as shown in Figure 5.1.

- **Green India Mission (GIM)**

The National Mission for a Green India or Green India Mission (GIM), is one of the eight missions under India's action plan for meeting the challenges of climate change.

GIM is aimed at protecting, restoring and increasing forest cover. It includes a combination of plans for ecosystems, biodiversity, water, biomass, preserving mangroves, wetlands, critical habitats along with services like fuel, fodder, timber and non-wood forest produces (fruits, flowers, seeds, herbs, honey, etc). An example of a Green Economy project for forests is shown in Table 5.2.

Table 5.2: Green India Mission

The Mahua economy

Mahua flowers form a sweet smelling yellow carpet over large areas in forest ranges of Madhya Pradesh, Jharkhand, Chhattisgarh, Odisha, Maharashtra and Bihar. Forest dwellers, such as *Gond* and *Baiga* tribes collect Mahua flowers, fruits, seeds and leaves from February to April and sell it to forest departments at a price set by them. After April, the tree begins to bear fruits. These fruits are used to extract oil, which is a biofuel and also has medicinal properties. Mahua leaves are used to make eco-friendly plates, cones and bowls.

Mahua flowers are also used to make Mahua '*laddoo*', '*halwa*' and '*kheer*' and even '*sabzi*'. Mahua oil cakes are used as eco-friendly manure. Realising its cultural and economic importance, forest departments of many state governments are promoting jams, squashes, biscuits and jellies made from these flowers. This promotes economic development without causing damage to the forests.

- **Jawaharlal Nehru National Solar Mission also known as the National Solar Mission**

  This mission aims to meet India's energy needs sustainably. It aims to make India a global leader in solar energy (a renewable source of energy— unlike coal, petroleum, etc.). Along with energy and ecological protection, the Solar Mission promotes local production and distribution of energy.

  Figure 5.2 shows the success of the Solar Mission in Diu which became the first Union Territory in India to switch to 100% Solar Energy.

In 2017–18 Diu imported **73.4%** from Gujarat

26.6% got from solar

Spent 80 lakh per month buying electricity from Gujarat

Saving on electricity bills

Reduced harmful carbon emission by 12,960 tonnes

Transmission and distribution losses reduced from 12% to 7%

Utilised 50 acres of barren, rocky land
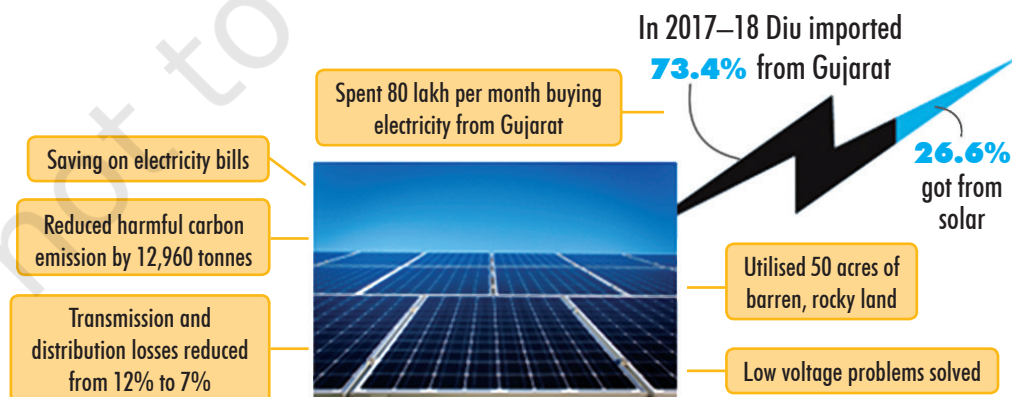
Low voltage problems solved

Figure 5.2 Implementation of National Solar Mission in Diu

- **Swachh Bharat Abhiyan (SBA) or Swachh Bharat Mission (SBM) or Clean India Mission**

  This mission aims to clean up Indian cities, towns, and villages. One of its main aims is to achieve an Open-Defecation Free India by October 2, 2019, the 150th anniversary of the birth of Mahatma Gandhi, by constructing toilets across the country.

- **Setting Up the National Green Tribunal (NGT)**

  The National Green Tribunal is like a court for cases related to environmental protection, conservation of forests and other natural resources. It acts on disputes related to environmental issues and may ask people causing ecological damage to pay heavy fines, take actions to stop and correct environmental damage or even send such people to jail.

Practical Exercises

The practical activities will be facilitated by the teacher and necessary feedback will be provided by the teachers to the students.

Activity 1

Group Practice: Discussion on Initiatives for Promoting Green Economy

Material required

Current newspapers, pen, notebook

Procedure

1. Form groups of 4–5 students.
2. Within each group:
   - Make a list of green initiatives like the examples discussed in this lesson. Read the newspapers to find more examples.
   - Discuss the importance of these initiatives.
3. Two groups should volunteer and present their list in front of the class. The rest of the students can give feedback and add points from their own lists that have not been covered.
4. The teacher notes down the main points on the board.

Activity 2

Essay on Important Initiatives taken in India for Promoting Green Economy

Material required

Pen, notebook

Procedure

1. Based on your discussion in the previous activity, write a two-page essay on important initiatives taken in India for promoting green economy. You can search on the Internet (if available) or read newspapers and magazines to find more information.

2. This activity can be done as homework if there is less time in class.

Check Your Progress

A. Multiple choice question

Read carefully all the options given below the question and choose the correct option(s).

1. Which of the following is the main objective of sustainable development?

   (a) Reducing poverty
   (b) Promoting green agriculture
   (c) Preventing ecological damage
   (d) Achieving a balance between economic, environmental and social needs

B. Match the column A and B

1. Match the following policies with their main objective:

A	B
1. National Solar Mission	A. Sanitation and cleanliness
2. Green India Mission	B. Clean energy
3. National Policy on Skill Development and Entrepreneurship	C. Protecting forest cover
4. Swachh Bharat Abhiyan	D. Skill development at scale with speed and standard

C. Subjective question

1. Describe the National Action Plan for Climate Change (NAPCC) in 4–5 lines.

2. Explain the importance of the Swachh Bharat Abhiyan in 4–5 lines.

What Have You Learnt?

> **After completing this session, you will be able to**
> - list examples of policies for a green economy.
> - explain important policies for a green economy.

SESSION 3: STAKEHOLDERS IN GREEN ECONOMY

Let us start by understanding who is a stakeholder. Any person with an interest or concern in something (business, policy, activity) is known as a stakeholder. Since a green economy affects everyone and needs support from many people there are many stakeholders in a green economy. Since the environment affects you and your actions affect the environment, you are an important stakeholder too!

Sustainable development requires the active participation of all sectors of society and all types of people. People concerned with a green economy can be grouped into the major stakeholders' categories as shown in Table 5.3.

Table 5.3: Stakeholders in Green Economy

Government	Non-Governmental Organisations (NGOs)	Business and Industry
Governments and local authorities make and implement sustainable development laws, policies, strategies, standards, programs, agreements with other countries and actions.	Many individual social workers and NGOs help the government and society in implementing actions required for a green economy.	The success of green economy depends on the active participation of both — public and the private sectors. Companies need to follow responsible business practices and protect the environment.

Farmers	Women	Workers and Trade Unions
Farmers produce food and agricultural products for the whole country. They are one of the most important parts of an economy and society. They have a big role in the success of a green economy.	Women form one-half of the population and have a big role in households, society and the economy. Sustainable development is possible only if we focus on women's rights making them participate fully in a green economy.	The workers are a very important part of our economy. Green policies aim at providing them • a decent life and decent work in a healthy environment. • access to health, water and sanitation. • access to education and skills training.
Native Tribes	**Scientific and Technological Community**	**Children and Youth**
Native or indigenous people are the original residents of a region who still follow their ancient lifestyle. The green economy can benefit many such tribes in the hills and forests of India.	All areas of sustainable development need science and technology. Scientists can explain problems of technology to governments and policy makers. They can also provide sustainable solutions to improve people's lives.	The youth are both the present and the future of our economy. They can participate actively in the protection of the environment and the promotion of economic and social development.

Example: Multiple stakeholders come together for implementation of a solar lighting project

On a daily basis, more than 15 crore people face darkness, or at best, the dim glow of candle-lights or kerosene lamps, whose smoke is poisonous. Scientists, social workers and NGOs have come together to empower rural women and youth to make simple solar lights. A project called 'Liter of Light' is bringing light to places that need it most, by recycling plastic bottles to make lamps.

Making bottle lamps

Plastic bottles are filled with water and bleach (to prevent growth of algae). The bottles are then installed onto roofs of houses and begin working as a mirror on the roof, becoming a natural light bulb during the day. However, these bulbs can work only during the day.

Making lamps with solar cells

The project offers the parts needed to make the simple solar-powered lights to women and teaches them how to assemble them. The women assemble them by hand, learning how to make copper strips into circuits. This way they also learn how to repair the solar lights with local parts and local skills. People can payback for the parts after they start making money from selling the lamps.

Benefits

- Instead of depending on expensive, polluting electricity, villagers have a source of almost free, clean energy.
- People trained in making and repairing solar lamps have another source of income.
- Plastic bottles are recycled.
- Crime rates have been found to drop due to better lighting.

Practical Exercises

The practical activities will have to be facilitated by the teacher and necessary feedback will have to be provided by the teachers to the students.

Activity 1

Group-practice — Discussion on Stakeholders of Green Economy

Material required

Pen, paper

Procedure

1. Form groups of 4–5 students.
2. Each group should select any two stakeholders of the green economy. Discuss within the group —
   (a) What is the role of the stakeholder?
   (b) Why are they important for a green economy?
3. Each group should present their points to the whole class (The teacher should assign groups such that all stakeholders are covered).

Activity 2

Hands-on Activity 'Making Solar Bulb'

Material required

Cardboard box, plastic bottles, printed paper, scissors and tape

Procedure

1. Follow the steps shown in table to make your own solar bulb.
2. Convince your parents and school authorities to start using them.

Sunlight Your Home

Follow the steps shown in pictures in Table 5.4 to make your own 'solar bulb'

Table 5.4: Steps to make a solar bulb

These pictures have been taken from http://www.arvindguptatoys.com/toys/Sunlightyourhome.html you can also watch a small video on how to make these bottle bulbs at https://bit.ly/2r9l1vD

Check Your Progress

What Have You Learnt?

After completing this session, you will be able to

- identify important stakeholders of green economy.
- explain the role of each of these stakeholders.

SESSION 4: GOVERNMENT AND PRIVATE AGENCIES

As we have learnt in previous lessons, many groups of people (stakeholders) are responsible for the success of a green economy. Two of the most important groups are the government and private agencies.

Let's learn more about the role of the government and private agencies in the various sectors of green econmy (construction, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests, fisheries, etc.)

The Government

Governments (Figure 5.3) and local authorities make and implement sustainable development laws, policies, strategies, standards, programs and agreements with other countries.

Almost all Ministries of the Government of India are involved in decision making

Figure 5.3: Government

for sustainable development. However, major participation is by the Ministries of Environment, Forests and Climate Change, Agriculture, Water Resources, Finance, Industries, Rural Development, Commerce and Non-conventional Energy Sources.

Role of the Government

- The government makes policies and provides funds for implementing plans and policies.
- It makes legislations (laws), such as 'The Environment (Protection) Act, 1986' to protect the environment and take actions against law-breakers.
- It sets up missions, such as the Green India Mission and National Solar Mission to act on green economy projects.
- It works with scientists and educates the public on environmentally safe practices (pollution control, chemical-free farming).

Private Agencies

The government alone cannot make the green economy successful in such a large and diverse country like ours. Private agencies (Figure 5.4), non-government agencies, social workers, private companies and individual citizens need to work together with the government for the success of promoting green economy.

Role of private agencies

- The role of private agencies include following laws and policies made by the government.
- Making sure government policies are being followed by participating in government missions
- Reporting people or groups who break the law
- Educating people and creating awareness about green economy activities

Figure 5.4: Private Agencies

- Providing information to the government and helping it implement green policies.

Table 5.5 shows some examples where private agencies and social entrepreneurs have provided solutions for green economy projects to solve problems faced by the government:

Table 5.5: Examples of Green Projects

Swachh Cooperative integrates informal waste pickers into Pune city's Solid Waste Management system. This project has become a success with the support of government and the waste pickers. Over 9000 entrepreneurial wastepickers now work with dignity and provide a decentralised waste management system. They ensure efficient disposal of wet waste through biogas regeneration, along with recycling of solid waste.

DEEP Modern Chulha Society of Development and Environment Protection (DEEP) developed the 'Modern DEEP Chulha' that uses biomass to reduce consumption of wood by 50%. This chulha reduces smoke by 80%, reducing environmental and health problems. The project trains masons and welders, to produce the *chulhas*, thus increasing employment and entrepreneurship opportunities. The initiative was started in 35,000 households of Solan district in Himachal Pradesh in 1995.

Enbiolet Green Solution Foundation (GSF) has created a bio-toilet solution for hygienic sanitation in villages and slums in cities that lacked sewage systems. Users or donors fund these bio-toilets while GSF provides training on toilet use and servicing involving the local population creating employment and entrepreneurship opportunities.

The bio-digester tank forms the basis for this eco-friendly toilet. Using aerobic bacteria, this tank converts human waste into environment standard compatible water, which is used for flushing, or even for irrigation.

Green benefits
- Water conservation due to less flushing
- Efficient sewage system
- Decrease in soil and water contamination
- Decrease in diseases due to hygienic sanitation
- 130 green jobs per 1000 toilets

Practical Exercises

The practical activities will have to be facilitated by the teacher and necessary feedback will have to be provided by the teachers to the students.

Activity 1

Group Practice — Discussion on Role of Government and Private Agencies

Material required

Pen, paper

Procedure

1. Form groups of 4–5 students.
2. Each group should suggest ideas for green economy projects like the examples in this lesson, to solve environmental problems and create jobs. They can read books, newspapers, or on the Internet to get ideas. They need to discuss the importance of the project and how it can help a green economy.
3. Each group has to present their points to the whole class.

Activity 2

Preparing Posters on Green Sectors

Material required

Pen, pencils, colours, chart-paper

Procedure

1. Use same groups as created in the previous activity. Make a poster showing any existing or suggested green economy project (smokeless *chulha* or electric vehicles, or organic farms, etc.). These projects can be from any of the green economy sectors you have learnt about. This activity can be completed as homework if you have less time in class.

Check Your Progress

A. **Multiple choice questions**

Read carefully all the options given below the question and choose the correct option(s).

1. What is the main role of the government in a green economy?
   (a) Making policies   (b) Making inventions
   (c) Creating awareness   (d) Using new technologies

2. What is the main role of private agencies in a green economy?

   (a) Helping the government in implementing policies
   (b) Making policies
   (c) Making laws
   (d) Making national budget

3. Who is responsible for the success of green economy in the country?

   (a) Government
   (b) Social Workers
   (c) Individual citizens
   (d) All of the above

B. Subjective question

1. Explain with examples the role of government and private agencies in a green economy.

What Have You Learnt?

After completing this session, you will be able to

- differentiate between the role of government and private agencies in a green economy.

GLOSSARY

Ability: *a special skill or talent that a person has*

Accept: *to make the changes permanent*

Aggressive: *very competitive or attacking*

Align: *arrange text or paragraph along the page margins*

Always: *at all times, forever*

Appreciate: *value, admire, be thankful for*

Assertive: *being direct and firm but respecting other people's rights*

Attitude: *the meaning of attitude is one's tendency to respond in a certain way towards a certain idea, object, person, or situation*

Auto-correct: *a feature of word processing software which corrects spellings as one type*

Auxiliary Verbs: *used along with a main verb to convey additional information, such as time and mood. There are three main auxiliary verbs: Be, Do and Have.*

Beautician: *a person whose job is to give people beauty treatment*

Biodiversity: *variety of different types of plants and animals*

Bold: *making the text appear darker than the rest*

Bullying: *hurting or forcing someone to do something they do not want to do*

Business idea: *a business idea is solution that an entrepreneur thinks of to serve the customer.*

Business plan: *a business plan is a detailed plan of what an entrepreneur wants to achieve through the business and how it will be achieved.*

Chulha: *Hindi word for locally made oven, usually made out of bricks or clay*

Coherent: *making sense, related to the main topic*

Commitment: *dedication; intense devotion to something*

Communication: *sharing of information between two or more people to reach a common understanding*

Concise: *using simple words and saying only what is needed, not extra*

Concrete: *using exact words and facts*

Confidence: *confidence means to believe in oneself and one's approach to running a business.*

Control: *being responsible and keeping track*

Courteous: *showing respect, polite, friendly*

Creativity: *means to believe that one can come up with ideas that others have not thought of before.*

Critical Thinking: *means to understand a situation or problem by asking oneself questions (why, what, when, how) and researching the reasons that caused the situation or a problem.*

Customer survey: *is an exercise that entrepreneurs do to understand whether there is a market for what they have to offer*

Deadline: *a date by which something should be completed*

Ecology: *inter-related systems in the environment between all organisms*

Ecotourism: *tourism which is safe for the environment*

Encourage: *give support or confidence*

Exclamation: *a sudden cry or remark expressing surprise, emotion, or pain.*

Footer: *a section of the document that appears at the bottom margin of the page.*

Frequently: *another word for regularly.*

Green Products: *products or items that do not harm the environment*

Guidelines: *a general rule, principle or piece of advice.*

Header: *a section of the document that appears in the top margin of the page*

Humanity: *quality of being good human*

Implement: *putting a plan in action*

Impression: *an idea, a feeling or an opinion about something or someone.*

Independence: *means one's ability to work alone and have the confidence to make one's own decisions.*

Indigenous people: *original inhabitants or residents who have been staying in an area for many years.*

Innovation: *means to think of new ideas and come up with ways to make them work in real life*

Landmark: *places which are well known or easy to locate such as a bridge, tower, railway station, etc.*

Legislations: *a law or set of laws made by the government*

List: *a number of items or names of the same type written one after another*

Menu bar: *Present at the top of the document just below the title bar and has several menu items.*

Modal Verbs: *these are other auxiliary verbs, such as Can, May and Should.*

Modify: *make partial or minor changes to something*

Occasionally: *sometimes; once in a while*

Open-mindedness: *means to be open to trying new things and being open to others feedback*

Organise: *arrange in order*

Paralanguage: *the other parts of spoken language (besides words) — tone, rate, loudness, etc.*

Passive: *not taking action, influenced by others*

Passive-aggressive: *avoiding direct attacks but showing indirect signs of anger and hurt*

Perseverance: *means to not give up and keep going when a difficult situation comes up.*

Possessive adjective: *an adjective that is used to show ownership or relation. It comes before a noun in the sentence and lets us know to whom the noun belongs to or, is related to.*

Posture: *the position of the body when standing, sitting or working.*

Preposition: *words that link nouns, pronouns and phrases to other words in a sentence. Prepositions usually describe the position of something, the time when something happens and the way in which something is done.*

Presentable: *clean, smart and well-dressed enough to be seen in public.*

Prioritise: *determine the order for dealing with, according to their relative importance*

Proverb: *a short saying that conveys a truth or a piece of advice*

Qualities: *a distinctive attribute or characteristic possessed by someone or something.*

Receptionist: *a person who is employed to receive and help guest at a hotel.*

Reject: *to delete the changes and revert to the original document.*

Restoration: *do things to repair/ bring back to the original condition.*

Reward: *a prize given for achieving something*

Sanitation: *Public services for cleanliness and hygiene*

Seldom: *rarely*

Similar: *looking same in appearance, character, or quantity, but not identical.*

Social inequalities: *differences in the society between people on the basis of their caste, community, gender or income*

Stakeholder: *any person or group who has a 'stake' or an interest, or concern in a particular action*

Studio: *a place where films are made or produced*

Timeframe: *a specific period of time by when something occurs or is planned to take place*

Timeline: *a graph of a period of time with important events*

Title: *a name that describes someone's position or job*

Values: *qualities and principles which make a person think and act in a certain way*

Word Document: *an electronic document which is written using a computer*

Word Processor: *a software application used to write documents*

Unit1 : Communication Skills

Session 1: Introduction to Communication

A. Multiple choice questions

1. (d)   2. (a),   3. (b)

B. Match the following

1. C   2. D   3. A   4. B.

Session 2: Verbal Communication

A. Multiple choice questions

1. (c)   2. (b)   3. (d)

Session 3: Non-verbal Communication

A. Multiple choice questions

1. (b)   2. (c)   3. (a)   4. (d)

B. Put a X mark against the actions

- Laughing during formal communication X
- Scratching head X
- Smiling while speaking to a friend
- Nodding when you agree with something
- Standing straight
- Yawning while listening X
- Sitting straight
- Maintaining eye contact while speaking
- Biting nails X
- Firm Handshake
- Clenching jaws X
- Looking away when someone is speaking to you X
- Intense stare X

Session 4: Pronunciation Basics

A. Multiple choice questions

1. (d)   2. (d)

Session 5: Communication Styles—Assertiveness

A. Multiple choice questions

1. (b)   2. (d)   3. (d)

Session 6: Saying No — Refusal Skills

A. Multiple choice questions

1. (c)   2. (c)

B. Match the requests with the correct responses

1. B   2. C   3. A   4. D.

Session 7: Writing Skills — Parts of Speech

A. Multiple choice questions

   1. (b)   2. (d)   3. (c)

C. Fill in the blanks

1. The boy is running.
2. The girls are skipping.
3. The girl is riding.
4. Raju is drinking.
5. The boy is reading.
6. The dog is barking.

Session 8: Writing Skills — Sentences

A. Multiple choice questions

   1. (a)   2. (b)   3. (d)   4. (b)

Session 9: Greetings and Introduction

A. Multiple choice questions

   1. (d)   2. (d)   3. (d)   4. (d)

Session 10: Talking about Self

A. Fill in the blanks

1. Yasmin
2. Hassan
3. seven years old
4. in Bengaluru
5. football and swimming

B. Multiple choice question

   1. (c)

Session 11: Asking Questions

A. Multiple choice questions

   1. (c)   2. (c)   3. (b)   4. (c)

Session 12: Talking About Family

A. Multiple choice questions

   1. (d)   2. (b)   3. (d)   4. (b)

Session 13: Describing Habits and Routines

A. Fill in the blanks using correct option

1. (a) Always   (b) Never   (c) Sometimes
   (d) Usually   (e) Seldom
2. (a) C   (b) C   (c) C   (d) H   (e) H

B. Arrange in correct sequence

Always; Often; Generally; Sometimes; Rarely (or seldom); Never

Session 14: Asking for Directions

A. Fill in the blanks

1. across
2. into
3. to
4. of

B. Multiple choice questions

1. (d)

Unit 2: Self-management Skills

Session 2: Grooming

A. Multiple choice questions

1. (a)   2. (c).   3. (b)

Session 3: Personal Hygiene

A. Multiple choice questions

1. (c)   2. (a)   3 (b)

Session 5: Networking Skills

A. Multiple choice questions

1. (d)   2. (c)

Session 6: Self-motivation

A. Multiple choice questions

1. (c)   2 (d)   3. (b)

Session 8: Time Management

A. Multiple choice questions

1. (b)   2. (c)

Unit 3: Information and Communication Technology Skills

Session 1: Introduction to ICT

A. Multiple choice questions

1. True   2. (d)   3. (b)

Session 2: Basic Interface-LibreOffice Writer

A. Multiple choice questions

1. (b)   2 (c)   3 (c)   4 (b)

Session 3: Saving, Closing, Opening and Printing Document

A. Multiple choice questions

1. (a)   2. (b)   3. (c)

Session 4: Formatting Text in a Word Document

A. Multiple choice questions

1. (c)   2. (b)   3. (D)

Session 5: Checking Spelling and Grammar

A. Multiple choice questions

1. (a)   2. (c)   3. (d)

Session 6: Inserting Lists, Tables, Pictures and Shapes

A. Multiple choice questions

1. (c)   2. (b)   3. (c)

Session 7: Header, Footer and Page Number

A. Multiple choice questions

1. (b)   2. (d)   3. (c)

Session 8: Tracking Changes in LibreOffice Writer

A. Multiple choice questions

1. (a)   2. (b)   3. (c)

Unit 4: Entrepreneurship Skills

Session 1: Introduction to Entrepreneurship

A. State whether the following statements are True or False

(a) F   (b) F   (c) T   (d) T

Session 3: Attitude of an Entrepreneur

A. State whether the following statements are True or False

1. F   2. F   3. T   4. F

Unit 5: Green Skills

Session 1: Sectors of Green Economy

A. Multiple choice questions

1. (a)   2. (d)

Session 2: Policies for a Green Economy

A. Multiple choice question

1. (d)

B. Match the columns A and B

    1. B   2. C   3. D   4. A

Session 3: Stakeholders in Green Economy

A. Multiple choice questions

    1. (c)

Session 4: Government and Private Agencies

A. Multiple choice questions

    1. (d)   2 (a)   3 (d)

FURTHER READINGS

Unit I

Session 1: Introduction to Communication
- https://bit.ly/2yrCswn
- https://bit.ly/2GPRn8A

Session 4: Pronunciation Basics
- https://bit.ly/1HkctUu

Session 5: Communication Styles-Assertiveness
- https://www.getselfhelp.co.uk/communication.htm

Session 6: Saying No
- http://www.mindtools.com/pages/article/newCS_92.htm
- https://bit.ly/2ItIx21

Session 7: Writing Skills 1 – Parts Of Speech
- http://www.thepunctuationguide.com/top-ten.html
- https://bit.ly/2ImnVUS

Session 8: Writing Skills-2 – Sentences
- https://bit.ly/2EepS38

Session 9: Greetings and Introductions
- https://www.thoughtco.com/greeting-people-in-english-1212039
- https://reallifeglobal.com/23-different-ways-greet-someone-english/

Session 10: Talking About Self
- https://bit.ly/2H3UjML

Session 12: Talking About Family
- http://www.englishlearnsite.com/vocabulary/family-vocabulary-visual-vocabulary-study/
- https://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/poss.htm

Session 14: Asking for Directions
- http://www.englishlearnsite.com/tag/how-to-use-prepositions-in-english/

Unit 2

Session 1: Strength and Weakness Analysis
- https://bit.ly/2pYLH2m

Session 2: Grooming
- https://bit.ly/2H4FPMz

Session 3: Personal Hygiene
- https://bit.ly/2q04Hhc
- https://bit.ly/2GsGWZp

Session 4: Team Work
- https://www.activekids.com/parenting-and-family/articles/5-tips-to-be-a-good-team-player

- https://www.healthline.com/health/teaching-your-child-be-team-player#joy

Session 5: Networking Skills
- https://www.entrepreneur.com/article/245995

Session 6: Self-motivation
- https://www.skillsyouneed.com/ps/self-motivation.html

Session 7: Goal Setting
- https://www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias

Session 8: Time Management
- https://www.topuniversities.com/blog/7-time-management-tips-students

Unit 3
- Session 1: Getting Started with Word
- https://bit.ly/2FfQUYu
- https://bit.ly/2CDrzbg

Session 2: Viewing Basic User Interface of LibreOffice Writer
- https://help.libreoffice.org/Writer/Welcome_to_the_Writer_Help
- https://help.libreoffice.org/Writer/Menus
- https://help.libreoffice.org/Writer/Toolbars
- https://help.libreoffice.org/Writer/Shortcut_Keys_for_Writer

Session 3: Saving Closing Opening Printing Document
- https://bit.ly/2CqqpmA
- https://bit.ly/2HtnyIa

Session 4: Formatting Text in a Word Document
- https://bit.ly/2I1QCri

Session 5: Checking Spelling and Grammar
- https://bit.ly/2HCWryi

Session 6: Inserting Lists and Tables
- https://bit.ly/2Dqf5V0
- https://bit.ly/2fH30Qa

Session 7: Inserting Headers, Footers and Page Number
- https://bit.ly/2CIAQ0W

Session 8: Tracking Changes in LibreOffice Writer document
- https://help.libreoffice.org/Common/Track_Changes#Record_Changes

Unit 5

Session 2: Policies for a Green Economy
- http://www.un.org/esa/agenda21/natlinfo/countr/india/eco.htm
- http://www.envfor.nic.in/

Session 3: Stakeholders in Green Economy
- https://sustainabledevelopment.un.org/mgos

- https://mashable.com/2016/10/20/a-liter-of-light/#5r1eUGs7xaq4
- http://www.arvindguptatoys.com/toys/Sunlightyourhome.html

Session 4: Roles of Government and Private Agencies
- https://swachcoop.com/
- https://bit.ly/2Ia6AyN
- https://bit.ly/2Ib3M4z
- https://bit.ly/2wu53Cr