



CBSE
Study Material
Of
EMPLOYABILITY

CLASS X

Study Material OF CBSE

Acknowledgements

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Part A

S.No	Units	Duration in Periods	Marks
1.	Unit 1: Communication Skills – II	13	10
2.	Unit 2: Self-management Skills – II	07	
3.	Unit 3: Basic ICT Skills- II	13	
4.	Unit 4: Entrepreneurial Skills – II	10	
5.	Unit 5: Green Skills – II	07	
Total		50	

Unit 1: Communication Skills – II

Learning Outcome	Theory (7 Periods)	Practical (5 Periods)	Total Duration (12 Periods)
1. Demonstrate knowledge of various methods of communication	1. Methods of communication A. Verbal B. Non-verbal C. Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	2
2. Provide descriptive and specific feedback	1. Communication cycle and importance of feedback 2. Meaning and importance of feedback 3. Descriptive feedback - written comments or conversations 4. Specific and non-specific feedback	1. Constructing sentences for providing descriptive and specific feedback	2
3. Apply measures to overcome barriers in communication	1. Barriers to effective communication – types and factors 2. Measures to overcome barriers in effective communication	1. Enlisting barriers to effective communication 2. Applying measures to overcome barriers in communication	2
4. Apply principles of communication	1. Principles of effective communication 2. Cs of effective communication	1. Constructing sentences that convey all facts required by the receiver 2. Expressing in a manner that shows respect to the receiver of the	2

		message 3. Exercises and games on applying 7Cs of effective communication	
5. Demonstrate basic writing skills	1. Writing skills to the following: ➤ Sentence ➤ Phrase ➤ Kinds of Sentences ➤ Parts of Sentence ➤ Parts of Speech ➤ Articles ➤ Construction of a Paragraph	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	5
Total			13

Unit 2: Self-management Skills – II

Learning Outcome	Theory	Practical	Total Duration Periods
1. Apply stress management techniques	1. Meaning and importance of stress management 2. Stress management techniques – physical exercise, yoga, meditation 3. Enjoying, going to vacations and holidays with family and friends 4. Taking nature walks	1. Exercises on stress management techniques – yoga, meditation, physical exercises 2. Preparing a write-up on an essay on experiences during a holiday trip	4
2. Demonstrate the ability to work independently	1. Importance of the ability to work independently 2. Describe the types of self-awareness 3. Describe the meaning of self-motivation and self-regulation	1. Demonstration on working independently goals 2. Planning of an activity 3. Executing tasks in a specific period, with no help or directives 4. Demonstration on the qualities required for Working independently	3
Total			7

Unit 3: Information and Communication Technology Skills– II

Learning Outcome	Theory (Period)	Practical (Period)	Total Duration (13 Periods)
1. Distinguish between different operating systems	1. Classes of operating systems 2. Menu, icons and task bar on the desktop 3. File concept, file operations, file organization, directory structures, and file- system structures 4. Creating and managing files and folders	1. Identification of task bar, icons, menu, etc. 2. Demonstration and practicing of creating, renaming and deleting files and folders, saving files in folders and sub- folders, restoring files and folders from recycle bin	6
2. Apply basic skills for care and maintenance of computer	1. Importance and need of care and maintenance of computer <ul style="list-style-type: none"> ➤ Cleaning computer components ➤ Preparing maintenance schedule ➤ Protecting computer against viruses ➤ Scanning and cleaning viruses and removing SPAM files, temporary files and folders 	1. Demonstration of the procedures to be followed for cleaning, care and maintenance of hardware and software	7
Total			13

Unit 4: Entrepreneurial Skills – II

Learning Outcome	Theory (Periods)	Practical (Periods)	Total Duration (10 Periods)
1. List the characteristics of successful entrepreneur	1. Entrepreneurship and society 2. Qualities and functions of an entrepreneur 3. Role and importance of an entrepreneur 4. Myth about entrepreneurship 5. Entrepreneurship as a career option	1. Writing a note on entrepreneurship as career option 2. Collecting success stories of first generation and local entrepreneurs 3. Listing the entrepreneurial qualities analysis of strength and weaknesses 4. Group discussion of self- qualities that students feel are needed to become successful entrepreneur 5. Collect information and related data for a business 6. Make a plan in team for setting up a business	10
Total			10

Unit 5: Green Skills – II

Learning Outcome	Theory (Periods)	Practical (Periods)	Total Duration (08 Periods)
1. Demonstrate the knowledge of importance, problems and solutions related to sustainable development	1. Definition of sustainable development 2. Importance of sustainable development 3. Problems related to sustainable development	1. Identify the problem related to sustainable development in the community 2. Group discussion on the importance of respecting and conserving indigenous knowledge and cultural heritage 3. Discussion on the responsibilities and benefits of environmental citizenship, including the conservation and protection of environmental values 4. Preparing models on rain water harvesting, drip / sprinkler irrigation, vermin compost, solar energy, solar cooker etc.	7
Total			7

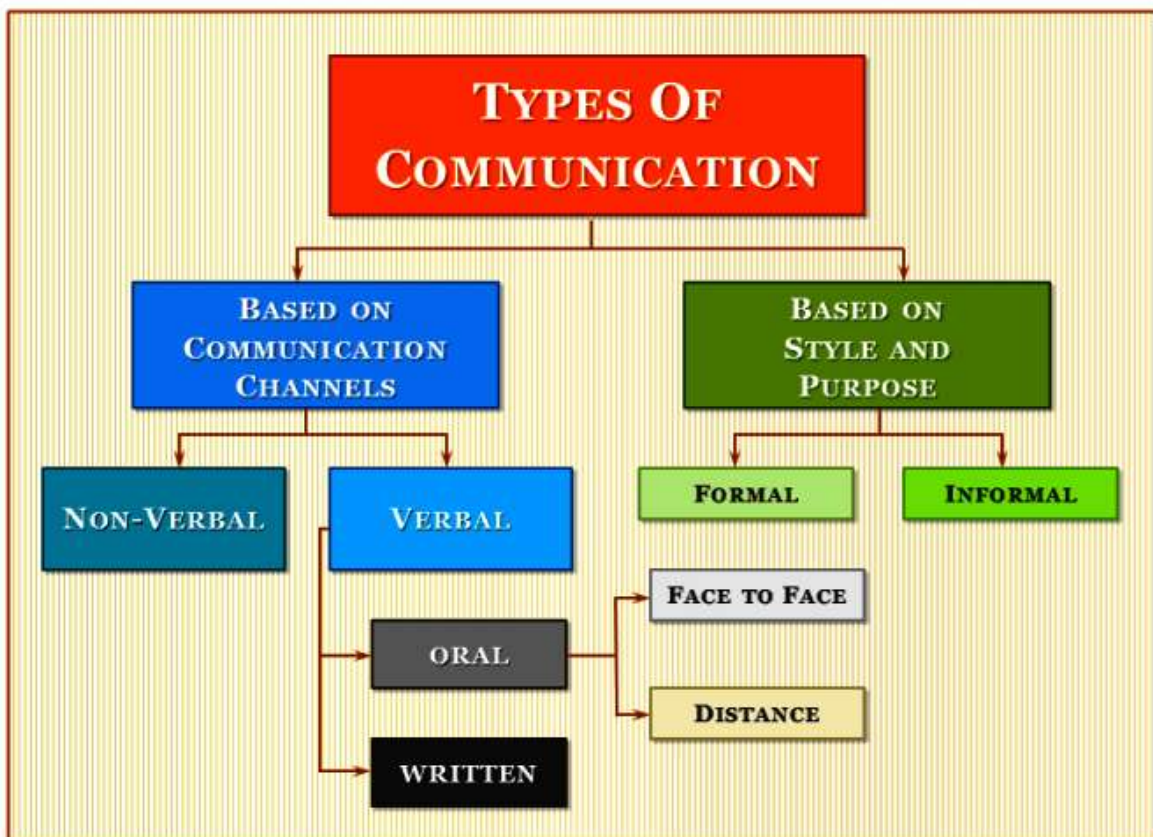
Communication skills

What is communication?

The imparting or exchanging of information by speaking, writing or using some other medium and means of sending or receiving information.

*The following figure represents types of communication

(Fig 1)



Learning objectives of Effective communication

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

What is Writing?

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into

convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art.

Grade 10

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

The following figure represents the different types of phrases

Fig 2



The following link further explains use of phrases in communicating better and with much ease.

https://youtu.be/YbLUN_1YX2k

Activity 1 (Writing skills)

The following activity may help the students to strengthen the concept further:

Description

Write phrases on both sides of the card or the paper. Show them only one side and ask them to guess the back side.

*To further build up the concept, few worksheets will be given to check how much they have learnt . One of the example is listed below

Identify the phrase type:

1..Houses are [unbelievably expensive] just now.	Adjective Phrase Adverb Phrase Noun Phrase Prepositional Phrase Verb Phrase
2. We [met Paul] last week	Adjective Phrase Adverb Phrase Noun Phrase Prepositional Phrase Verb Phrase
3. 3. [A car that won't go] is not particularly useful	Adjective Phrase Adverb Phrase Noun Phrase Prepositional Phrase Verb Phrase
4.. I enjoy eating [in Indian restaurants]	Adjective Phrase Adverb Phrase Noun Phrase Prepositional Phrase Verb Phrase
5. . Don't you have to leave [early]?	Adjective Phrase Adverb Phrase Noun Phrase Prepositional Phrase Verb Phrase
6. Tell [him] not to worry.	Adjective Phrase Adverb Phrase Noun Phrase Prepositional Phrase Verb Phrase

2.Kinds of sentences

What is a sentence?

A set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.

4 Types of Sentences

Declarative Sentence

- Tells something.
- Ends with a period. (.)

Interrogative Sentence

- Asks a question.
- Ends with a question mark. (?)

Exclamatory Sentence

- Shows strong feeling.
- Ends with an exclamation mark. (!)

Imperative Sentence

- Gives a command.
- Ends with a period or an exclamation mark. (. or !)

The above figure represents 4 types of sentences

The following link will further help to build up the concept)

(https://www.youtube.com/watch?v=luDSRs_IzBk)

Activity 2

Whole-Group Game: Four Corners

Instructions

1. Hang the sentence banners in each corner of the classroom.
2. Students choose a corner in which to stand.
3. Teacher reads a sentence.
4. If students think it is the sentence type designated by their corner, they sit down.
5. If students are wrong (they stand up in the wrong corner/don't stand up in the correct corner), they are out of the game!
6. Students who are correct get a punctuation badge (sticker).
7. Teacher reads 10 sentences. The student with the most stickers is the Sentence Champ!

Name: _____ Date: _____

Identifying Four Kinds of Sentences Worksheet

There are four kinds of sentences in the English language.

1. Imperative- gives a command (.)
2. Declarative- makes a statement (.)
3. Interrogative- asks a question (?)
4. Exclamatory- expresses strong feeling (!)

Directions: Read each sentence and add the correct punctuation mark. Then, label it; imperative, declarative, interrogative or exclamatory.

How well she sings!

2. What is your name?
3. Did I say anything to make you angry?
4. What is your name?
5. Who told you this?
6. She is a successful writer.
7. It is raining cats and dogs.
8. I want to become a writer.
9. She does not eat meat or fish.
10. Go at once.
11. Bring me that file.
12. My mother makes delicious cookies. 3. Get lost.
14. Fetch me a glass of water.
15. Please be seated.
16. Sit down.

17. She writes with her left hand.

18. What a tragedy!

19. How beautiful she is!

20. I have two sisters.

21. How ridiculous this is!

22. I have lost my way.

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

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

The 8 Parts of Speech

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

www.HGPublishing.com/Grammar

The following link will help to reinforce the concept

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

Activity 4

Class projects can be an excellent way to focus the whole class and get them working together towards a common goal. Taking some 'time out' from regular

classes and doing something completely different can really help group dynamics and you may also give quieter or less able students a chance to shine. Making a class magazine is a project that will appeal to most groups as it allows individuals to work on what interests them. Starting a project from scratch can seem a little daunting to begin with so here's a simple step-by-step guide on how to make a class magazine.

Planning

*Bring in some magazines. Let the students have a look through them. The teacher will a class survey on magazines at this stage or simply converse with the class about the type of magazines they like.

*On the board. brainstorm the different sections that magazines have. Try to include as much variety as possible so there's something for everyone. (Horoscopes, sports pages, film reviews, cinema news, fashion, photo stories, comic strips, puzzles, technology pages, music, interviews with famous people, recipes, jokes, problem pages etc. etc.)

Making a class magazine should be an enjoyable experience for the students .This will improve their writing skills and simultaneously help them to express and know each other better.

Article writing

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

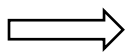
The following figure represents the format of Article writing

* Figure 5

Format of Article Writing

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

The following link will help to build up the concept



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

Activity 5

Doing surveys can be a useful way of getting your students to interact, produce question forms and collect and analyse real information.

This survey has been designed for younger learners and is based on the theme of school subjects.

Preparation

One class is going to survey a different class that they don't know. It's a good idea to choose a group who have a higher level than your own group as this avoids misunderstandings in the survey. Examples of few questions which can be asked are listed below

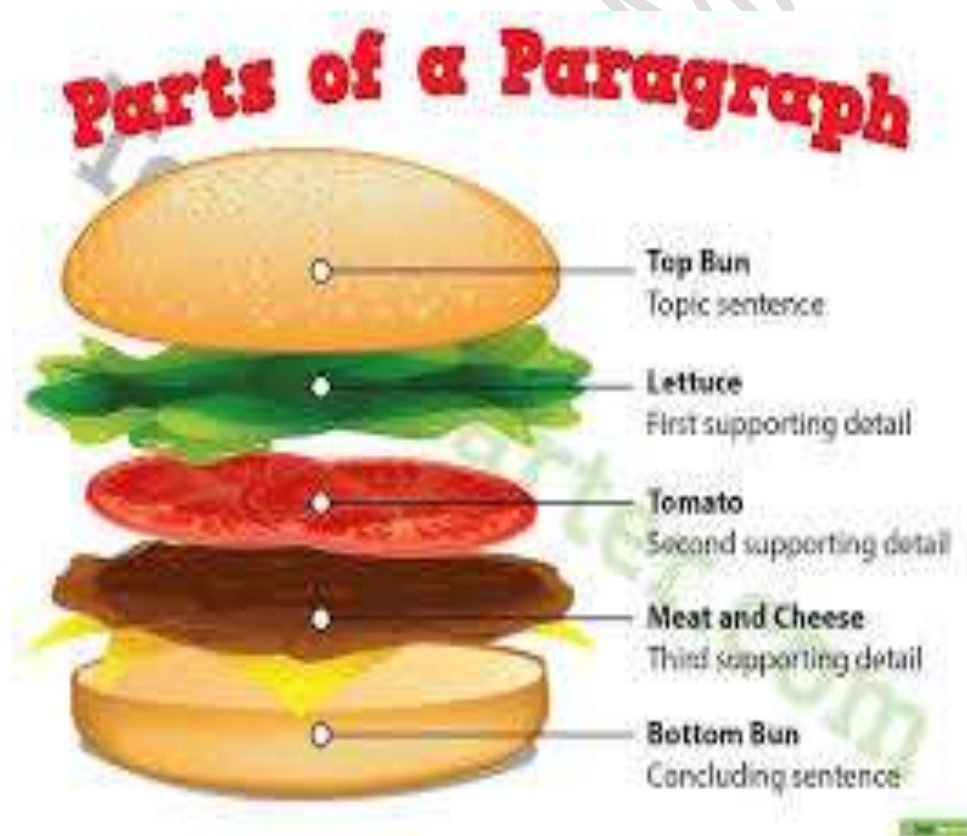
- 1) What's your favourite subject?
- 2) What's your worst subject?
- 3) What's the most important school subject?

After a brief discussion, students will write an article highlighting the problems students are facing in different subjects and remedial measures on the same. This activity gives them the chance to practise target language in context and it also prepares them for the survey with students they may not know.

5. Construction of the Paragraph

What is a paragraph?

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



Activity – A perfect story

This activity leads students into writing a short story using the past simple, present perfect simple and continuous, but in a more creative way. This activity aims to help students to recognise their own problems with paragraph construction and to identify errors, which improves their own re-drafting skills.

1. The students they are going to write a short story.

2. The students will read the following questions and decide, with a partner, what the missing words are, but not answer the questions. What is his / her name?

a) What is _____ about them? (e.g. strange / unusual / nice...)

b) What was their --problem last year?

c) What happened?

d) Why have they become so _____ ?

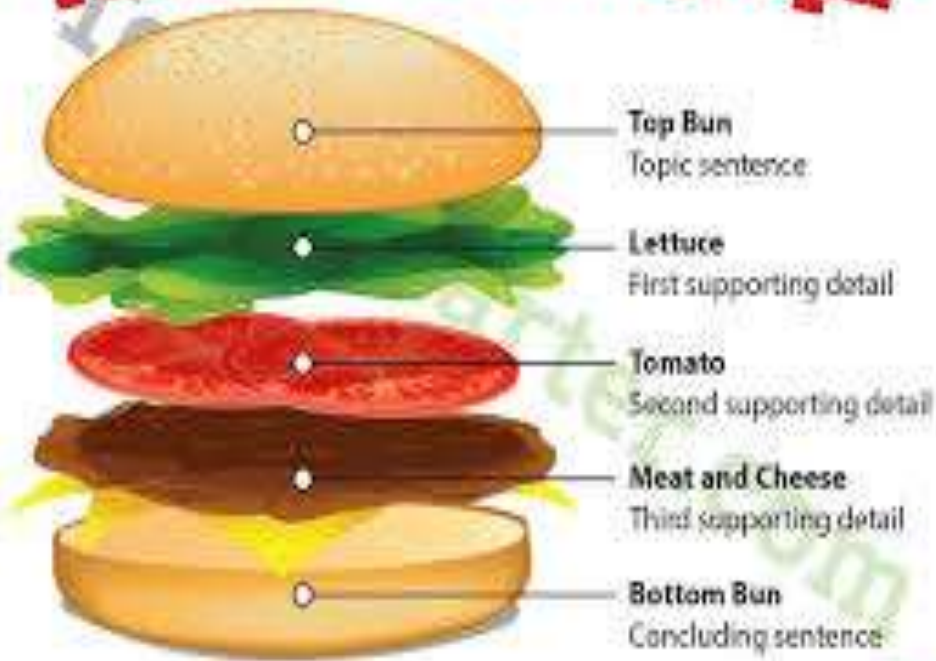
e) How many _____ have they - _____ ?

f) Who have they been _____ recently?

g) What have they been _____ for the last five years?

The students, working in pairs still, have to answer the questions. The answers should link the questions together to form the basis of a story. Students can draw their characters. This is fun and brings the character to life. Students can laugh at each other's drawings. Using the notes above, students put the story together. This activity aims to help students to recognise their own problems with paragraph(story) construction and to identify errors, which improves their own re-drafting skills

Parts of a Paragraph



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Summary:

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

References

: Google

: You tube

: British council Library

CBSE STUDY MATERIAL

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

CS 10 Worksheet 1 : Actions Speak larger than words!

Role Plays :

A

Note to teacher. **Before Class:**

Allot the 4 role plays to students in advance to prepare i.e before the class period.

Ask them to exaggerate the body language. Guide and help the pairs.

In class:

Ask pairs to role play the situations .

In plenary or after each role play elicit what is being expressed so eloquently by the body language.

Post Each Role Play

Ask class to describe what Student B was thinking and feeling; what message was he/she sending. Ask for specific "clues" based on what Student B did with body ,face, hands etc.

Role Play 1 [AI]:

Student A: Tell your partner *aaallll* about your family.

Student B You are getting bored. Tap your foot. Look around, fidget, look from side to side, avoid eye contact.

Role Play 2

Student A: Tell your partner what happens in your favorite movie

Student B Lean forward, keep still ,be comfortable ,have eye contact, and nod.

Role Play 3

Student A: Make a long list of excuses as to why you didn't do your homework.

Student B You are the teacher. Put your hands on your hips, roll your eyes, shake your head, keep muscles tense, look angry.

Role Play 4

Student A: Ask student if he knows who has physically assaulted a class mate/or damaged the class furniture during interval.

Student B Sit hunched over, look down, avoid eye contact, and fiddle with something-belt etc

Positive Body Language	Negative Body Language
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Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

<ul style="list-style-type: none">• smiling• eye contact, wide open• forward lean• nodding• positive facial expression	<ul style="list-style-type: none">• fake yawn• stare• moves away from speaker• shakes head negatively• negative facial expression
--	---

Examine the table given below.
Add to the list of body language behaviors!

Communication Skills - Activity

Unit 1 A Take the Quiz

1



This face is expressing...

1. Embarrassment
2. Fear
3. Sadness
4. Surprise

2



2. This face is expressing...

1. Shame
2. Anger
3. Sadness
4. Pain

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



3 This face is expressing...

1. Pride
2. Contempt
3. Excitement
4. Anger

4



4 This face is expressing...

1. Guilt
2. Sadness

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

3. Pain
4. Disgust

CBSE STUDY MATERIAL

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5 This face is expressing...

1. Fear
2. Interest
3. Surprise
4. Compassion



6 This face is expressing...

1. Sadness
2. Shame
3. Disgust
4. Contempt



7 This face is expressing...

1. Embarrassment
2. Sadness
3. Amusement
4. Shame



Communication Skills - Activity

8 This face is expressing...

Unit -1

Demonstrative Knowledge of Various methods of Communication

1. Happiness
2. Desire
3. Politeness
4. Compassion



9 This face is expressing...

1. Anger
2. Pain
3. Disgust
4. Sadness

10



10 This face is expressing...

1. Compassion
2. Sadness
3. Anger
4. Interest

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



11 This face is expressing...

1. Amusement
2. Desire
3. Surprise
4. Excitement



12 This face is expressing...

1. Surprise
2. Interest
3. Desire
4. Happiness

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



13 This face is expressing...

1. Sadness
2. Shame
3. Disgust
4. Compassion



14 This face is expressing...

1. Sadness
2. Pride
3. Embarrassment
4. Shame

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



15 This face is expressing...

1. Flirtatiousness
2. Interest
3. Happiness
4. Politeness



16 This face is expressing...

1. Sadness
2. Pain
3. Anger
4. Disgust

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



17 This face is expressing...

1. Satisfaction
2. Flirtatiousness
3. Love
4. Compassion

B Check your answers at the end of the unit.

- Discuss your rating with your group.
- Who has got the highest score?
- Do you think one can become better at reading faces and expressions? How?
- Choose a facial expression from the ones you examined in the quiz.
- Mime it .
- Ask your group to guess what you are feeling.

Answers Quiz :Emotional Intelligence

- 1 fear
- 2 pain
- 3 pride
- 4 pain
- 5 surprise
- 6 contempt ?
- 7 embarrassment
- 8 politeness

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

9 disgust

10 compassion

11 amusement

12 interest

13 sadness

14 shame

15 happiness

16 anger

17 love

C Look at the visuals of facial expressions below.

- Learn more about how we form these expressions!
- Discuss which expressions are desirable when you are with people.
- Which expressions are undesirable when you are with people?
- Choose a facial expression from the ones you examined in the quiz.
- Mime it .
- Ask your group to guess what you are feeling.

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

1 Fear



Answer: Fear

We express fear when we feel threatened.

- our eyes open wide open
- our jaw drops
- and the mouth hangs open.

2 Happiness



Submit Answer

Submit Answer

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

3 Embarrassment



- gaze is averted
- head moved down to the side,
- neck exposed.

4 Pride



5 surprise

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



6 Contempt



7 Disgust

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



8 Pain



9 Compassion

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



10 Amusement



11 Interest

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



| 12 Sadness



Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

13 Shame



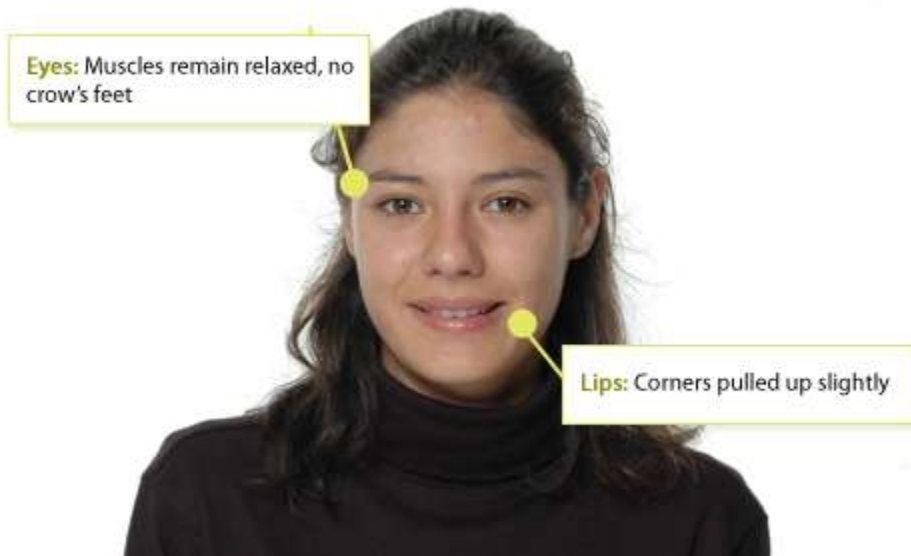
14 Politeness

CBSF

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



15 Pain

Submit Answer

[A2]

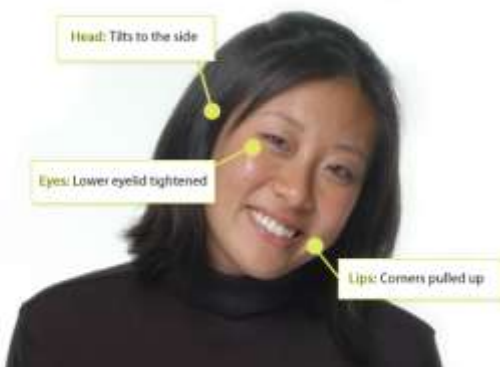
Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



16 Love



Love

When we feel love, our facial expression often resembles happiness:.

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

CS 10 Worksheet 3

1.Examine the information given in Figure 1.

It shows the percentages allotted for the 3 elements of personal communication.

The 3 elements are :

- a)spoken words
- b)body language
- c)voice and tone

2Try and guess what percentages each would have in order of importance?

Give reasons for your answers.

- a)spoken words -----%--
- b)body language -----%--
- c)voice and tone -----%--

3 Check the answer from the answers to Figure 1a and Figure 1b given at the end of the unit.

4

Figure 1a



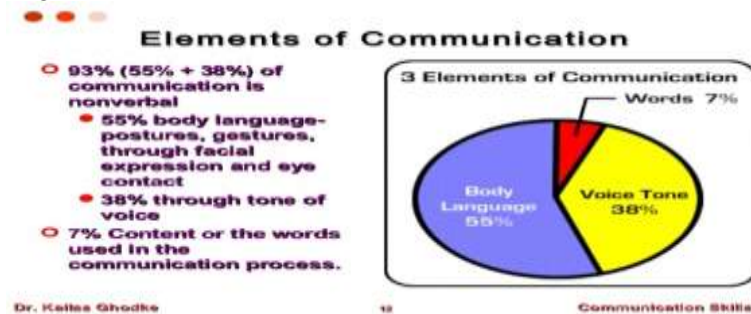
Next check whether you were correct in your estimate of allotting percentages!

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

Figure 1b



3 Notice how important voice and tone are in personal communication.

a) Let us find out how to use our voice modulation, tone and word stress by doing the following activity.

b) In pairs take turns and speak aloud the following sentences.

c) The word that is in **bold** must be spoken with emphasis.

d) After each sentence discuss what you are trying to communicate by using that particular tone and word stress. The first one has been done for you.

e) Attempt all the sentences in turns and write down what each one means.

f) Finally check your answers given at the end of the unit.

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

Placement of the emphasis	What it means
I did not tell John you were late.	Someone else told John you were late.
I did not tell John you were late.	This did not happen.
I did not tell John you were late.	I may have implied it.
I did not tell John you were late.	But maybe I told Sharon and José.
I did not tell	I was talking about someone

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

Placement of the emphasis	What it means
John you were late.	else.
I did not tell John you were late.	I told him you still are late.
I did not tell John you were late .	I told him you were attending another meeting.

Changing your tone can dramatically change your meaning.

Source: Based on ideas in Kiely, M. (1993, October). When “no” means “yes.”

Do you agree with the statement given in 3a and 3b. Discuss with your partner.

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

Figure 3a

90% of the problems,
are due to
the tone of voice.
It is not what you say,
but how you say,
that creates
the problem

Figure 3b



Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

4 Your friend has been selected for an interview.

- Examine the visuals given below.
- What does each visual tell you about the person? Write a few words and phrases below each visual.
- Your friend is not very good with his body language. He is soon going for an interview.
- Think of suitable advice to give to your friend.
- Based on the visuals below write a set of 6 sentences advising your friend what not to do.

Figure 4



a)



b)



c)

[A6]

Communication Skills - Activity

Unit -1

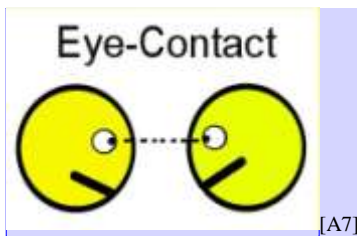
Demonstrative knowledge of Various methods of Communication



d)



e)



f)

Communication Skills - Activity

Unit -1

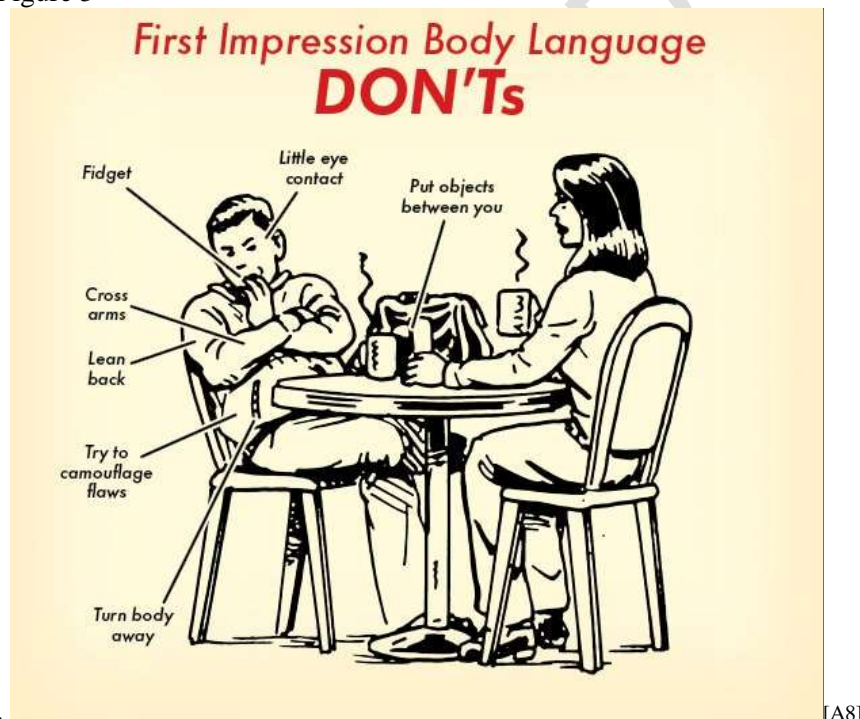
Demonstrative knowledge of Various methods of Communication

CS10Worksheet 4

1 Examine the following visual. What are the Do's and Don'ts of body language when you are appearing for an interview?

Complete the sentences given below the visual.

Figure 5



Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

Body Language :Don't do the following:

- (i) You mustn't _____
- (ii) You shouldn't _____
- (iii) Don't _____
- (iv) Be careful about _____
- (v) Don't _____
- (vi) _____

2 Look at Figure 6a

- a) Read the cues of the Do's and Don'ts of body Language given in Figure 6a .
- b) Discuss what are the five main elements of Body Language.
- c) Using the clues given in Figure 6b and the Do's and Don'ts column, fill in the blanks using appropriate words.
- d) Check your answers given at the end of the unit.

Figure 6 a

s.n	Element/Features of Body L	Do's	Don'ts
1	a) _____ contact	make appropriate eye contact -	j) _____ away-shifty prolonged eye contact
2	_b) _____ Expression	f) _____ facial expression _	poker/k) _____ face
3	c) _____	keep g) _____ uncrossed, using meaningful and appropriate gesture	cross arms, l) _____ or exaggerate
4	_d) _____	head up and alert, h) _____ leaning forward	turn your m) _____ on someone, arm crossing, leg crossing
5	e) _____ distance	not too i) _____ and not too close	make listener uncomfortable with your n) _____

Figure 6b

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

CBSE STUDY MATERIAL

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

Worksheet 5

CS 10 Worksheet 5

1 In Column A, fill in the 3 blanks by listing the 3 main kinds of communication.

2 In column B list examples of each of the 3 kinds of communication.

3 In pairs discuss

- How and when you use a particular kind of communication.
- Whether these different kinds of communication occur separately or whether you use more than one type of communication simultaneously!

4 In column C list the advantages of each of the 3 types of communication.

5 In Column D list the disadvantages of each of the 3 kinds of communication..

s. n	A types of communication definition	B examples	C Advantages	D Disadvantages
1	_____	<ul style="list-style-type: none"> • conversations one on one • _____ • _____ • _____ 		
2	_____	<ul style="list-style-type: none"> • letter to principal • _____ • _____ • _____ • _____ 		
3	_____	<ul style="list-style-type: none"> • Shaking hands, smiling • Road signs • _____ • _____ 		

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

<p>Line up</p>	<p>Work with Class</p>	<p>Non-verbal Communication</p>			
<p>Stop</p>	<p>STOP</p>	<p>Speak Loudly</p>			

ANSWERS

CS10 Worksheet 3 Figure 1a

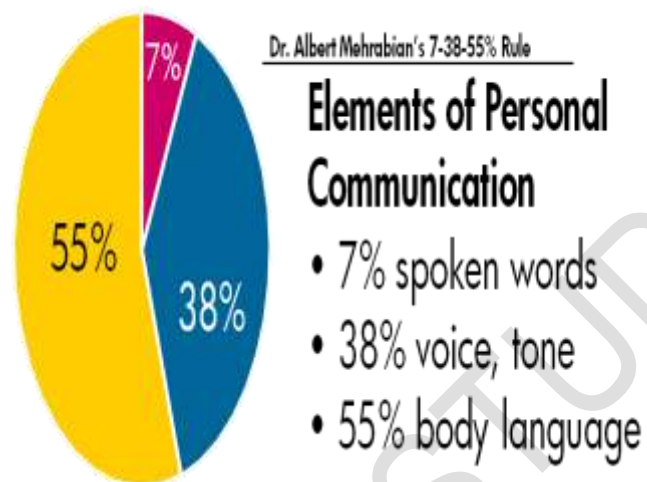


Figure 1b

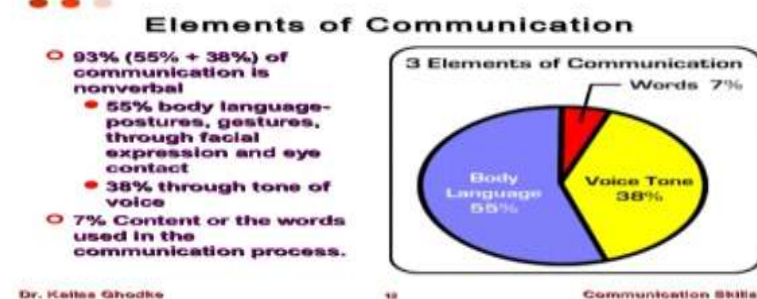


Figure 2

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

Placement of the emphasis	What it means
I did not tell John you were late.	Someone else told John you were late.
I did not tell John you were late.	This did not happen.
I did not tell John you were late.	I may have implied it.
I did not tell John you were late.	But maybe I told Sharon and José.
I did not tell	I was talking about someone

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

Placement of the emphasis	What it means
John you were late.	else.
I did not tell John you were late.	I told him you still are late.
I did not tell John you were late .	I told him you were attending another meeting.

Worksheet 4 Figure 6

Figure 6 a

s.n	Element/Features of Body L	Do's	Don'ts
1	a) _____ contact	make appropriate eye contact -	j) _____ away-shifty prolonged eye contact
2	_b) _____ Expression	f) _____ facial expression _	poker/k) _____ face
3	c) _____	keep g) _____ uncrossed, using meaningful and appropriate	cross arms, l) _____ or exaggerate

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

		gesture	
4	_d)_____	head up and alert,h)___ leaning forward	turn your m)___ on someone,arm crossing,leg crossing
5	e)_____ distance	not too i)___ and not too close	make listener uncomfortable with your n)_____

Figure 6b

Y MATERIAL

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

CBSE STUDY MATERIAL

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



CBSE STUDY MATERIAL

Barriers to Effective Communication

Apply Measures to Overcome Barriers to Communication Skills

Objectives:

Learn about

- 1 Various barriers to effective communication: their types and factors
- 2 Different measures that need to be adopted to overcome barriers in effective communication
- 3 Gain practical experience of--

1. Role playing barriers to effective communication and identifying them
2. Practicing ways to overcome barriers in communication in a) social situations and b) at the workplace
3. Counselling someone whose communication skills are hampered due to barriers (enacting some situations)

Lesson 3.1 Types of Barriers to Effective Communication

Communication means sharing meaning. With no sharing, there is no communication.

Effective communication requires an understanding that -

- A message is conveyed clearly between communicators in order that it is effective and serves the desired purpose.
- Whether in a team or with others, at work or in the community, the communication environment is conducive and there are no barriers which prevent messages being sent and received successfully.
- Communication barriers create misunderstandings and misinterpretations of messages.
- To communicate successfully you must know what barriers to communication exist and ensure that they do not obstruct

communication.

- You must make efforts to navigate around these roadblocks.

A communication barrier is thus anything that prevents us from receiving and understanding the messages others use to convey their information, ideas and thoughts.

communication between two individuals should be simple. Remember that there are **differences between talking and communicating. When we communicate, we are successful in getting our point across to the person we're talking to.** When we talk, we tend to erect barriers that hinder our ability to communicate.

Some barriers to effective communication you should be aware of are:

Physical Barriers – Physical barriers separate people from each other and mark territories. These barriers can often be seen in the workplace where offices and closed doors stop communication.

Physical barriers can stop you from being comfortable communicating with a person whom you do not come face to face with often.

As long as people still have a personal space that they can call their own, **nearness to others aids communication because it helps us get to know one another.**

Language Barriers – Not using words another can understand will certainly stop your message from being conveyed. This not only applies to actual languages but also expressions, format used, buzz words and other jargon.

If one is not familiar with your language, misinterpretation will occur. The accents and dialect (use of words) of people belonging to different places differ even if their language is same and may become barriers to communication.

For example, the abbreviation “LOL” used in chat language used to mean Lots of Love before, which changed to Laugh Out Loud. If a person says LOL, the second person can interpret the meaning in any way they want or from their understanding. People use both the abbreviations according to the context and need.

Gender Barriers – Variation exists among masculine and feminine styles of communication. There are distinct differences between the speech patterns in a man and those in a woman. A woman speaks between 22,000 and 25,000 words a day whereas a man speaks between 7,000 and 10,000.

While women often emphasize politeness, empathy, and rapport building, male communication is often more direct. This means that a man talks in a linear, logical and compartmentalised way, features of left-brain thinking; whereas a woman talks more freely mixing logic and emotion, features of both sides of the brain. Meshing these two styles without awareness could become a barrier.

Attitudinal Barriers - as those behaviors or perceptions that are divisive in nature – the ones that can lead to nagging doubt, sullen disagreement or even overt conflict. They all interfere with and undermine communication. These are barriers that distance one from others. These are visible through withdrawal, meaningless rituals which keep one devoid of real contact, superficial activities and more.

Perceptual Barriers – Different world views can create misunderstanding. People tend to interpret messages from their own point of view or ideologies. Without thinking, one might only view a message from his or her own mindset rather than looking at it from another viewpoint.

The problem with communicating with others is that we all see the world differently.

You might ask someone an innocent question based on a previous experience but it is quite likely for them to perceive it with suspicion.

Cultural Barriers – Ethnic, religious, and social differences can often create misunderstandings when trying to communicate. These differences can also affect one's perception and create confusion in getting a message.

Emotional Barriers – If one is consumed with emotion he will have difficulty in understanding what is communicated. Hostility, anger, fear, and other emotions make it hard to hear outside one's own self.

The roots of our emotional mistrust of others lie in our childhood and infancy when we were taught to be careful about what we said to others. We must have been often warned- "Mind your P's and Q's". "Don't speak until you're spoken to".

As a result, many people hold back from communicating their thoughts and feelings to others. While some caution may be wise in certain relationships, excessive fear of what others might think of us can stunt our development as effective communicators.

Overcoming these barriers to communication is no easy task. You need

awareness and a willingness to adapt and try to form meaningful relationships.

But, if you begin to focus on how these communication barriers are affecting your everyday conversation, you will be well on your way to becoming an effective communicator.

Further reading : Read Dr K Usha Rani's research paper on communication barriers at

https://www.researchgate.net/publication/304038097_COMMUNICATION_BARRIERS

Class X : Lesson 3- Communication Skills
Worksheet 3.1 : Barriers to Communication

Blindfold Game

- In this game break off everyone into teams of two.
- One member is blindfolded and navigates an obstacle course.
- The other member shouts directions to the other member.

Blindfold Game works because it builds trust, listening, and instructional skills. Trust among team-members is crucial for effective communication. **It encourages cooperation and successful teamwork.** Lack of trust, though, builds suspicion and prevents buy-in.

After playing the game discuss what went well and what did not. Identify the barriers that came in the way of effective communication.

List what could have been done to improve communication. (E.g. - did you feel that personal or attitudinal barriers affected communication? Think of other barriers... gender/cultural)

Class X : Lesson 3- Communication Skills
Worksheet 3.2 : Barriers to Communication

Answer the following quiz questions-

1. Not stating instructions clearly is an example of..... (language barrier)
2. Not understanding the customs or traditions of a speaker could mean

there is a (cultural barrier)

3. When you are overcome by your own feelings and unable to communicate well it means there is an(emotional barrier)
4. Using slang or words that are used within your own social group is an example of a (cultural barrier)
5. You may like to have your own private cabin to work in but if you are not willing to meet your team face to face it is an indication of a..... (physical barrier)
6. You have an..... (attitudinal barrier) if you think you are more qualified than others and are superior in knowledge.
7. If you have a totally different viewpoint from your team mates on the way a training programme is to be planned you have a(conceptual barrier)

Handling Barriers to Communication

Following are some practical ideas for dealing with attitudinal barriers to communication so that all of your exchanges as a small business owner or part of a team in an office are as productive as they can be:

Engage in face-to-face interactions whenever possible. As you've probably learned from experience, text messages and even emails can be misinterpreted without the nonverbal "assist" of facial expressions, tone and inflection. When timely communication is of great importance, you may have no choice but to send a quick text or email. In this case, be sure to follow up later to seek questions and to ensure that your message was understood as you had intended it to be.

Reduce or eliminate distractions around you. Noise from other people and office machines can sink even the most pleasant interactions, dooming them to a rough start. They interfere with the focus you need to have so that you can counteract any attitudinal barriers. Then again, sometimes a lack of noise from other people, such as if the environment is too quiet, can be distracting; this could mean that people are eavesdropping on your conversation – something you want to avoid. If "the walls have ears," then move your conversation to another part of the building or go outdoors.

Try to assess the needs of the receiver. This is not an easy objective. But as an employer, look at the bright side: you're privy to some attitudinal variables:

age, culture, education, experience, gender and race. Others, such as lifestyle and upbringing, may elude you. Use what you know to develop an empathetic stance and, if possible, tailor your message accordingly. This is another way of saying “know thy audience.” No doubt, you will get better with experience and practice.

Hone your active listening skills. The University of Maine suggests a five-step approach to this alert and engaged listening style:

- a) Acknowledge the other person's ideas, thoughts or feelings. Paraphrase the other person's words to ensure understanding.
- b) Ask questions without judging. Summarize and clarify what you hear. Offer your opinion if it's requested.
- c) Organize your thoughts. You don't have to write notes, but if doing so helps you organize what you want to say and how you want to say it, then by all means, start writing. Many communications go haywire because the purpose is hazy in the mind of the sender. And if it's hazy in the mind of the sender, it might be a complete blur to the recipient.

Soften your tone and language. As the boss, you know people watch your every move, so you also know that being courteous and professional is a must in every interaction. To defeat any attitudinal barriers, it can help immensely to maintain a gentle, reassuring tone and use simple, non-confrontational language. **Keeping sentences short and direct** can also help to prevent any misunderstandings.

Encourage feedback. Even this seemingly benign step can be fraught with peril, if “the other guy” clams up and disses you behind your back. Now might be a good time to remember the advice about how the receiver also bears responsibility for whether a two-way exchange is a success or a failure. All you can do is ask that he understood what you had to say and if he has any questions you can clarify. At least, you will be doing your part as a conscientious communicator.

Described below are some common barriers to effective communication which we must avoid:

1 Second guessing the sender: We do this when we are impatient with the speaker and are in a hurry to finish the sentence for the speaker. It takes away from the speaker the opportunity to complete what was being said. At times, we could be completely off the mark while finishing off the unspoken part and create antagonism in the speaker. We have thus defeated our first principle of

seeking first to understand.

2 Stereotyping: We often form stereotypes about those whom we know the least! Once our mental sets are created, all our transactions are affected by these sets, preventing us from effective listening.

3 Halo effect: This is another form of stereotyping. Based on a single characteristic we make up our mind usually positively about the other person. We may like someone's mannerisms or passion while speaking and get so impressed that are unable to see any negatives in this person.

4 Not listening as a status or gender issue: Studies have shown that men listen much less than women do. Similarly those in positions listen less to those who are lower in hierarchy. How well do we listen to our children, or our subordinates? If a woman employee is speaking, are men colleagues as attentive as they would be when a male colleague speaks up?

In addition there are others which we are familiar with such as-daydreaming, private planning or detouring, fatigue and exhaustion. Typical mannerisms like saying 'you know', 'well', or making gesticulations while talking also act as barriers. These can be observed in both the sender and the receiver. One can overcome these through seeking feedback on one's style of communication.

Worksheet 3 : Barriers to Communication

Read the following situations and discuss in your groups what steps can be taken to overcome the barriers you notice. Enact the same in front of the class.

1 You are a manager in a bank. Lately, you have observed that the employees are not comfortable talking to you. It seems that they do not understand instructions given via email.

An email sent to all the employees regarding customer dealing was misunderstood and they were offended. What will you do?

Step taken as a positive measure:

You (as manager) decide to step out of your cabin and have a quick discussion with your colleagues to give them some important instructions instead of depending upon emails. Clarify what you wanted to convey through the email.

2 Female employees of an insurance company are feeling quite frustrated.

Their boss who is a male does not listen to them and does not give importance to their suggestions. Without meaning to hurt them he is quite pompous and wants to do things his way.

What would you like to suggest to him?

3 You work in a multinational company. Some of your colleagues from Sweden and China are coming for a conference to Delhi. You are in charge of receiving them.

What steps would you take to -

- receive them
- make their stay in India comfortable
- ensure they do not have problems with food
- ensure they have no language problems

Worksheet 4 :Handling Misunderstanding

Play this game in pairs:

This game entails two persons who must sit back to back. The first person has an object and must describe it (without explicitly saying what the object is) to person B. Person B must then draw it based on the person A's descriptions.

Causes of Miscommunication and Misunderstanding

After you play the game try to fix things.

The first step in fixing miscommunication is understanding where things go wrong.

Understand misunderstanding

The game Misunderstanding helps drive creative communication. Finding creative ways to communicate despite barriers builds problem-solving skills.

No communication works exactly the same and creativity is required to make sure effective communication happens each time.

This game can be adapted for larger groups by working in teams of two. It can then become a competition based on who has the most accurate drawing.

CBSE STUDY MATERIAL

Apply principles of communication

Objectives

In this lesson you will -----

1. Know about the principles of effective communication
2. Identify the 7 Cs of effective communication
3. Apply knowledge of effective communication skills in real life situations

Lesson 4.1: Principles of Communication

We all wish to communicate our ideas and thoughts effectively. There are some principles that must be followed for communication to be successful.

A Seek first to understand, then diagnose and prescribe:

The most important principle of communication is that we should understand the other person with our mind, heart and soul, deeply, without judging, without censoring.

Stephen Covey in his book titled '7 Habits of Highly Effective People' gives an example of a father who complains that he is unable to understand his son as the son doesn't listen to him. After repeating, "I don't understand my son, he just doesn't listen to me", several times, the man realizes that in order to understand another person, one must deeply listen and only with the intention of truly wanting to understand.

Very often we struggle to make ourselves understood. But if the person does not open up to the experience of wanting to understand the struggle continues and communication fails.

Covey says seeking first to understand is like opening an emotional bank account. If you invest yourself emotionally and fully, you will get high returns in the form of a rewarding communication experience. When you truly understand the other person you can begin to explore for causes of problems and solutions.

B Face to Face Communication is most effective:

One of the requirements within any organization is to put everything down on paper, in writing. While all of us follow this dictum, how many of us have chosen to precede or follow up our written communication with a personal discussion or meeting? A face to face discussion can give us much better results. **In a face to face interaction, we are able to observe and respond to verbal and non-verbal cues, the inconsistency between the two, offer feedback and seek clarifications.** Some of this is not possible for example, when we are engaged in a telephonic conversation.

C Communication becomes complex as the number of people we are communicating with increases: In an interaction involving only two people, the number of communicative stimuli, both verbal and non-verbal, is limited. One is left to deal with and manage the partner's interactions and structure one's response based on the cues received from the partner.

But as the number of people increases, stimuli, feedback, channels also increase and communication becomes complex. Suppose you are talking to a group of 5 persons. Four of them are listening intently to you while the fifth one seems bored and uninterested. If you continue, you have lost the opportunity to understand the reason for his or her disinterest and modify your delivery. However, if you single this person out, she might feel cornered while others may become impatient.

Thus in a group context, one has to manage several different aspects of communication in order to be effective.

D Communication across cultures differs: Culture can be defined as shared knowledge, symbols, conventions, folklore, language, habits, rituals, rules and lifestyles that link and give a common identity to a particular group of people at a given point in time. Cultural differences must be respected and kept in mind while communicating. It is a good idea to find out about the culture, traditions and customs of another country or state you are visiting for the first time. Also remember, in a large country like India people belonging to different states, tribes or communities have certain mannerisms and behavioural characteristics that need to be understood. Not giving eye-contact to a member of the opposite sex or a person who belongs to a higher caste class is common among Indians. To a Westerner, the same gesture may mean lack of earnestness of the people we are interacting with.

E Feedback is the key to effective communication: Communication transactions continue to evolve effectively in the presence of feedback. Try

talking to a person with a deadpan face. Chances are, very soon the enthusiasm with which you started will wane. Conversely if the audience responds with nods, smiles, anything that conveys attention and interest, the speaker is encouraged to continue. Feedback also gives you an indication if there is any change needed in the communication stimuli. Adapted from IGNOU

Worksheet 1: Principles of effective communication

1. Name the 5 principles of effective communication. Which do you find most important? Number them in order of importance you would like to give them. Say why.
2. Do role plays in groups of 4 to show the importance of each principle. Enact each in 2 ways- one showing effective communication because the principle is followed and the other showing poor communication. Let other judge and say how you could have done better.
3. You are Nazia, Group Leader, Marketing, ABC Consultants. You are very upset. Shaheen, your junior has made a mess of the assigned task of inviting the chief guest for the inaugural ceremony of the new office block.
Analyze where you may have gone wrong in communicating the assigned task. Find out from your junior, Shaheen what went wrong and why it went wrong. Sit together and seek to clarify expectations. Remember that you should have followed the principles of - understanding, then prescribing; face to face contact, and understanding cultural differences.

Warm up-

Try to guess what the 7 Cs of communication must be. C for clarity... C for courtesy... As you may have guessed, to be effective communication must be clear and courteous. It must also have other qualities. Can you name some other qualities?

Watch this video (in the link given below) before you read about the 7 Cs.

<https://youtu.be/sYBw9-8eCuMCs>

The 7 Cs of Communication

In your daily life and at work you write emails, facilitate meetings, participate in conference calls, create reports, devise presentations, debate with your colleagues... the list goes on.

We all spend almost our entire day communicating. So, it stands to reason that communicating clearly and effectively is very important and can boost our productivity.

This is why the 7 Cs of Communication are stressed in our discussions on good communication. The 7 Cs provide a checklist for making sure that your meetings, emails, conference calls, reports, and presentations are well constructed and clear – so your audience gets your message.

Following are the 7 Cs of effective communication:

Watch this video that makes it easy to understand the 7 Cs:

<https://youtu.be/sYBw9-8eCuMs>://youtu.be/sYBw9-8eCuM

1. Be Clear

Begin every message by asking the question, “What is the purpose of this communication?” This will enable you to make the objective of your communication clear to the recipient.

Clarity is also about avoiding the use of complex words, sentences, and fuzzy language.

It is important that you clearly communicate the intended information to the recipient. You must be able to explain a concept several ways and answer clarifying questions about the topic.

If you are not clear about the purpose of your communication, then your

objectives will not be met.

Writing points on note cards or a notepad can help you methodically work through what you want to communicate. Most people will tend to drift or forget items if they don't have a clear framework to operate within. Presentation slides can be helpful though very often a simple outline will be enough.

1. Be concise

Make your message brief and to the point. Why use 10 sentences to explain something when a single sentence will suffice? Being concise will save time for both you and the receiver of your message.

To help make your communications more concise, avoid going over the same point several times, and avoid the use of filler words, sentences, and over wordy expressions. Although we are trying to be concise, it is important to remember that we are not trying to lose completeness.

3. Be Concrete

Concrete communication is about being specific and clear rather than vague, obscure, and general. To be more concrete use sentences that cannot be misinterpreted. Include supporting facts and figures to underscore your message, but don't allow anything that detracts from the focus of your message.

4. Be Correct

Incorrect information doesn't help anyone and it does your credibility no good. Ensure that: Your message is typo-free; your facts and figures are correct and you are using the right level of language. Being correct first time will both save you time and boost your credibility. A correct message will also have a greater impact on the recipient than an incorrect one.

5. Be Coherent

Does your message make sense? Does it flow logically from one sentence to the next? To ensure that your communication is coherent: Check that each sentence flows logically from one to the next and check that you haven't tried to cover too many points or been distracted by side issues.

6. Be Complete

Your message must contain all the necessary information to achieve the desired response. To ensure that your message is complete think about questions the receiver might think of as they receive your message. Address these questions. Ensure you have included a call to action so that your audience knows exactly what you expect them to do next.

7. Be Courteous

Be polite. You're more likely to get what you want from your communication if you are courteous, as courtesy builds goodwill. Check that your message is polite, shows respect for the feelings of the receiver, and is tactful. Make your message brief and to the point.

The following table makes the 7Cs clear to you-

7 Cs of Communication Checklist

Clear	Make objective clear. Avoid complex words & phrases.
Concise	Keep it clear and to the point. Avoid filler words & sentences.
Concrete	Be specific not vague. Use facts and figures to support your message.
Correct	Try to avoid typos. Use correct facts and figures. Use the right level of language.
Coherent	Does your message make sense? Ensure it flows logically. Avoid covering too much.
Complete	Does the message contain everything it needs to? Include a call-to-action.
Courteous	Being polite builds goodwill. Ensure message is tactful.

Sources: https://www.mindtools.com/pages/article/newCS_85.htm;
<https://expertprogrammanagement.com/2018/04/7-cs-communication/>

Class X - Communication Skills

Lesson 4 : Worksheet 1-Principles of Communication

Complete the following table with the appropriate adjectives to be kept in mind while communicating with people.

<input type="text"/>	Clear • message easily understood
<input type="text"/>	concise
<input type="text"/>	correct
<input type="text"/>	courteous
<input type="text"/>	considerate
<input type="text"/>	Complete
<input type="text"/>	coherent

Answers

- Clear- no confusion, statement of requirement is direct, not ambiguous or vague
- Concise- brief, to the point, gives only relevant information, no extra info
- Correct- facts only are stated , no confusion or incorrect statement, very precise
- Courteous-
- Considerate-
- Complete-
- Coherent-

Lesson 4- Worksheet 2 : Practice the 7 Cs

Watch the following video and then do the activity in pairs. This activity will help you to practice the 7 Cs. You will also understand the need for applying the 7 Cs to your communication in daily life.

[Prahttps://www.youtube.com/watch?v=8yGhNwDMT-gctising](https://www.youtube.com/watch?v=8yGhNwDMT-gctising) the 7 Cs

Practice communicating the following instructions or requests by writing sentences keeping in mind the 7 Cs.

1. You have to give instructions to your assistant about the task of completing a project report by tomorrow. Write the instructions in language that is clear, courteous and complete.
2. Make a written request to your colleagues who are not reaching office in time to sign in by 9.30 am daily. You are Kritika, Head, Department of IT, NIOS. (clarity, conciseness, courtesy, correctness coherence and completeness)
3. Share a plan for an important office meeting with heads of different departments and your colleagues. Remember to share details of the meeting such as: purpose, people who have been invited, venue and timings, agenda, sequence in which they will be discussed and other arrangements such as seating, tea and refreshments. You are Rashi Singh, Head, Human Resource, Alexis Ltd. (clarity, conciseness, concreteness, courtesy, correctness coherence and completeness)
4. Have a telephone conversation with a client. The topic is a business visit the client wishes to make to your company to know about the goods you manufacture for gifting during Diwali. (correct, clear. coherent, concise,

courteous and complete)

5. Imagine you are the receiver for each of the above messages. Do you think the messages were complete? What changes could be made in them?
6. Share the above tasks and observations orally with the whole class and critique for improvement where required.

Lesson 4 : Worksheet 3 Principles of Communication

Do the following role plays in pairs. (The first is done for you as a sample)-

Anita: Ma'am, could you please tell me what is to be written in the emails to be sent for the meeting?

Suvarna: Yes. Please note all that I am saying. Remember to -

- a) Address each participant by name ... write 'Dear Lalita'
- b) Your invitation should be courteous and formal... write ... 'It would give me great pleasure.....' etc.
- c) Do not forget to write the date, timings and venue of the meeting (mention the conference room and floor too)
- d) State the agenda
- e) Inform participants about arrangements for parking, who will receive them at the reception counter and details of the contact person for any queries.
- f) Lastly, do share the draft with me.

Anita: Thanks a lot ma'am.

Suvarna: You're welcome, Anita. I'm sure you'll do a great job.

1 As product manager you have you the job of explaining to your team how to

pack the mobile phones that are to be sent via Amazon to customers. Give clear, concise and complete instructions. Do not forget to be courteous.

2 You are a receptionist in a reputed school of Kanpur. You receive a phone call. The caller is making a query about admission dates, sale of forms, fee structure, seats for economically weak students etc.

Write the dialogue between the caller and yourself.

Write the dialogue. Remember to express yourself in a manner that shows respect to the person who you are talking to.

After writing the dialogue check it for 7 Cs. Have you taken care of them?

Now enact the telephone conversation.

<https://mail.google.com/mail/u/0/?tab=rm#search/HEEMAL+HANDOO?projector=1>

<https://mail.google.com/mail/u/0/?tab=rm#search/HEEMAL+HANDOO?projector=1>

Introduction to word processor

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

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

In this chapter, you will learn about Apache Open Office Writer, a popular Open source word processor.

Apache OpenOffice

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

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

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

The Apache OpenOffice package contains the following:

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

The latest version of Apache OpenOffice is 4.1.5 The new version of Apache OpenOffice shows a **sidebar** on the interface of **Writer, Impress, and Calc**. It is similar to the ribbon in Microsoft Office .

APACHE OPENOFFICE WRITER

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

To start OpenOffice Writer, click **Start > All Programs > OpenOffice 4.1.5 > OpenOffice Writer**.

The Apache OpenOffice Writer window, along with its sidebar and other components, is shown in **Figure 1**.

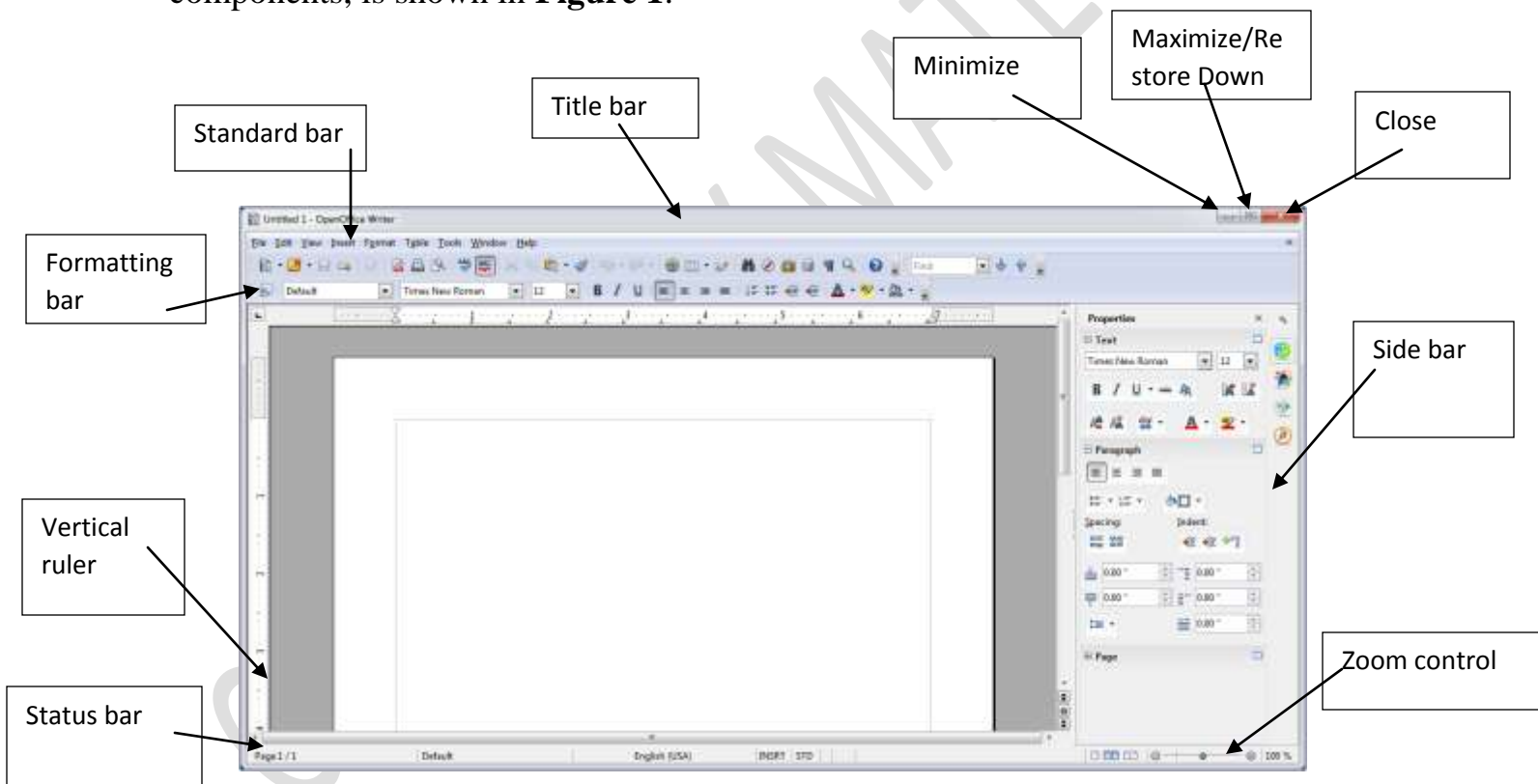


Fig. 1 Apache OpenOffice Writer window

Title Bar The title bar is placed at the top of the Word 2013 window. It displays the document name followed by the program name. To the right of the title bar, you can see three buttons: **Minimize, Restore Down/Maximize** and **Close**.

The **Minimize** button is used to reduce the window to a small icon on the taskbar. The **Restore Down** button is used to make the window smaller than full size. The same button is used to bring it back to full size. The **Close** button is used to close the window.

Menu bar The Menu bar has different options like, File, Edit, View, etc. clicking on a menu option displays options of this menu.

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

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

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

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

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

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

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

Let's Try it

1. Start OpenOffice Writer.
2. Identify the following components of the OpenOffice Writer window:
 - i. Title bar
 - ii. Standard bar
 - iii. Formatting bar
 - iv. Horizontal and vertical scroll bar
 - v. Horizontal and vertical ruler
 - vi. Minimize, maximize and Close buttons
 - vii. Status bar

Creating a New Document

To create a new text document in OpenOffice Writer:

1. Select **File** ➤ **New** ➤ **Text Document**. (Fig 2)

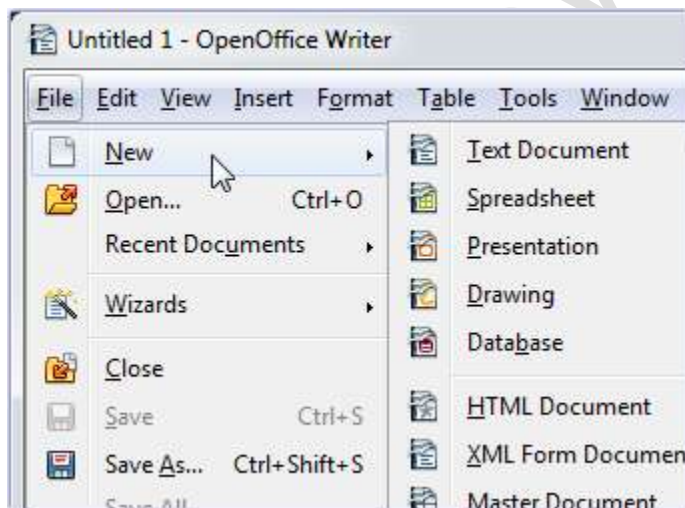


Fig 2 New option of File menu

Or

Click **New** button on the **Standard** toolbar (**Fig 3**) and select the desired option the menu to create a new text document.

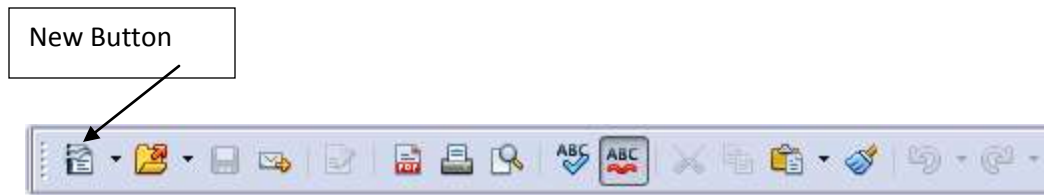


Fig 3 New button on the Standard toolbar

Or

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

Saving a Document

To save a document,

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



Fig 4 Save AS option of File menu

Or

Click the **Save** button on the **Standard** bar as shown in **Figure 5**.



Fig 5 Save button on the Standard toolbar

3. The **Save As** dialog box appears. (**Fig 6**)
4. Select the location where you want to save the document.
5. Type the file name, and click on the **Save** button. Documents created and saved in Writer have the extension **.odt** by default.

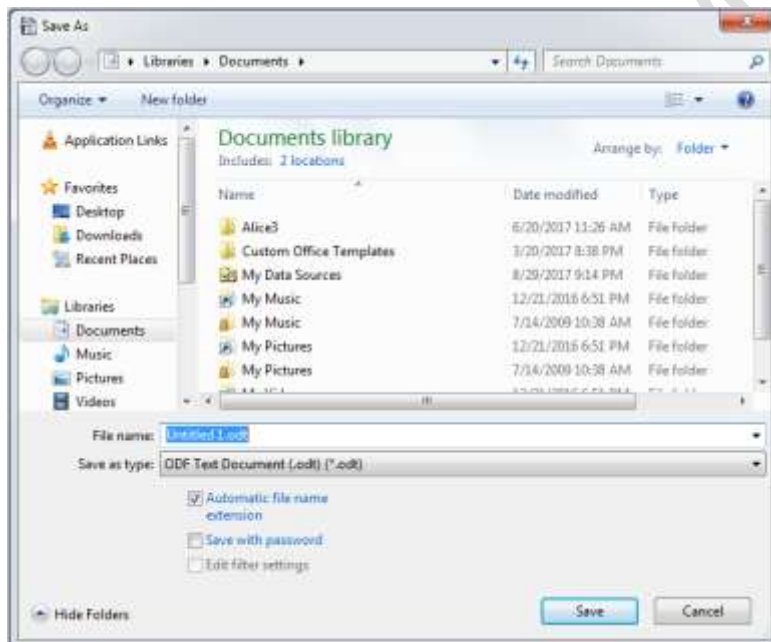


Fig 6 Save As dialog box

Keyboard Shortcut

Save	Ctrl +S
Save As	Shift + Ctrl + S

Saving a file in different format

If you want to save a file in a different format other than the default format .odt of OpenOffice Writer. The Steps are:

1. Select **Save As** option of **File** menu.
2. The **Save As** dialog box appears.(**Fig 6a**)
 - a. Select the **File** type from the **Save as type** drop-down list.
 - b. Type the filename.
 - c. Click **Save** button.

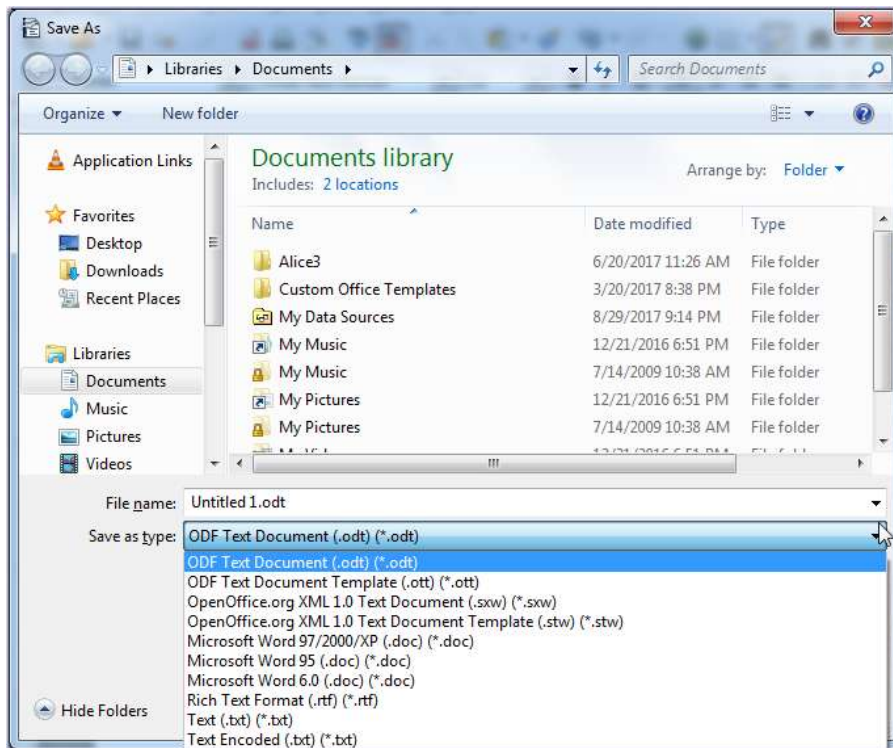


Fig 6a Save As dialog box

Opening a Document

To open an already saved document in OpenOffice Writer:

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

Or

Click the **Open (Fig 7)** button on the **Standard** bar.

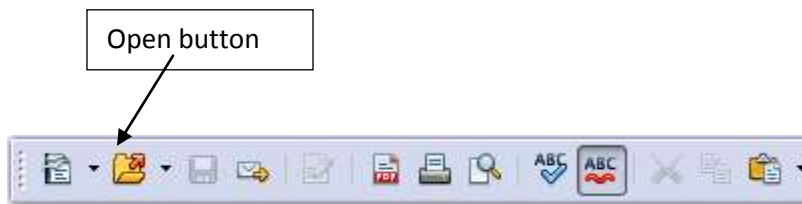


Fig 7 Open button on the Standard bar

Or

Press **Ctrl + O**.

2. The **Open dialog** box appears (**Fig 8**).
3. Select the Drive and the folder.
4. Select the file and click **Open** button.

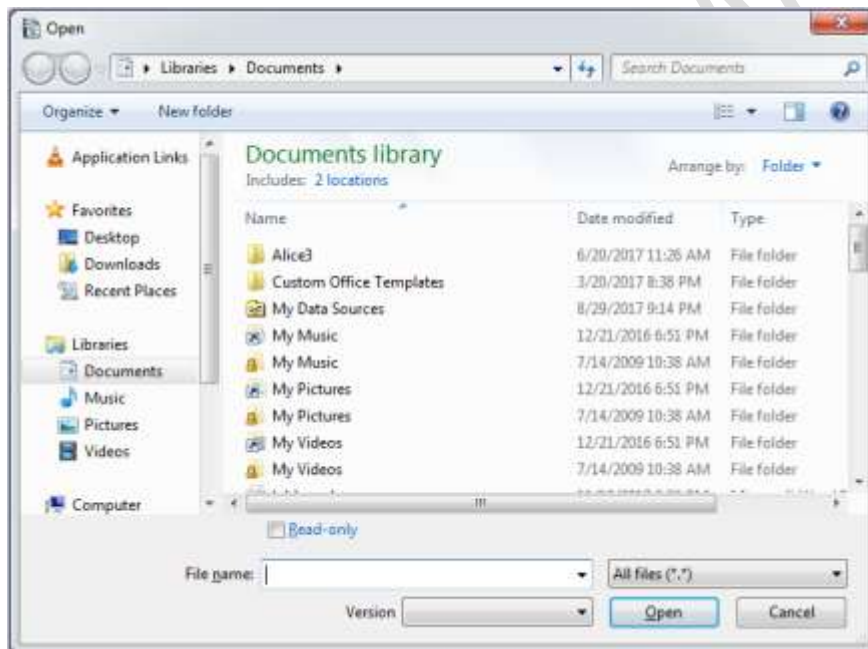


Fig 8 Open dialog box

Closing a Document

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

Exit Writer

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

Let's Try it 1

1. Start OpenOffice Write.
2. Create a new document.
3. Type a paragraph about some of the activities organized in your school.
4. Save the document with name 'activities'.
5. Close OpenOffice Writer.

Let's Try it 2

1. Start OpenOffice Writer.
2. Open the already saved document 'activities'.
3. Now add another paragraph about various competitions that your school is planning to organize on 'Independence Day'.
4. Save the document. Which option will you select to save the file with the same name –Save or Save As?
5. Close the document.
6. Exit from Writer.

Worksheet 1

1. Name the two toolbars. _____
2. Name the toolbar used to scroll the document up and down _____
3. Name the bar present at the bottom of the Writer window that gives information about the number of pages in the document. _____
4. Name the two rulers _____
5. Name the ruler that is used to set the left and right margins _____
6. Name the bar that has buttons for the most commonly used commands

7. Name the three buttons present to the right of the Title bar. _____
8. Name the button used to reduce the window to a small icon on the taskbar.

9. Which button is used to make the window smaller than full size?

10. Mention any two features of word processors.

Worksheet 2

1. Write Keyboard shortcuts for the following commands:
 - i. New
 - ii. Save
2. Name the menu that has option to create a new document.
3. What is the difference between Save and Save As options of File menu?

EDITING A DOCUMENT

Editing means making changes into existing text.

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

The selected text gets highlighted with blue color.

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

Selecting Text Using a Mouse

To select text using a mouse, follow the steps:

1. Place the cursor to the left of the first character of the text to be selected.
2. Press the left mouse button and drag the mouse to the position where you want to end selection.
3. Release the mouse button. The selected text gets highlighted in grey (**Fig. 9**).

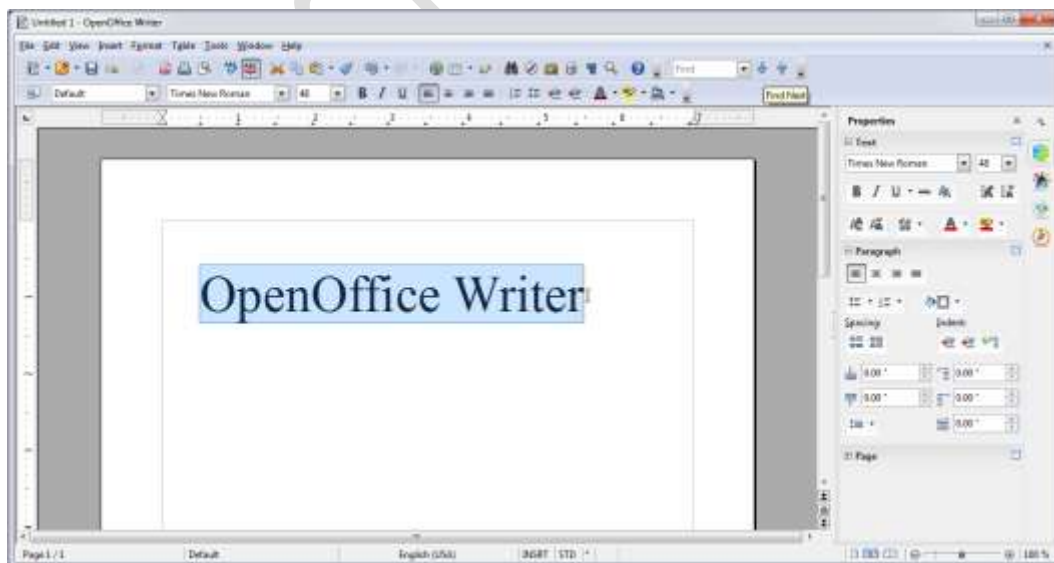


Fig 9 Selecting text

Selecting Text Using Keyboard

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

To select

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

Key combinations

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

Inserting and Overtyping Text

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

To insert text, press the **Insert** key, to turn ON the **Insert** mode, which is indicated by **INSRT** appearing on the status bar (**Fig. 10**).

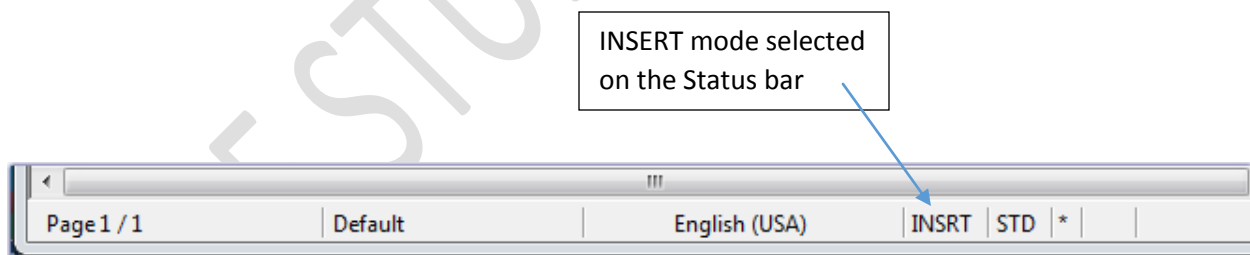


Fig. 10 INSRT on the status bar

Sometimes, you may need to type and replace the current text. This can be done using the Overtyping mode. To overwrite text, press the **Insert** key or click on **INSRT** on the status bar to turn ON the **Overtyping** mode, which is indicated by **OVER** appearing on the status bar (**Fig. 11**).

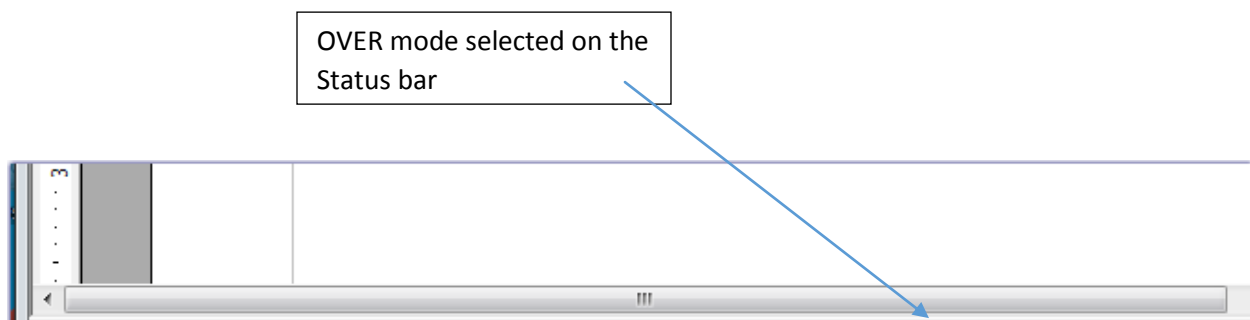


Fig. 11 OVER on the status bar

Inserting a Blank Line

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

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

Deleting Text

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

To delete a character, the steps are:

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

Or

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

To delete a block of text, the steps are:

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

To delete a word, the steps are:

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

Or

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

Undo and Redo Commands

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

To reverse the last action, click the **Edit** button and then click **Undo** in the drop-down menu. (Fig 12)

Or

Click the **Undo** button on the Standard bar. (Fig 13)

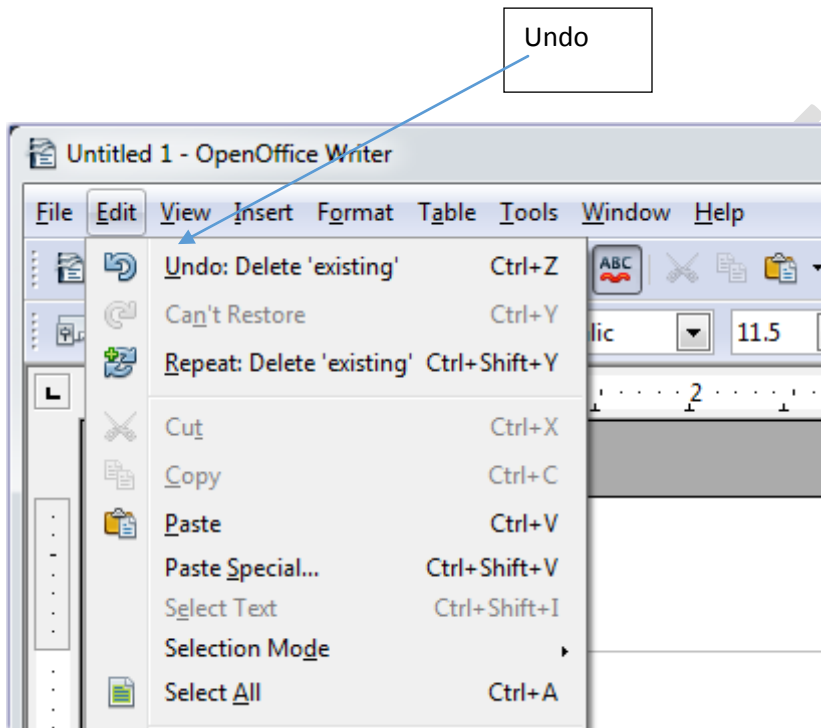


Fig 12 Undo option of Edit menu.

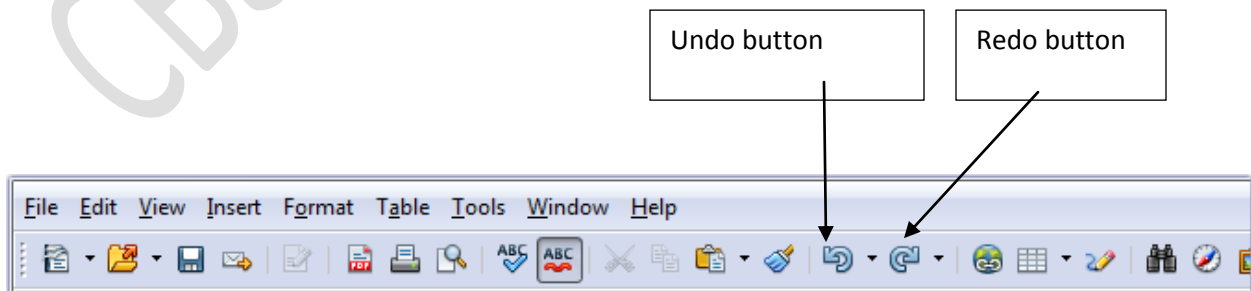


Fig 13 Undo button on the Standard toolbar

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

Or

Click the **Redo** button on the Standard bar. (Fig 13)

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

Keyboard Shortcut	
Undo	Ctrl + Z
Redo	Ctrl + Y

Copying Text

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

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

1. Select the text to be copied.
2. Click the **Copy** option from the **Edit menu**. (Fig 12)

Or

Click the **Copy** button on the **Standard bar**. (Fig 14)

3. Position the cursor at the location where you want to paste the text.
4. Click **Paste** option from the **Edit menu**.

Or

Click the **Paste** button on the Standard bar. (Fig 14)

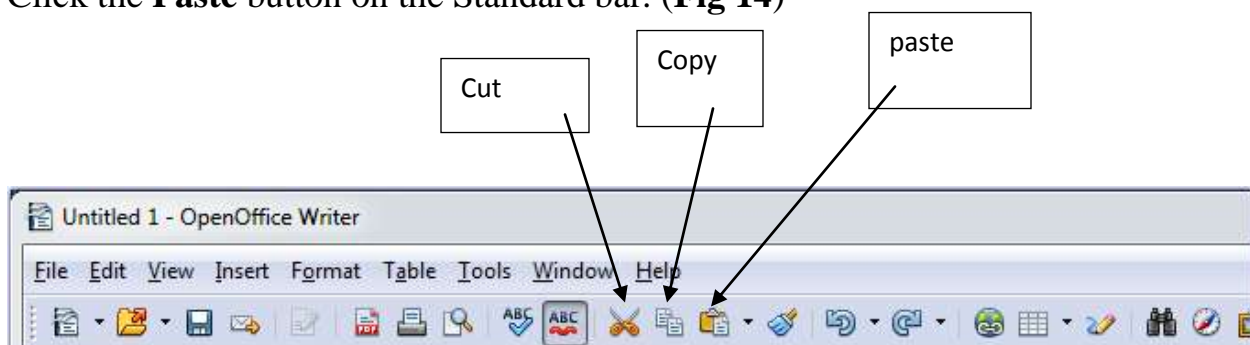


Fig 14 Standard bar

Moving text

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

1. Select the text to be moved.
2. Click the **Cut** option from the **Edit** menu. (Fig 15)

Or

Click the **Cut** button on the Standard bar. (Fig 14)

3. Position the cursor at the location where you want to paste the text.
4. Click **Paste option** in the **Edit** menu or Paste button on the Standard bar.



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

Fig 15 Edit menu

FORMATTING A DOCUMENT

Formatting is the process of changing the appearance of the text in a document through the use of various fonts, font colors, font sizes, etc.

Settings that are standard or pre-defined in a software are called **default settings**. Formatting helps the user to make changes in the default settings.

Character Formatting

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

Character Formatting Using the Format Menu

1. Select the text.
2. Click the **Format** menu bar and then select **Character** option (**Fig. 15**). The **Character** dialog box appears. (**Fig 16**)
 - You can change the font, font size, and typeface using the **Font** tab in the dialog box (**Fig. 16**).
 - Click on the **Font Effects** tab to change the font color, font effect, and apply other styles such as underlining (**Fig. 17**).

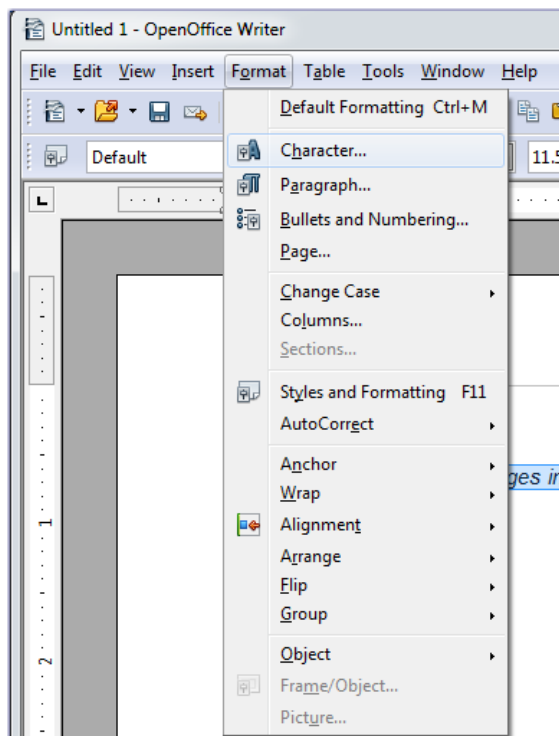


Fig. 15 Character option of the **Format** menu

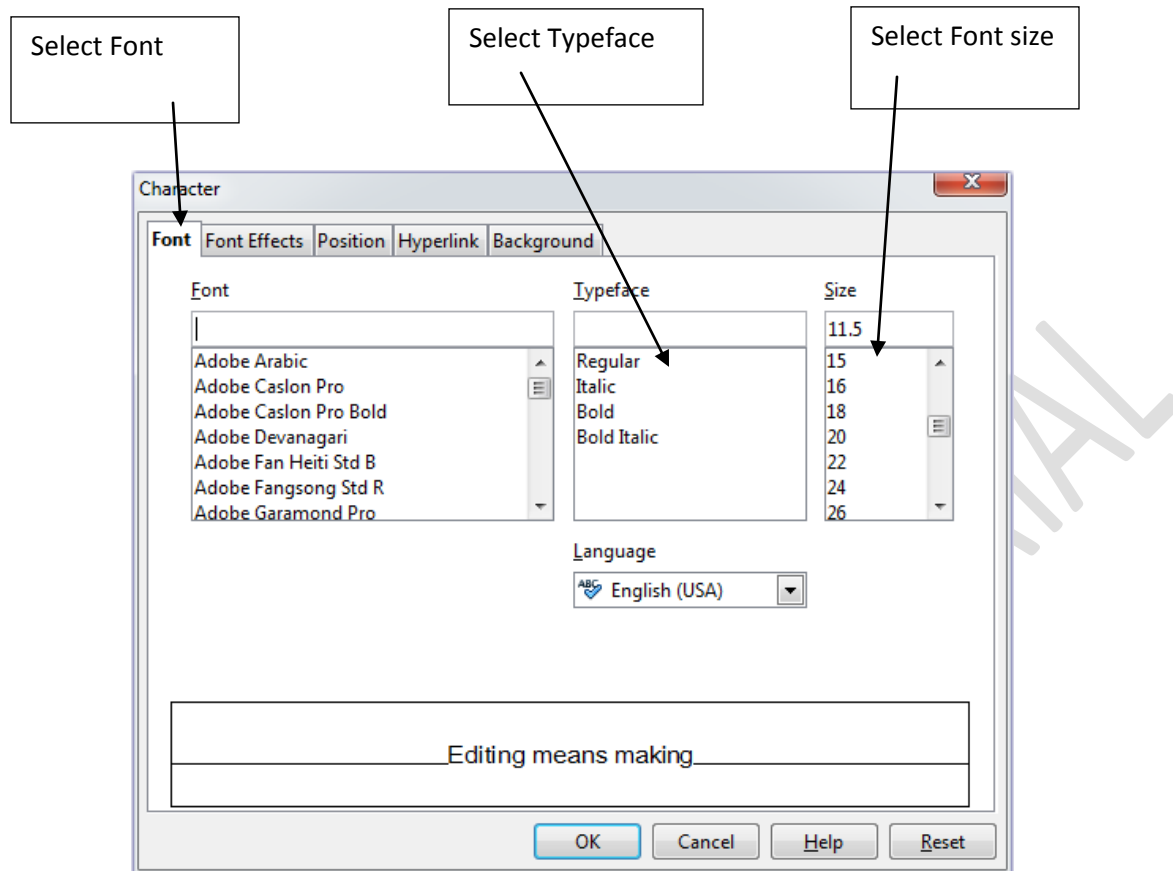


Fig. 16 Font tab of the **Character** dialog box

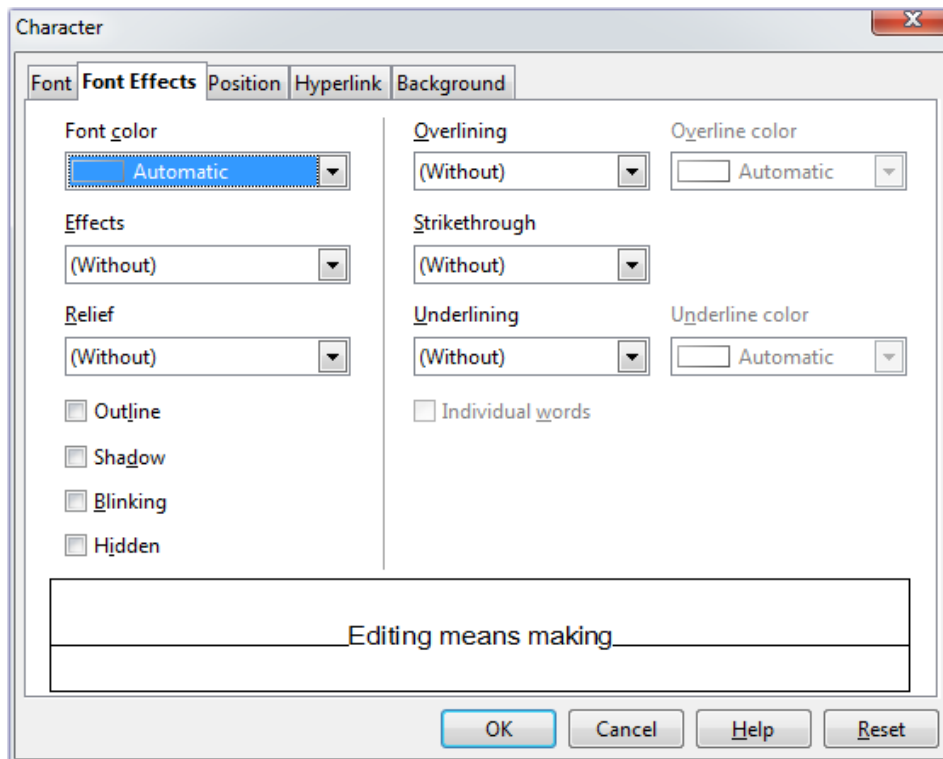


Fig. 17 Font Effects tab of the **Character** dialog box

- You can change the position of the text (e.g., superscript, subscript, etc.) using the **Position** tab (**Fig. 18**).

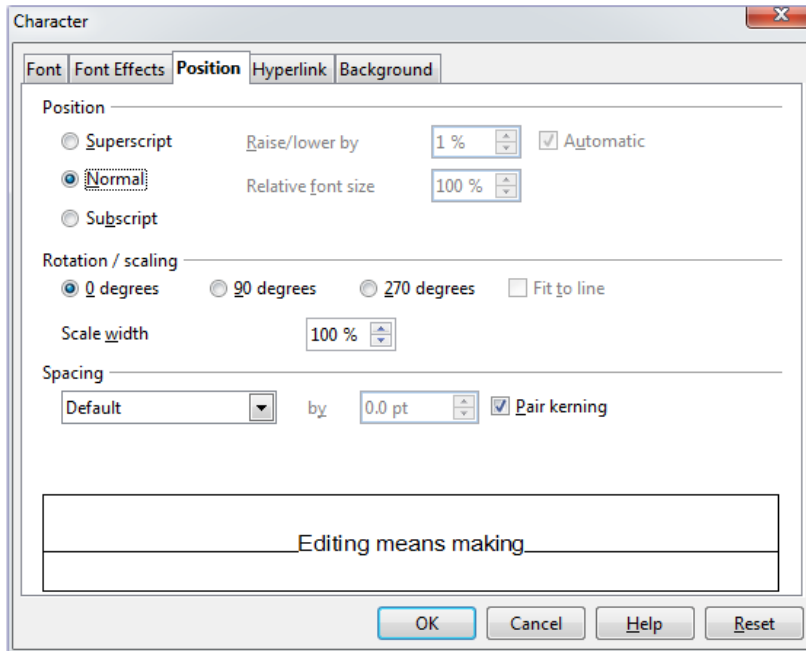


Fig. 18 Position tab of the **Character** dialog box

3. Click **OK** after choosing the desired options.

Character Formatting Using the Formatting Bar

The **Formatting** bar has various buttons on it, as shown in **Figure 19**. These buttons can be used for character formatting.

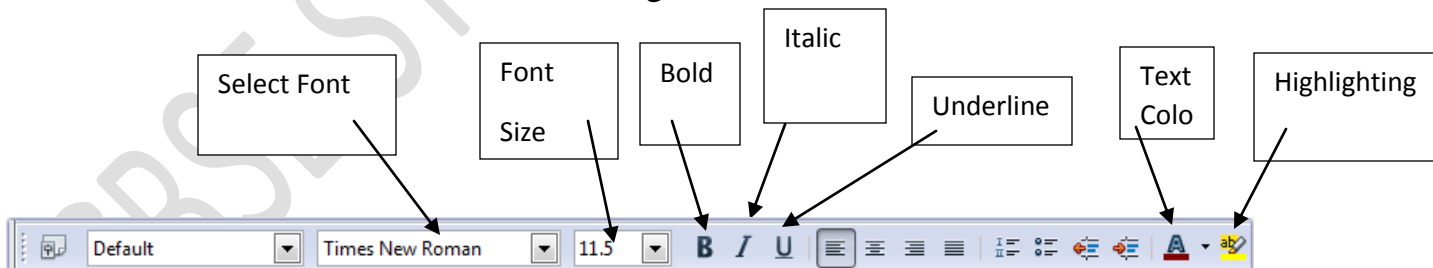


Fig. 19 Formatting bar

Keyboard Shortcuts

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

You can also use the **Properties side bar** to format the text (**Fig 21**)

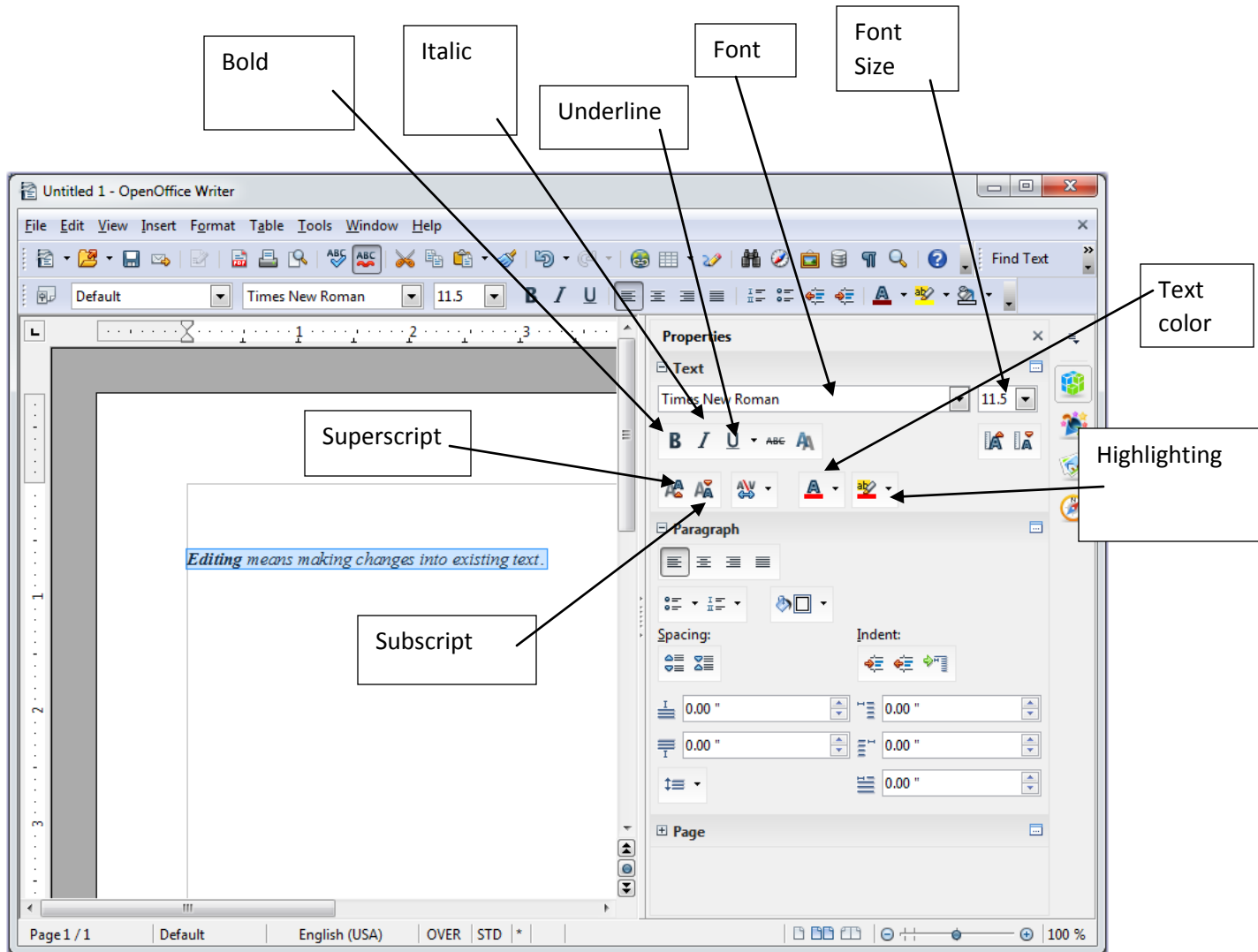


Fig 21 Properties bar

Highlighting Text

Highlighting means *making the text look different to draw the reader's attention towards it*. Highlighted text has a colored background.

The steps to highlight text are:

1. Select the text.
2. Click the drop-down arrow of the **Highlighting** button on the **Formatting** bar.(**Fig 22**)

OR

You can click the drop-down arrow of **Highlighting** button on the **Properties** side bar (**Fig 23**).

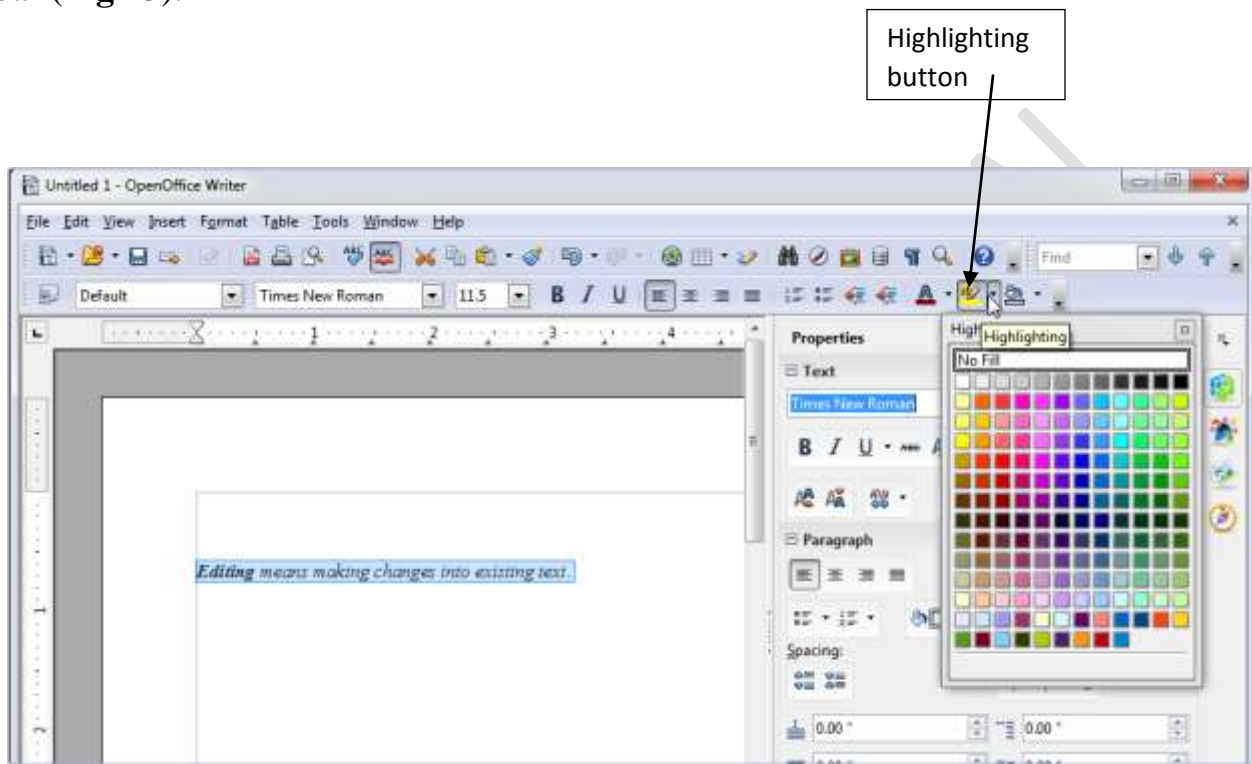


Fig 22 Highlighting button on Formatting bar

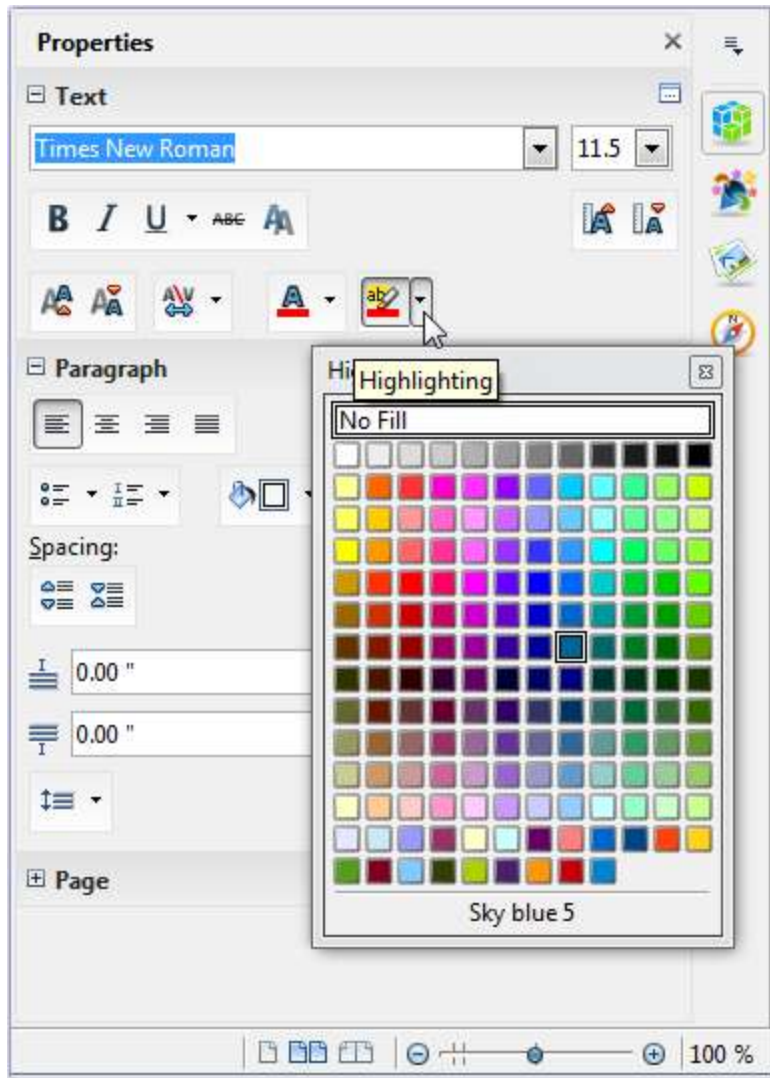


Fig 23 Highlighting button on Properties side bar

3. Select the desired color for highlighting from the color palette.

Let's Try it

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

Secrets of Maintaining Good Health

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

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

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

Oil, ghee, butter are actually healthy, but we should minimize their using healthy alternatives like, steaming, boiling, roasting.

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

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

Worksheet

1. Name the set of commands used make a duplicate of the selected text.

2. Write the set of commands used to move the text from one position to another in a document.

3. Write keyboard shortcut for the following commands:
 - a. Copy
 - b. Cut
 - c. Paste
 - d. Undo
 - e. Bold

4. Which command is used to make the text darker than the normal text?

5. How can you delete a character to the left of the cursor?

6. How can you select entire document using the keyboard?

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

8. Write key combination to select one character to the right of the cursor.

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

10. Which key will you press to turn on the INSERT mode?

Session

Line and Paragraph Spacing

Line spacing is the amount of white space between lines of text in a paragraph.

The steps to set the line spacing are:

1. Place the cursor within the paragraph whose line spacing you want to change or select the paragraph.
2. Select **Paragraph option** from the **Format menu (Fig 24)**.

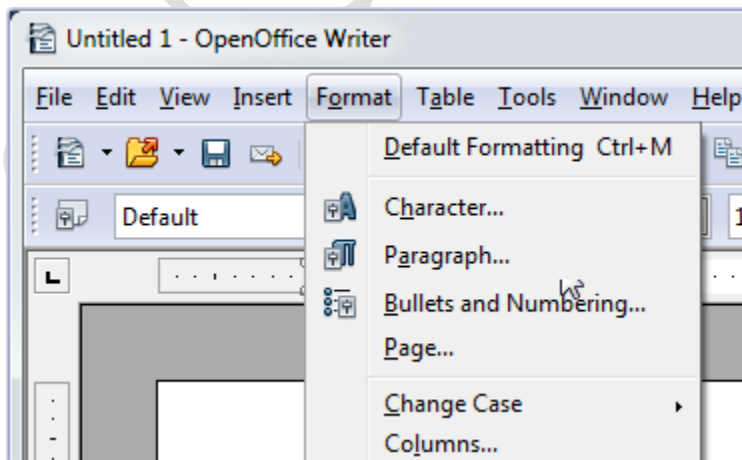


Fig 24 Paragraph option of Format menu

3. The **Paragraph** dialog box appears (**Fig 25**).

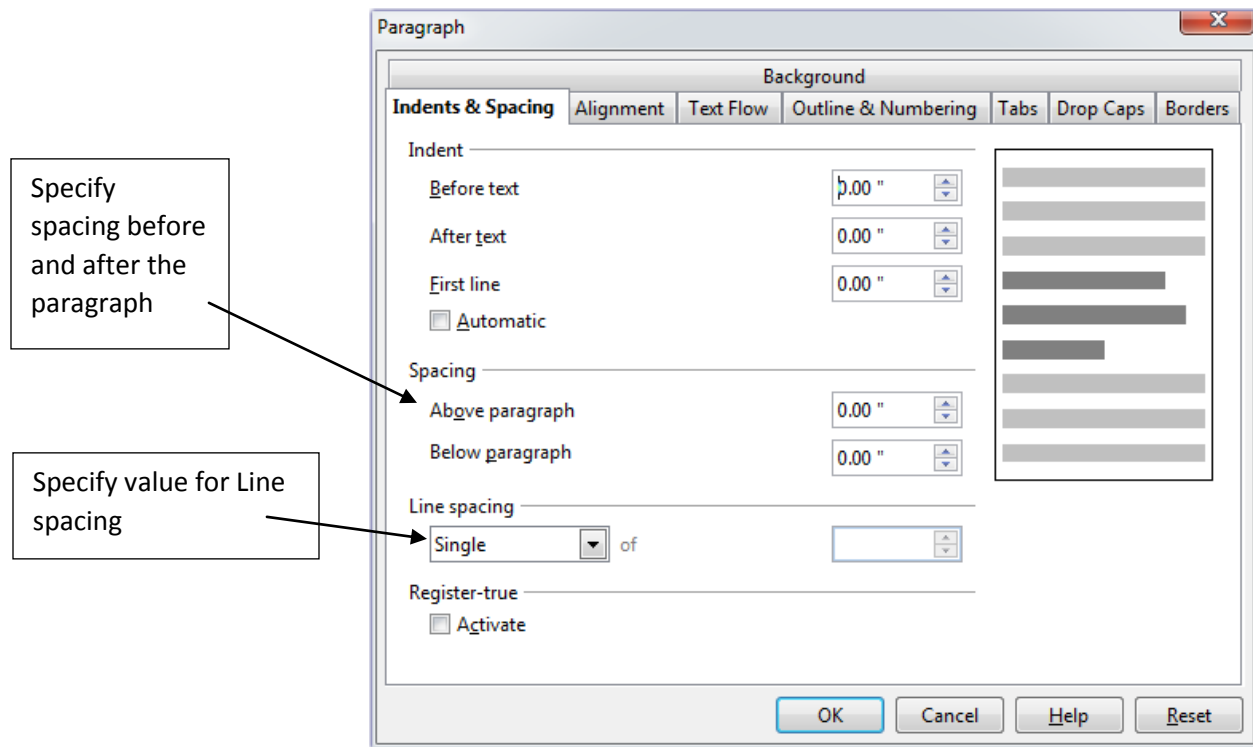


Fig 25 Paragraph dialog box

4. Click the **Indents & Spacing** tab .
5. Specify the spacing before and after the paragraph.
6. You can also specify the Line spacing.
7. Click OK.

Setting Alignment

Alignment is the manner in which text is placed within the margins of a page. The steps to change the alignment of text are:

1. Select the text.
2. Select **Paragraph** option from the **Format** menu.
3. The **Paragraph** dialog box appears. (**Fig 26**).

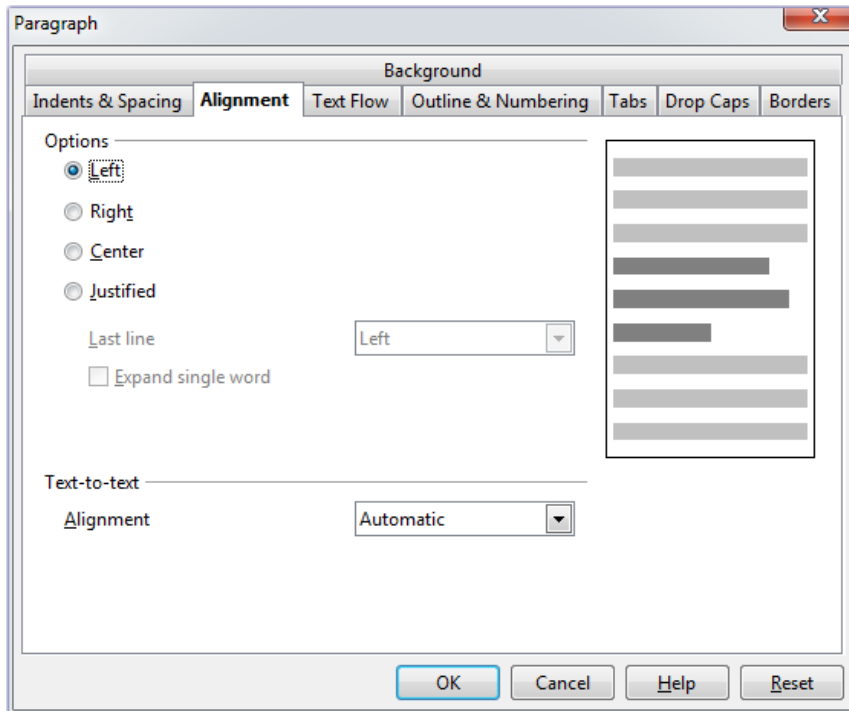


Fig 26 Alignment tab of Paragraph dialog box

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

Or

You can click a desired alignment button on the **Formatting** bar (**Fig 27**)

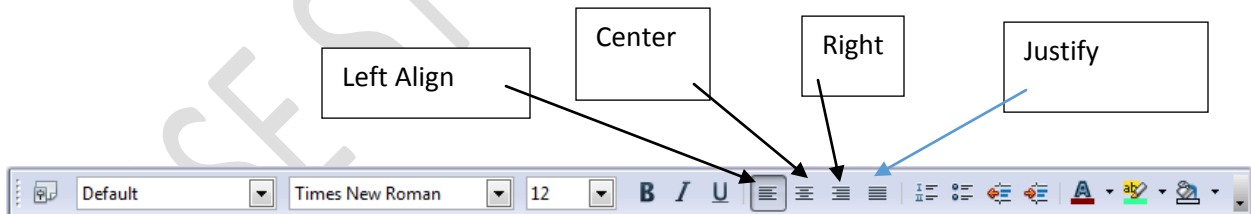


Fig. 27 Alignment buttons on the **Formatting** bar

Or

Click the **Format** menu and then click **Alignment** in the drop-down menu (**Fig. 28**). Select the desired option from the submenu.

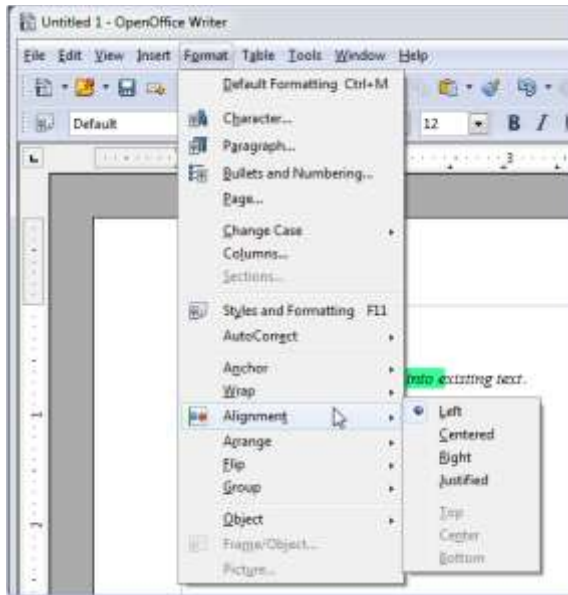


Fig. 28 Alignment option in the **Format** menu

Or

You can click the desired alignment option in the side bar (**Fig 29**)

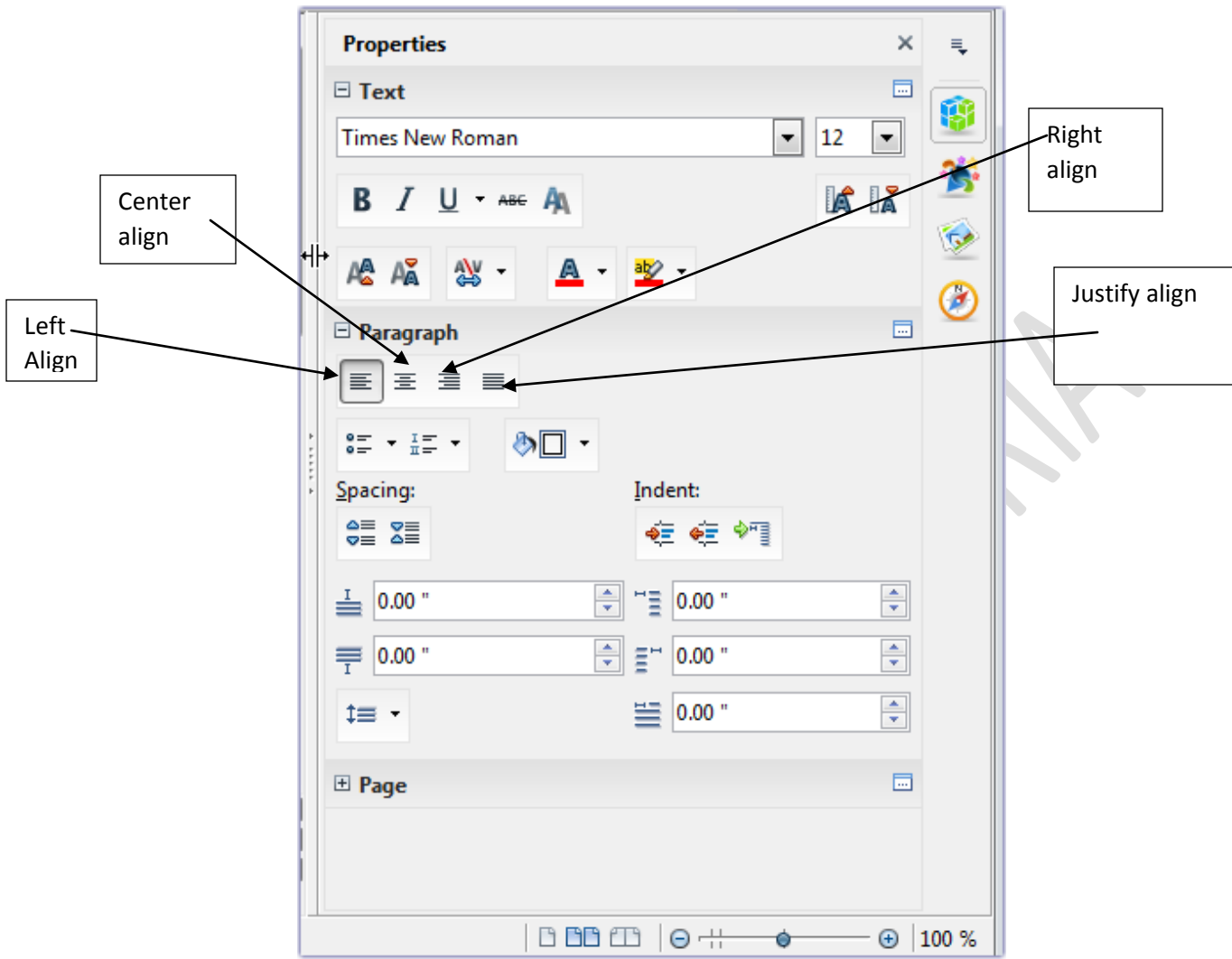


Fig 29 Side bar

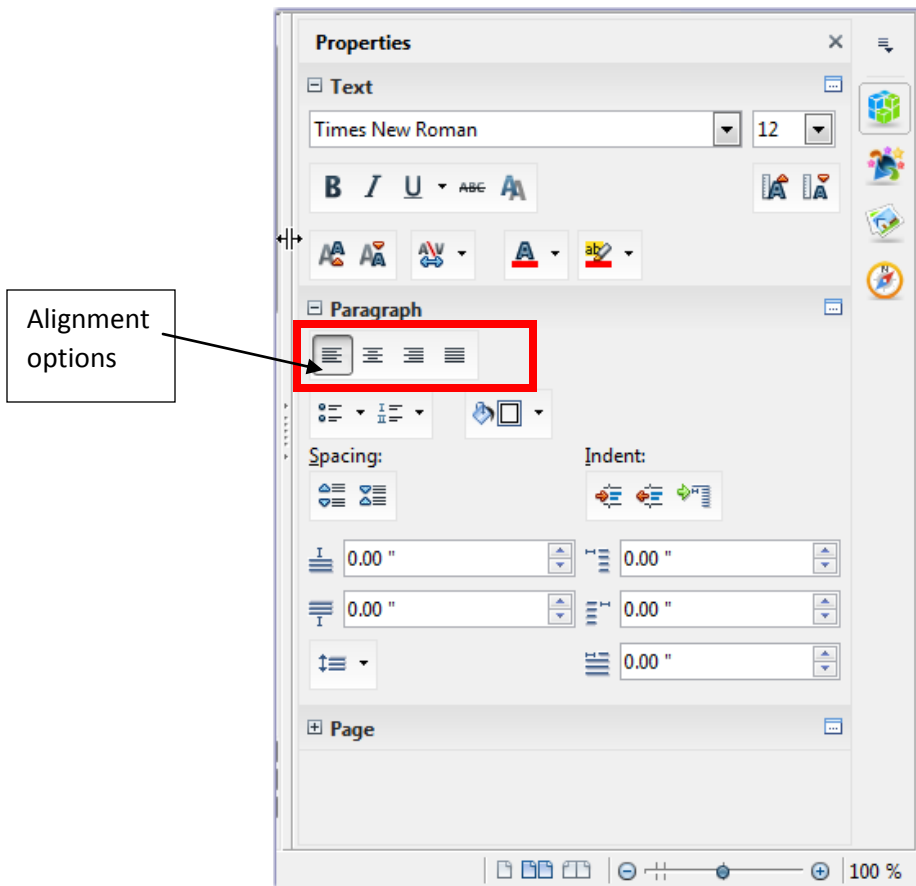


Fig 29 Side bar

Setting Tabs

Each time you press the TAB key, the cursor moves ½ inch to the right. The TAB selector is located to the left of the horizontal ruler.

In OpenOffice Writer, you can set four types of tab stops: Left, Right, Centered, and Decimal.

Tab stops can be set in any one of the following ways:

- By clicking TAB selector to the left of the horizontal ruler
- By selecting Paragraph option of the Format menu.

Setting Tab stop using Format menu

To set tab stops, the steps are:

1. Select the **Paragraph** option of **Format menu**.
2. The **Paragraph** dialog box opens.(**Fig 30**). Click on **Tabs** tab.
3. Select the desired tab stop type.

- Repeat steps 2 and 3 to set more tab stops.
- Then click **OK**.

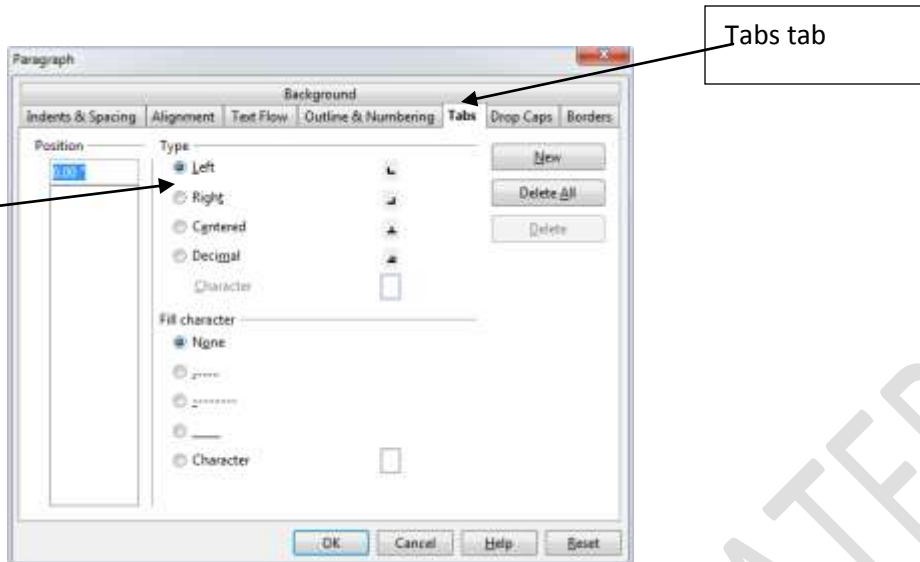


Fig. 30 Tabs tab of the **Paragraph** dialog box

Setting Tab stop using horizontal ruler

You can set tab stops using the horizontal ruler:

- Repeatedly click the tab selector at the left of the horizontal ruler to get the desired type of tab you want.
- Click on the horizontal ruler at the position where you want the tab stop. (**Fig 31**).

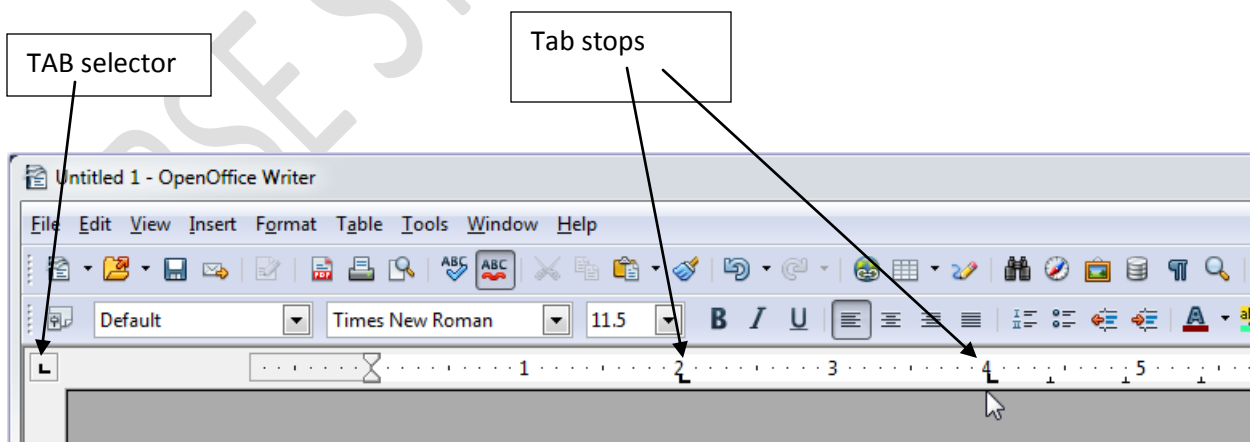


Fig 31 Setting tab stops on horizontal ruler

Changing Page Settings

You can change page settings such as page size, margins, and orientation of a document.

Margin is the amount of white space between the text and the edge of the page on all four sides. You can set the margin using the rulers. On the horizontal ruler, the shaded part depicts the left and right margins. On the vertical ruler, the shaded part depicts the top and bottom margins.

Changing margins using rulers

To change the margin, say left margin, place the mouse pointer on the left margin boundary. The pointer changes to a double-headed arrow. Drag the margin marker to the desired location. (**Fig 33**)

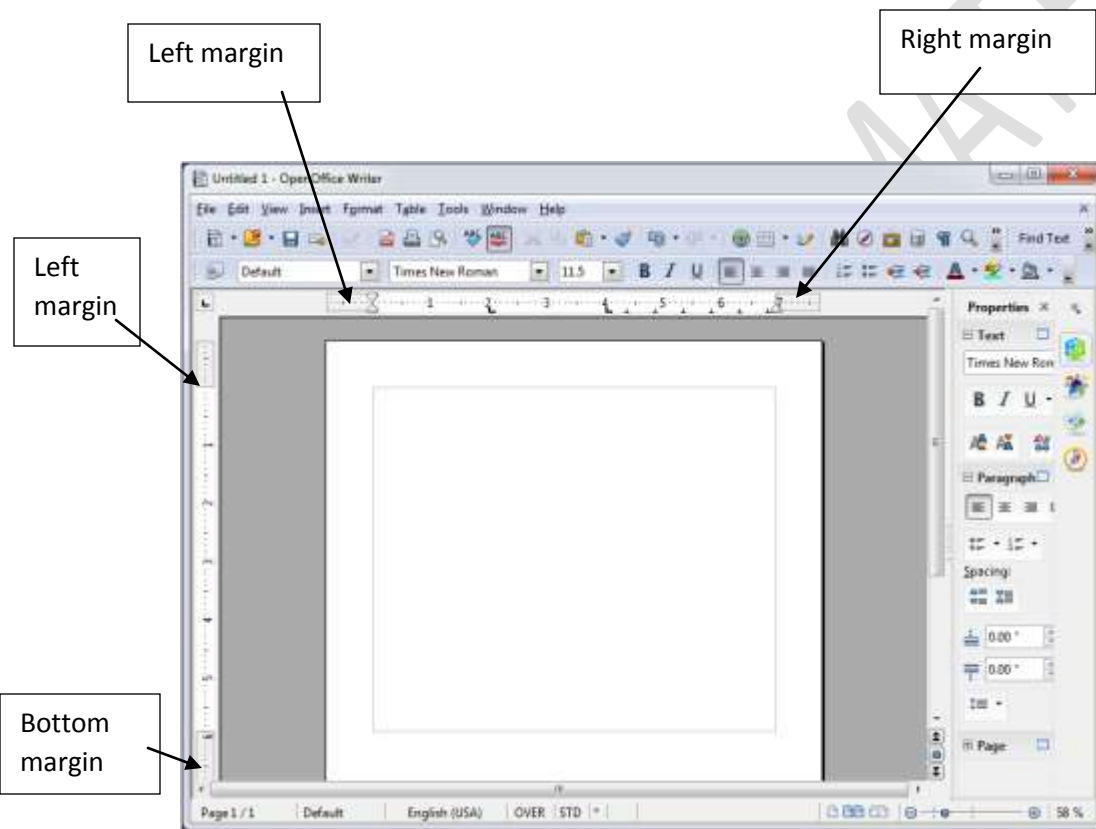


Fig 33 Setting margin on ruler

Setting margins, paper size, and orientation using Format menu

Orientation refers to the direction in which the page is printed. The default paper orientation is Portrait in which document is printed along the width of the paper. You can change the orientation to landscape, in which the document is printed along the length of the page.

The steps to set the paper size, margins, and paper orientation are:

1. Select **Page option** from **Format** menu.
2. The **Page Style: Default** dialog box appears. (**Fig 32**)
 - a. Click the **Page** tab.
 - b. Select the page format.
 - c. Set custom page size by specifying the width and height.
 - d. Specify left, right, top, and bottom margins.
 - e. You can select page orientation as Portrait or landscape.

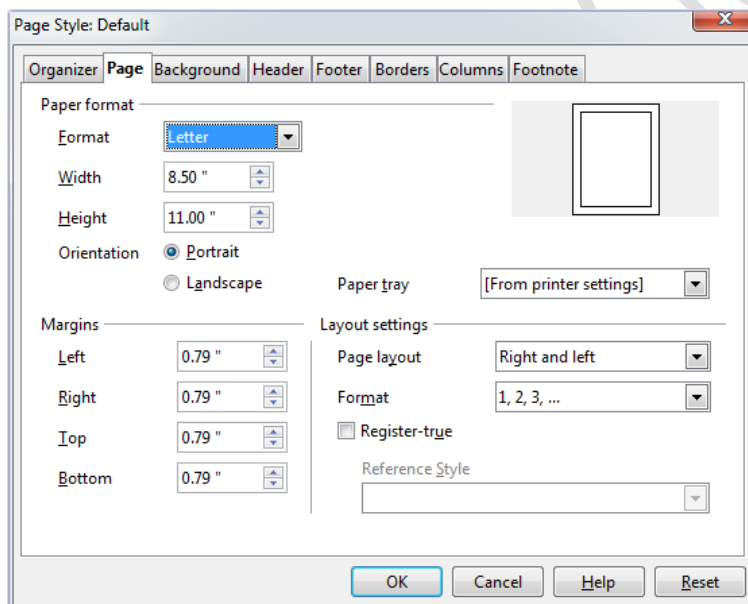


Fig. 32 Page tab of the **Page Style: Default** dialog box

Inserting a Page Break

To indicate the end of a page, you can insert a page break. The steps to insert a page break are:

1. Click at the position where you want to insert a page break.
2. Select Manual Break option from the **Insert** menu.

The **Insert Break** dialog box appears (**Fig. 33**).

2. Select the **Page break** option.
3. Click **OK**.

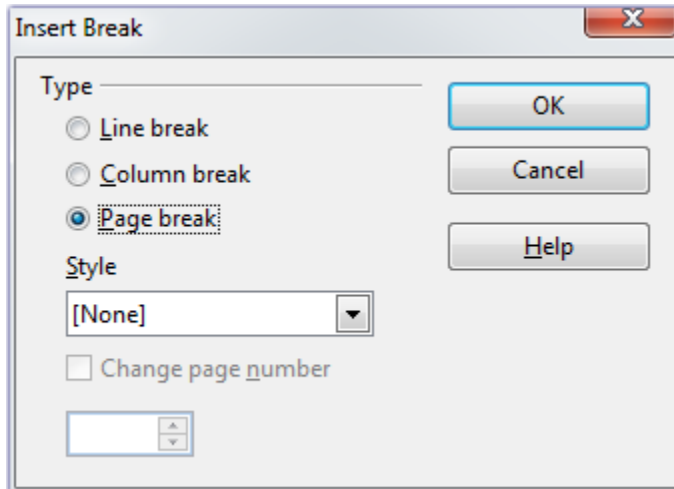


Fig. 33 Insert Break dialog box

Setting Columns

When you create a document in OpenOffice Writer, there is only one column. You can change the number of columns by following these steps:

1. Select the text.
2. Select **Columns** option from the **Format** menu. (**Fig 34**)
3. The **Columns dialog** box appears. (**Fig 35**)
 - a. Specify the number of columns.
 - b. Specify spacing between the columns.
 - c. Select the desired option if you want to draw a separator line between the columns.
 - d. Click OK.

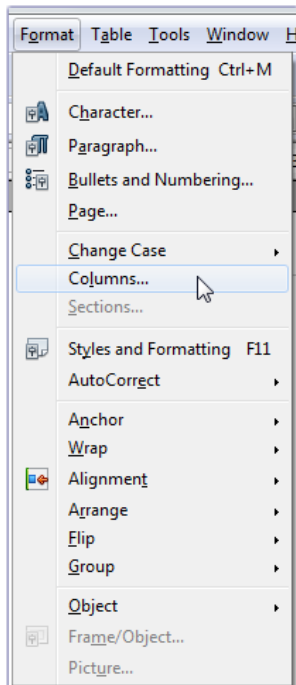


Fig 34 Columns option of Format menu

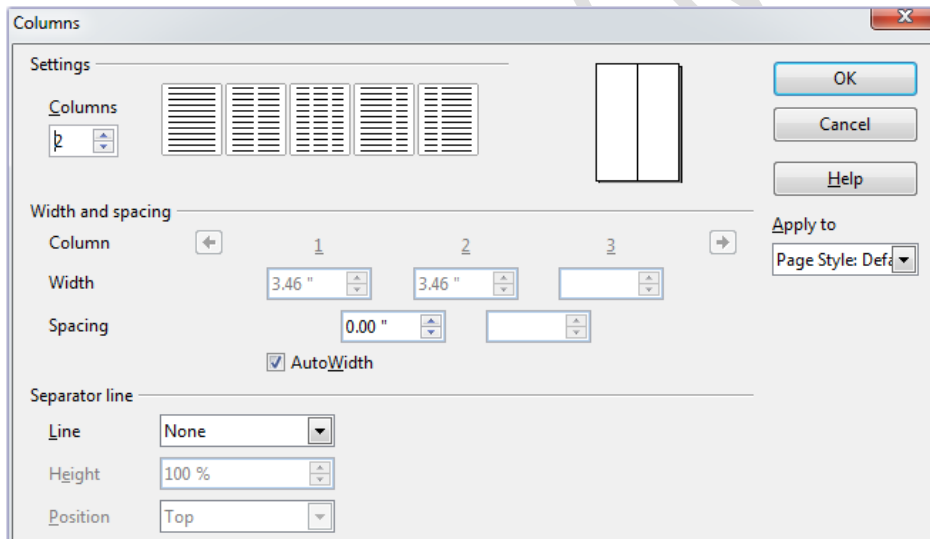


Fig. 35 Columns dialog box

SPELLING & GRAMMAR

While typing in an OpenOffice Writer document you will notice red or blue wavy lines under the text. A red wavy line indicates a misspelled word and a wavy line indicates a grammatical mistake.

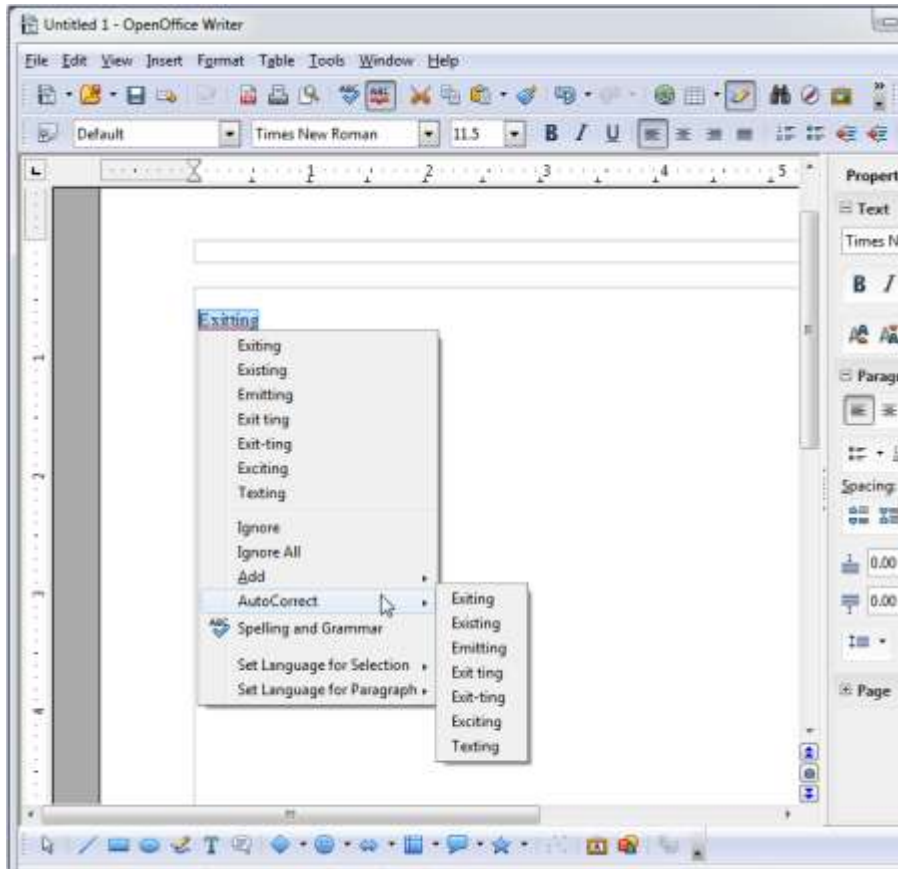


Fig 35b AutoCorrect submenu

Using the Spelling and Grammar Option

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

1. Select the Spelling and Grammar option from the Tools menu (**Fig 36**).

Or

Click the **Spelling and Grammar** button on the **Standard** bar. (**Fig 37**)

Or

Press F7

2. The **Spelling** dialog box appears (**Fig. 38**).
 - a. The unrecognized word is displayed in the **Not in Dictionary** text box and the suggestions are displayed in the **Suggestions** box.
 - b. On clicking the desired button, the respective action takes place and the next word is highlighted.
 - c. Repeat this step until a message box saying **The spell check is complete** is displayed. (**Fig 39**)

3. Click **OK**.

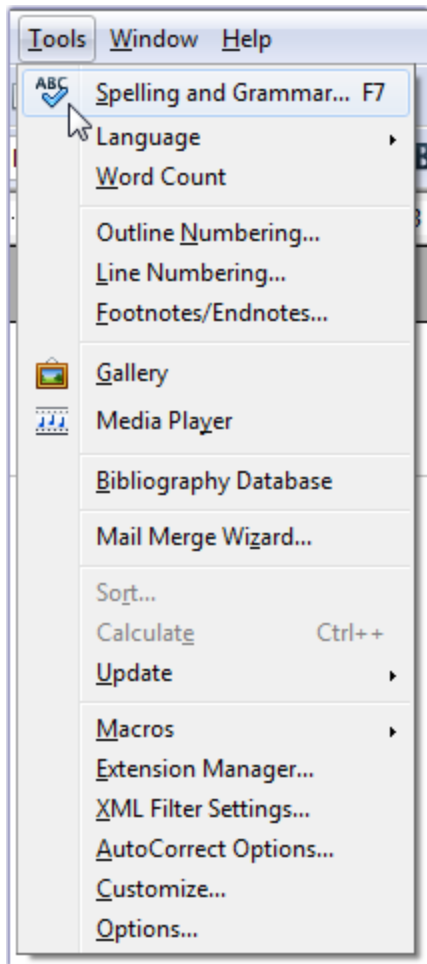


Fig 36 Spelling and Grammar menu

Spelling and Grammar option



Fig 37 Spelling and Grammar button on the Standard bar

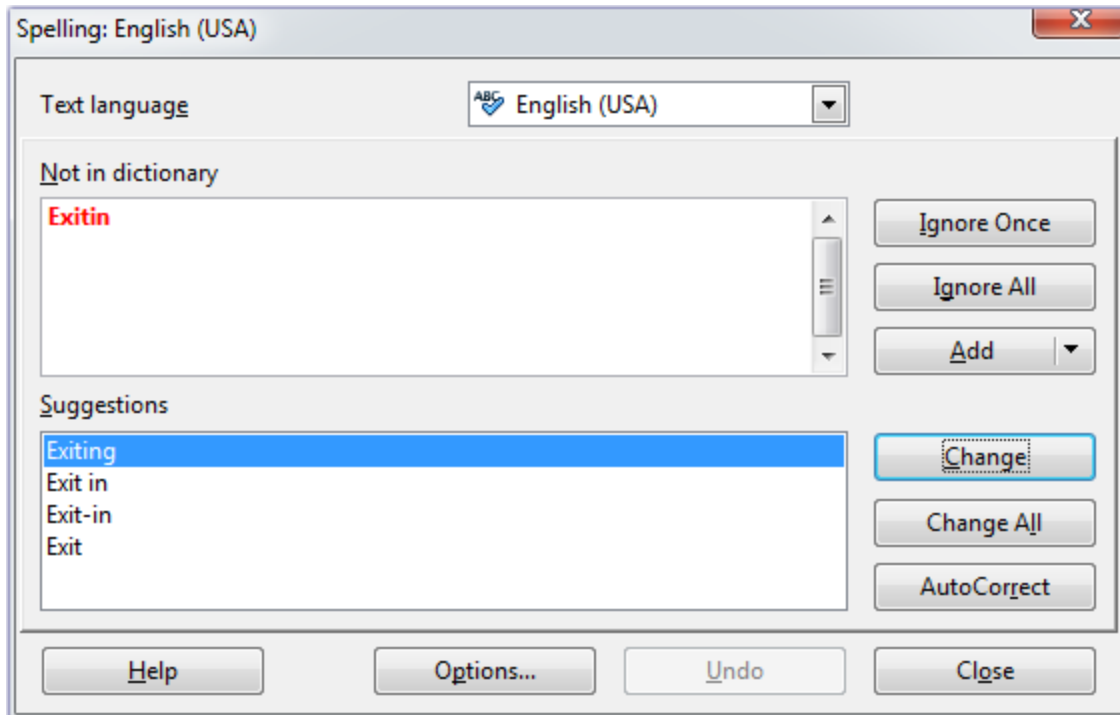


Fig. 38 Spelling dialog box

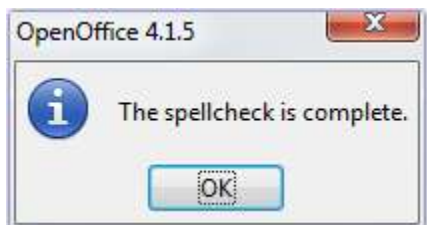


Fig 39 Message box

CHANGE CASE

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

1. Select the Change Case option from the **Format menu. (Fig. 40).**

3. Select the desired option in the submenu.

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

lowercase All characters are in lowercase (small letters)

UPPERCASE All characters are in uppercase (capital letters)

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

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

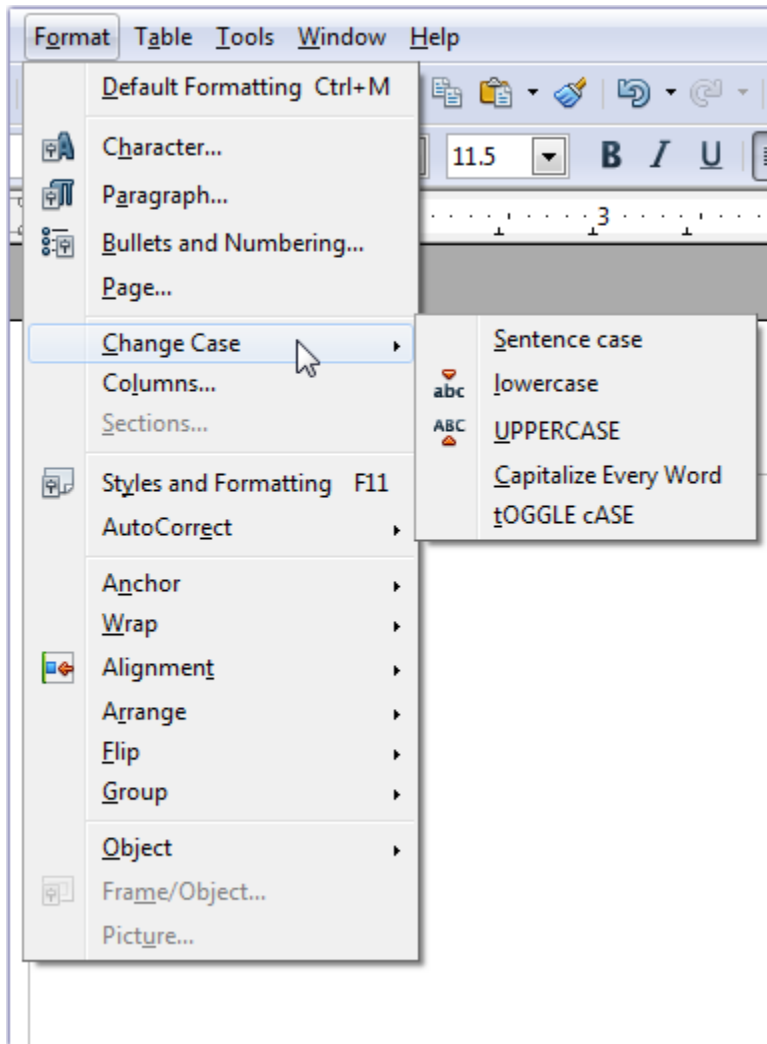


Fig. 40 Change Case option in the **Format** menu

FIND & REPLACE

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

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

Finding Text

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

1. Select Find & replace option from the Edit menu. (**Fig 43**).
2. The **Find & Replace** dialog box appears. (**Fig 44**).
 - a. Type the word to be searched in the search for box.
 - b. Click the **Find** button to locate the word one by one.
Click the **Find All** button to highlight the word at all locations in the document.
3. When the search is finished, click **Close** button.

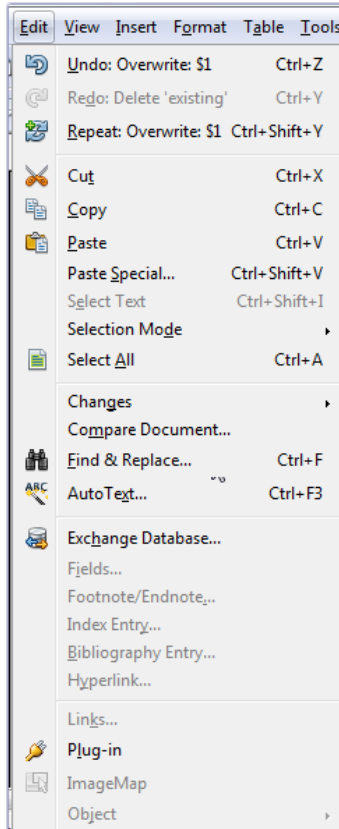


Fig 43 Find & Replace option of Edit menu

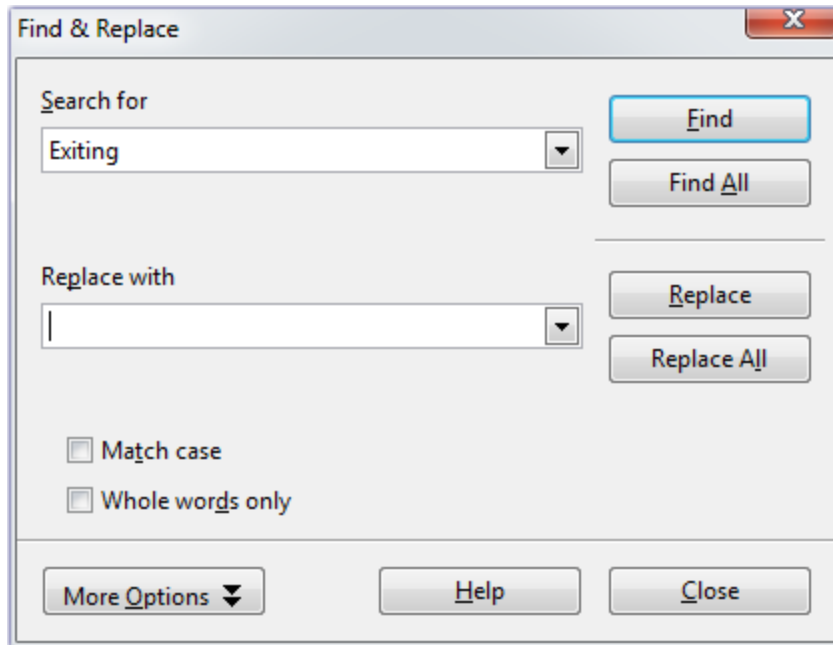


Fig 44 Find & Replace dialog box

Finding and Replacing Text

The steps to find and replace a word or text are:

1. Select **Find & Replace** option from **Edit** menu
2. The **Find & Replace** dialog box is displayed. (**Fig 45**)
 - a. Type the word to be searched in the **Search for** box.
 - b. In the **Replace with** box, type the word or text with which you want to replace the word or text typed in the **Search for** box.
 - c. Click the **Replace** button to replace the word one by one, or click the **Replace All** button to replace the word at all locations in the document.
3. When all the occurrences of the word are replaced, a message box will appear. Click **No** to discontinue and close the **Find & Replace** dialog box. (**Fig 46**)

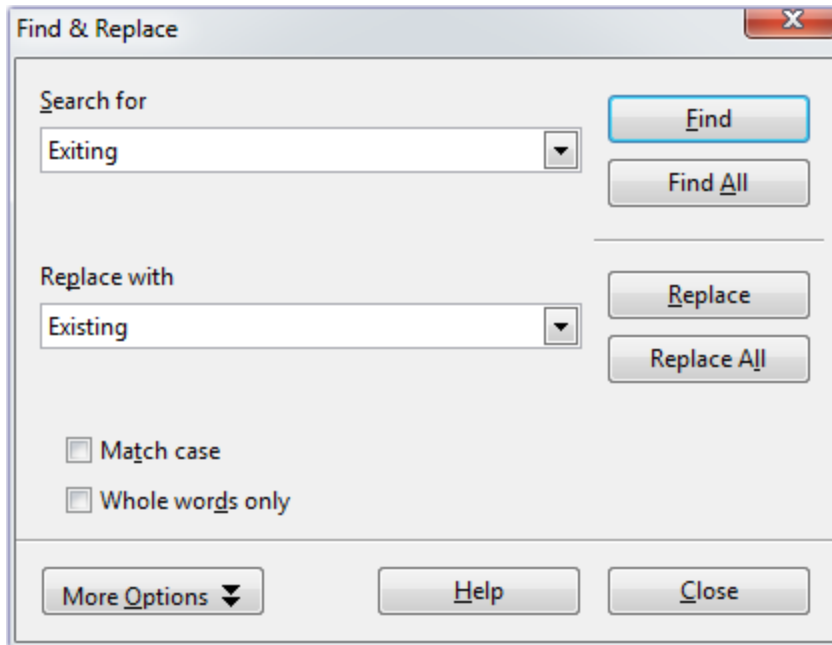


Fig 45 Find & Replace dialog box

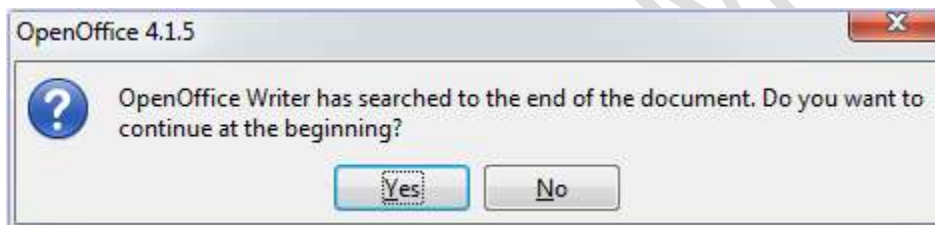


Fig 46 Message box

BULLETS AND NUMBERING

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

1. Place the cursor at the position where you want to start the list.
2. Select Bullets and Numbering option from the **Format** menu.
3. The **Bullets and Numbering** dialog box appears.
4. Click the **Bullets** tab (**Fig. 47**) or the **Numbering type** tab (**Fig. 48**).
5. Choose the desired style and click **OK**.

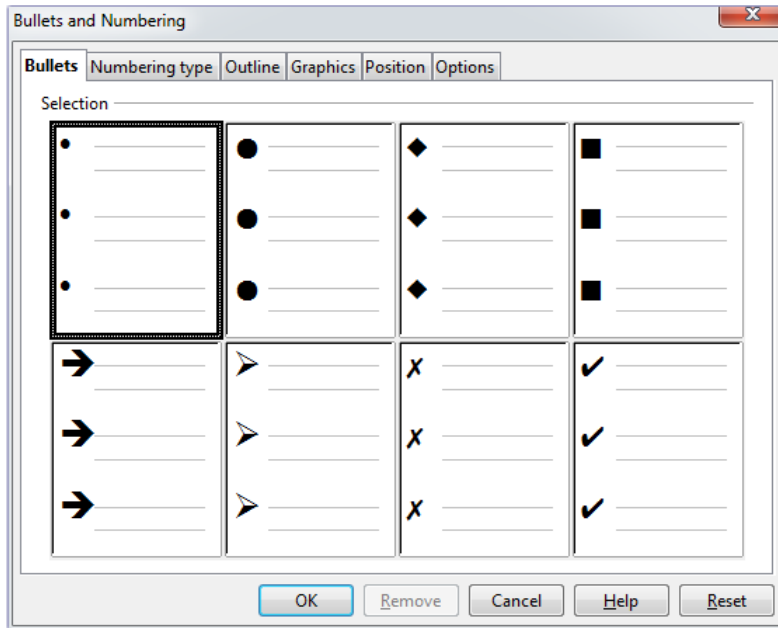


Fig. 47 Bullets tab of the **Bullets and Numbering** dialog box

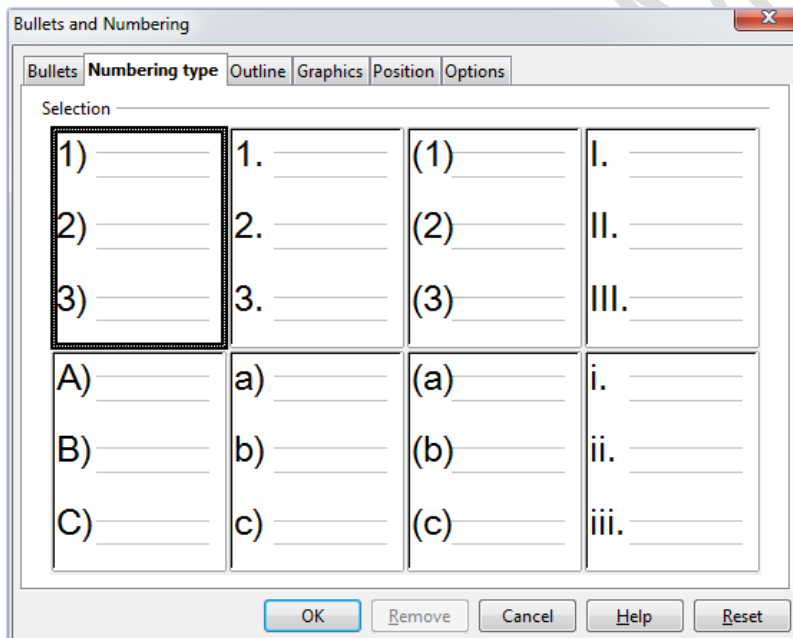


Fig. 48 Numbering type tab of the **Bullets and Numbering** dialog box

You can also create lists using the **Bulleted list** button or the **Numbered list** button on the Formatting bar. (**Fig 49**)

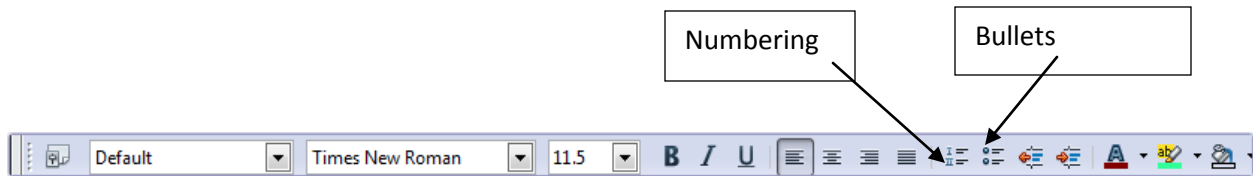


Fig 49 Formatting bar

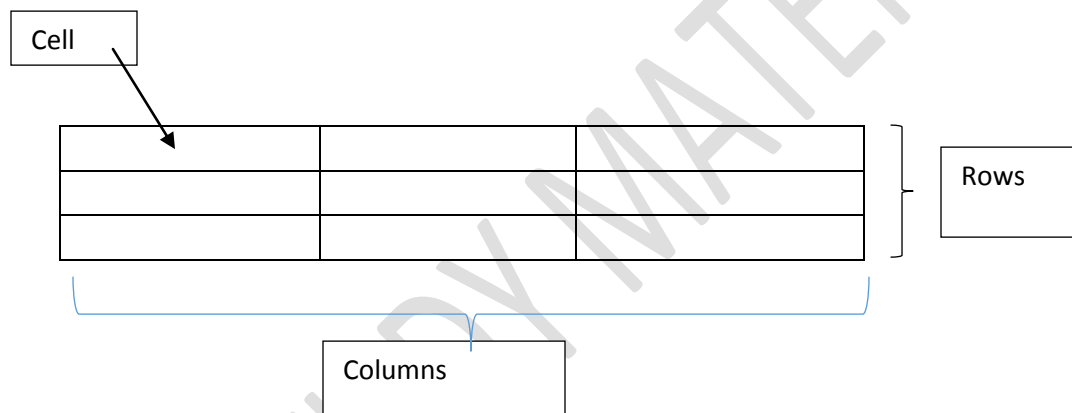
CREATING TABLES IN OPENOFFICE WRITER

A table is a set of data arranged in rows and columns.

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

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

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



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

- Using Table button
- Using Table menu

Creating a Table Using the Table Button

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

1. Click the drop-down menu arrow of the **Table** button on the Standard bar (**Fig. 50**).
2. A grid of cells appears. Move the mouse pointer in the grid to highlight the number of rows and columns required in the table (**Fig. 50**).
4. A table will be inserted at the insertion point.

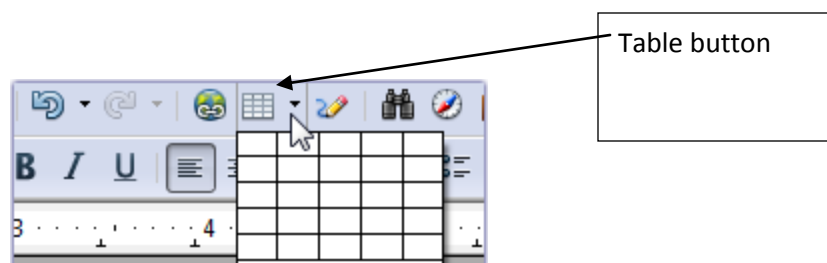


Fig. 50 Table Button

Creating a Table Using the Table Menu

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

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

Or

Press **Ctrl + F12**.

Or

Select **Insert** > **Table**

2. The **Insert Table** dialog box appears. (**Fig 51**)
 - a. Specify the number of columns
 - b. Specify the number of rows
5. Click **OK**

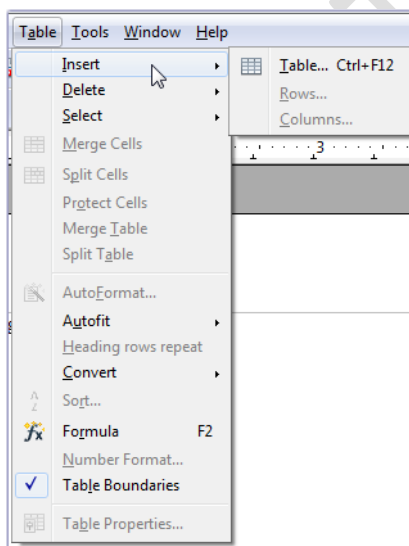


Fig. 51 Insert Table dialog box
Entering data in a cell

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

Selecting row or column

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

MODIFYING A TABLE

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

Inserting Rows

The steps to insert rows in a table are:

1. Position the cursor in the cell where you want to insert a new row or a column.
2. Select **Table** ➤ **Insert** ➤ **Rows**. (Fig 52)
3. The **Insert Rows** dialog box appears (Figs. 53).
 - a. Specify the number of rows to be inserted.
 - b. Select the position – Before or After the selected row.
 - c. Click **OK**.

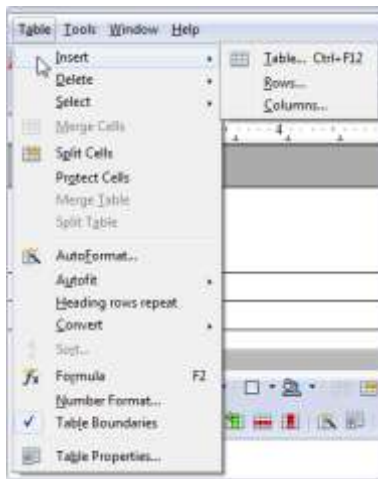


Fig 52 Table menu

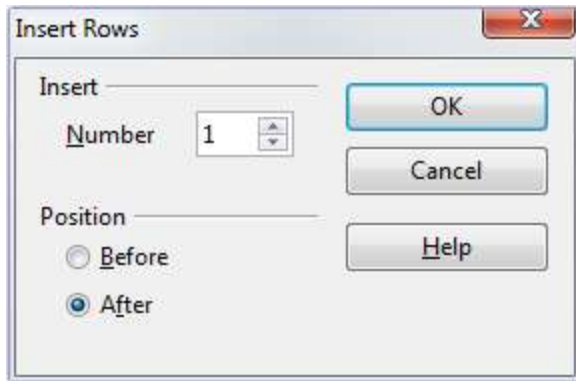


Fig. 53 Insert Rows dialog box

Inserting Columns

The steps to insert columns in a table are:

1. Position the cursor in the cell where you want to insert a new column.
2. Select **Table** ➤ **Insert** ➤ **Columns** (Fig 52).
3. The **Insert Columns** dialog box appears (Figs. 54).
 - a. Specify the number of columns to be inserted.
 - b. Select the position – Before or After the selected column.
 - c. Click **OK**.

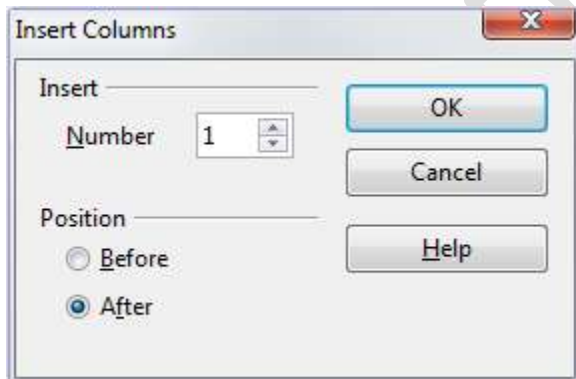


Fig. 54 Insert Columns dialog box

Deleting Rows

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

Deleting Columns

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

Merging the Cells of the table

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

Splitting the Cells of the table

1. Click in the cell to be split.
2. Select **Table** ➤ **Split Cells**. (Fig 52)
3. The **Split Cells** dialog box appears (Fig. 55).
 - a. Enter the number of parts in which you want to split the selected cell.
 - b. Specify the direction—**Horizontally** or **Vertically**—in which you want to split the cell.
 - d. Click **OK**.

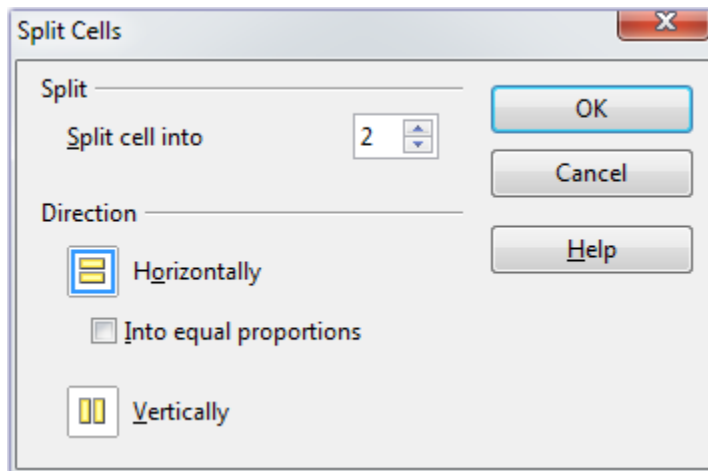


Fig. 55 Split Cells dialog box

Applying Borders and Background to the table

The steps to apply borders and background to a table are:

1. Select the table or rows/columns/cells.
2. Select **Table** ➤ **Table Properties**. (Fig 52)
3. The **Table Format** dialog box appears
 - a. Click the **Borders** tab (Fig. 56). Select the line style and line color.
 - b. Click the **Background** tab.(Fig 57). Choose the desired background color.
 - c. Click **OK**.

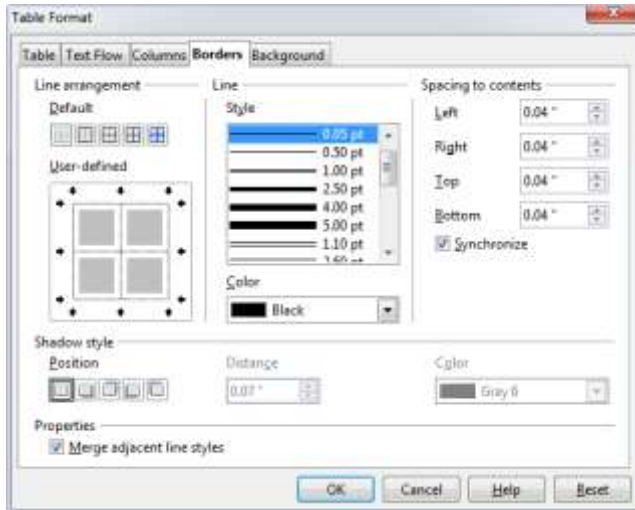


Fig. 56 Borders tab of Table Format dialog box

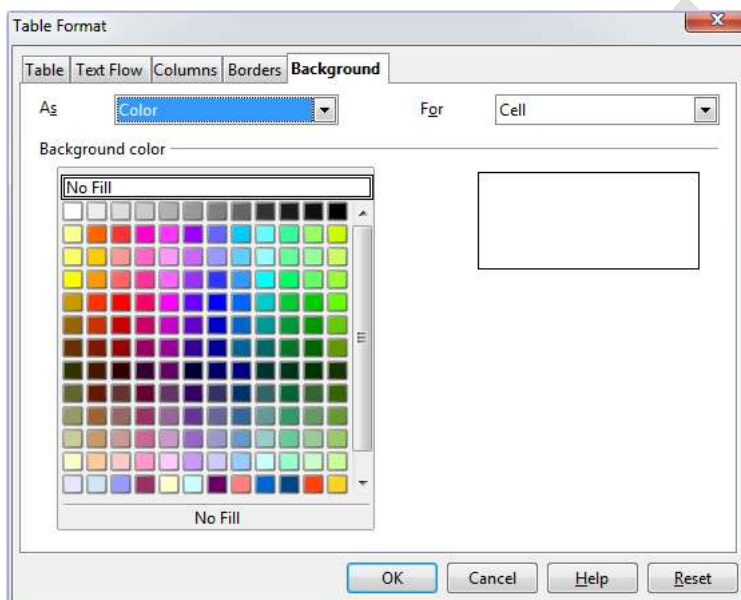


Fig. 57 Background tab of Table Format dialog box

USING THE FONTWORK GALLERY

OpenOffice Writer has an inbuilt Fontwork Gallery that can be used to insert text in different styles.

The steps to use the Fontwork Gallery are:

1. Click the **Fontwork Gallery (Fig 58)** button on the **Drawing** bar. If Drawing toolbar is not visible, select **View** ➤ **Toolbars** ➤ **Drawing**.

2. The **Fontwork Gallery dialog** box appears (**Fig. 59**).

a. Select a **Fontwork style**.

b. Click **OK**.

3. The selected fontwork design will appear in the document (**Fig. 60**).

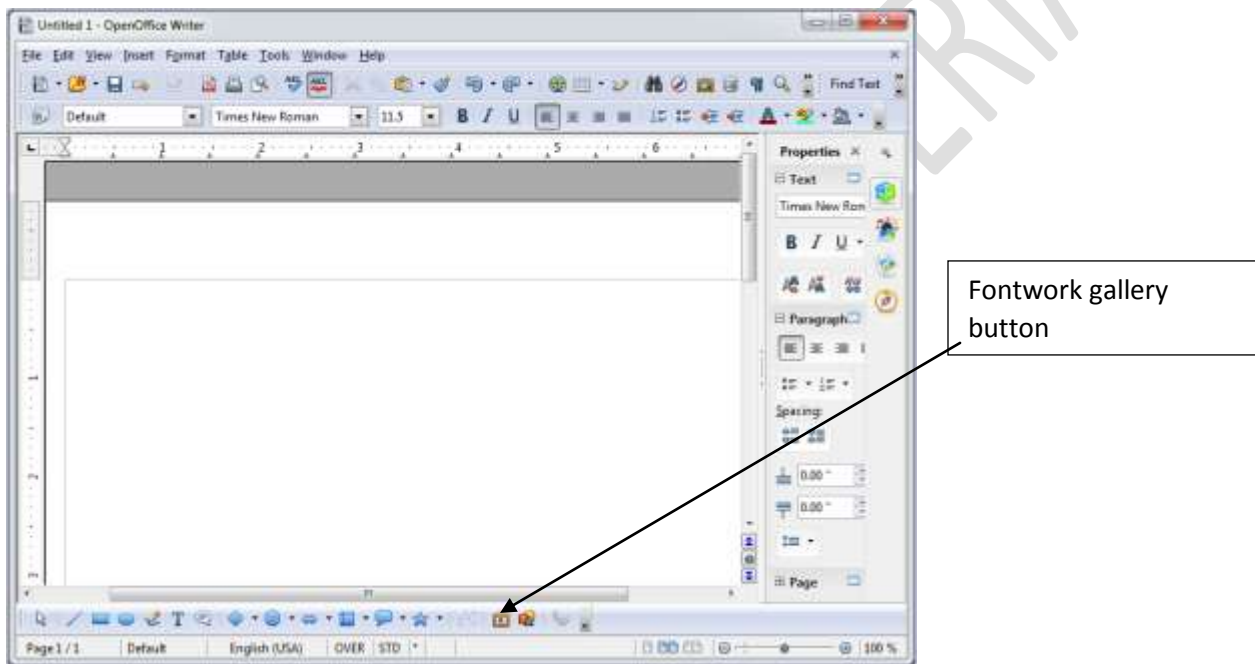


Fig 58 Font gallery button on the **Drawing bar**

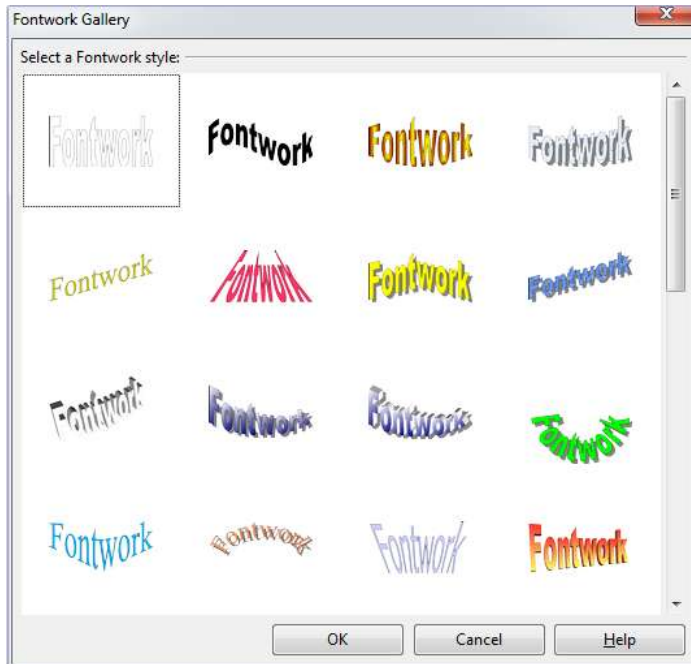


Fig. 59 Fontwork Gallery dialog box

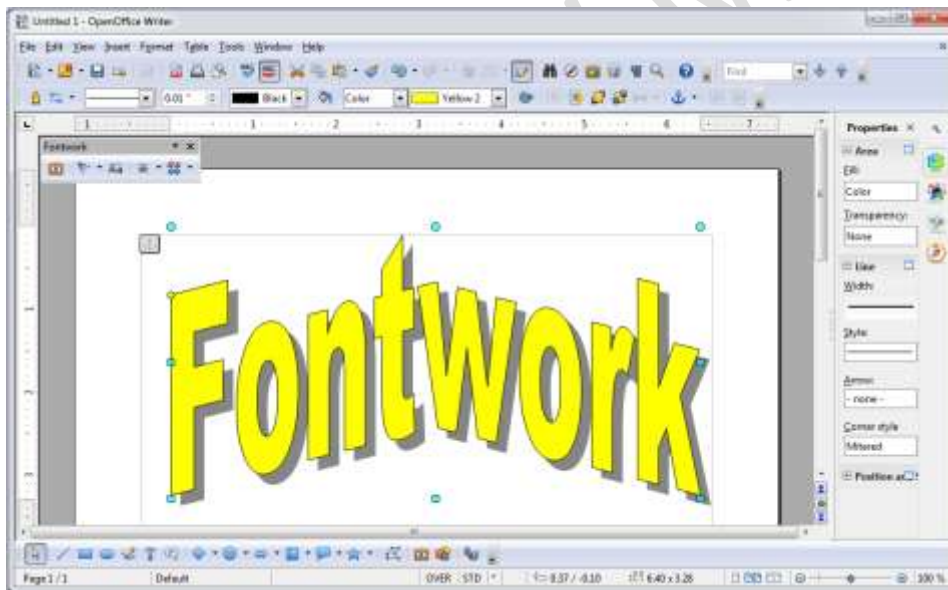


Fig. 60 Fontwork inserted in the document

4. Double-click the Fontwork design in the window. The default text, i.e., Fontwork, will appear in the editing mode (**Fig. 61**).
5. Change the text and click anywhere in the document. The changed Fontwork text will appear in the document (**Fig. 62**).



Fig. 61 Editing Fontwork text

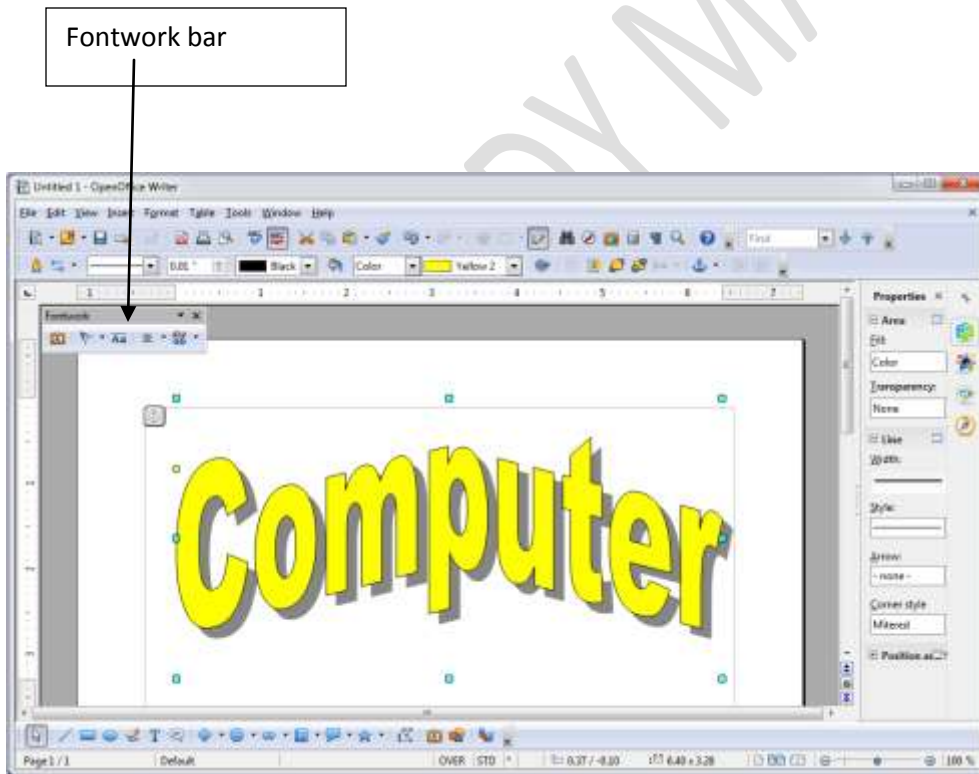


Fig. 63 Fontwork bar

INSERTING IMAGES

You can insert images from either a file or from the OpenOffice Writer gallery.

Inserting Pictures from File

To insert pictures from a file in OpenOffice Writer, the steps are:

1. Click **Insert** > **Picture** > **From File**.
2. The **Insert picture** dialog box appears (**Fig. 64**).
2. Locate the picture you want to insert and click **Open**.

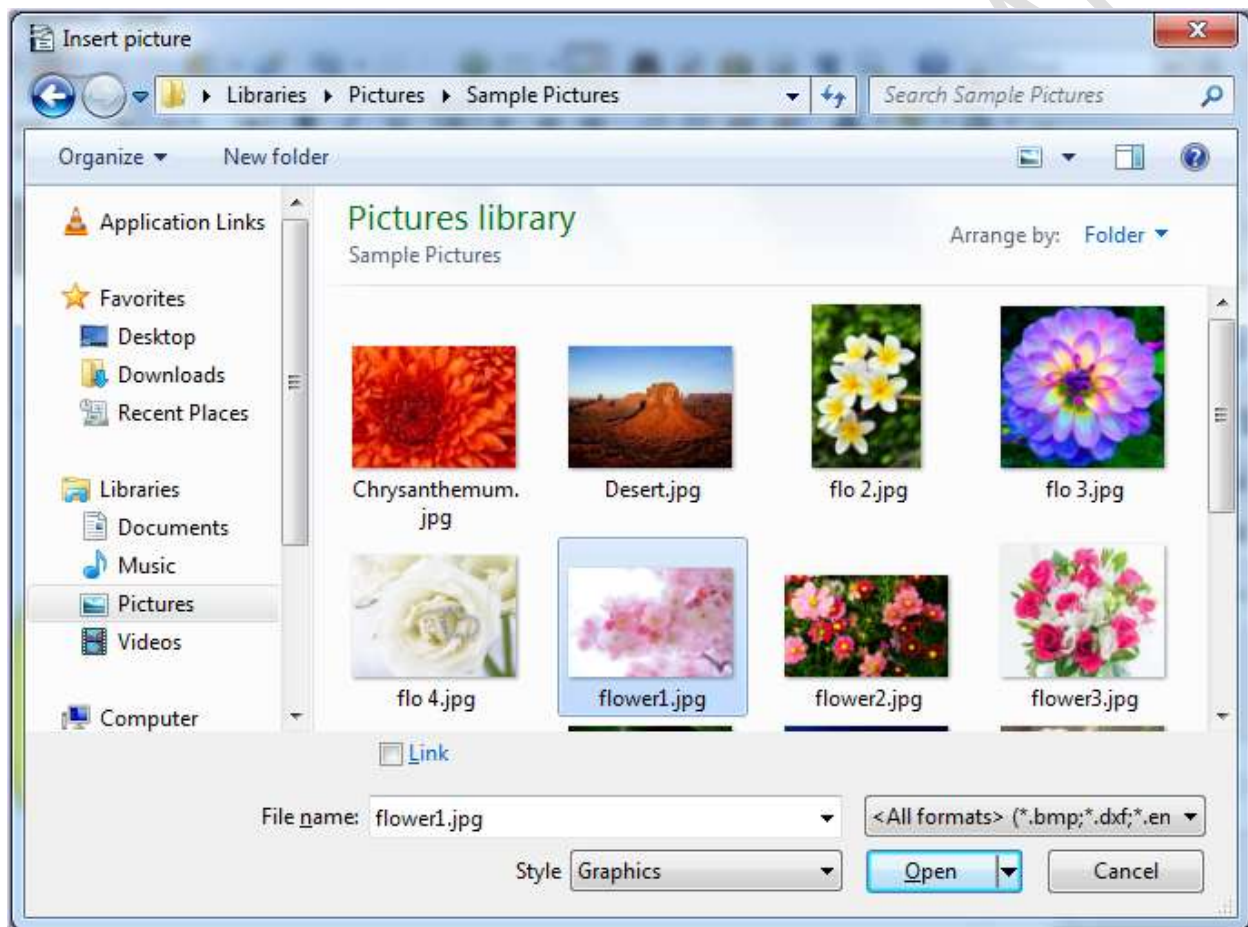


Fig. 64 Insert picture dialog box

Inserting Pictures From Gallery

To insert pictures from the OpenOffice Writer gallery, carry out the steps given below:

1. Select **Tools** > **Gallery**.
2. The **Gallery** appears above the document, as shown in **Figure 65**.
3. Select the theme that contains the image to be inserted.
4. Click on the required image. Drag and drop the image at the required position in the document.

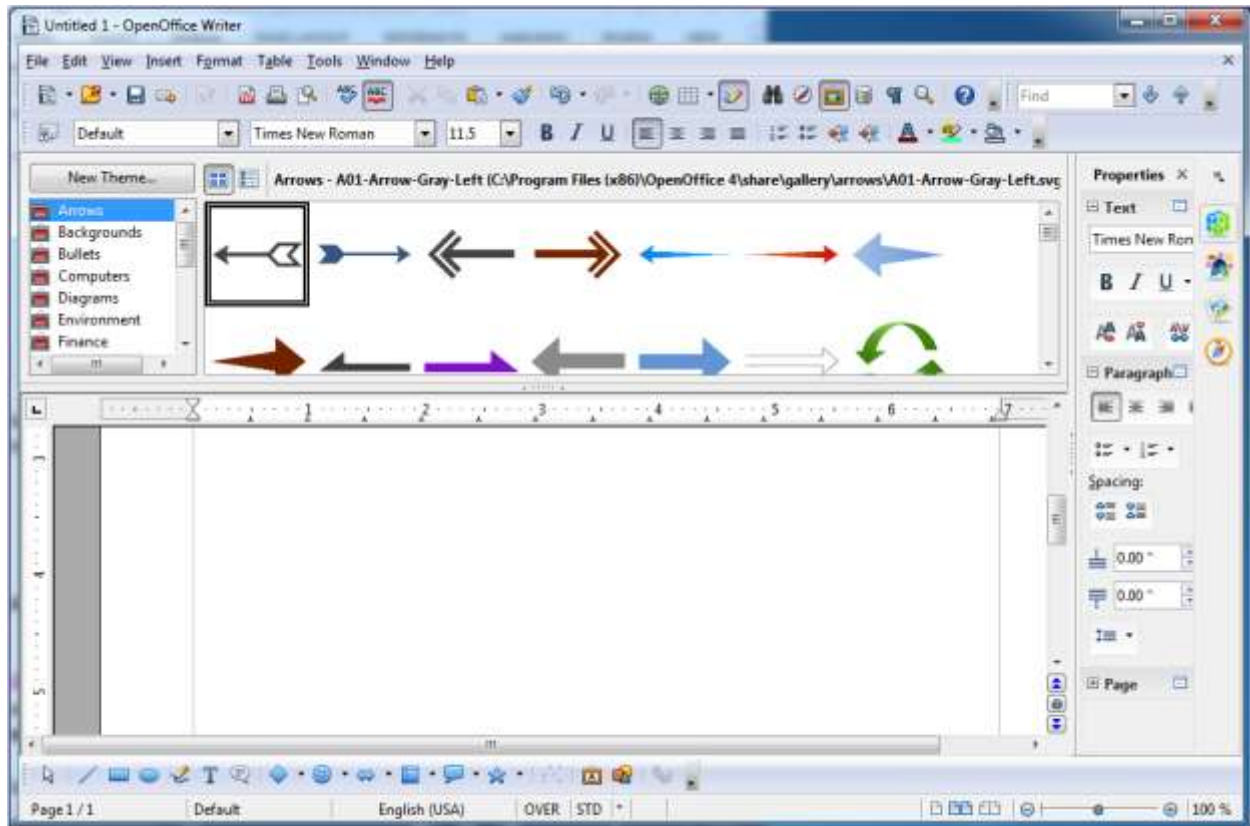


Fig. 65 Inserting a picture using **Gallery**

Wrapping Text

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

1. Select the image.
2. Select Wrap option from the Format menu (**Fig 65a**).
 - a. Select the desired option.

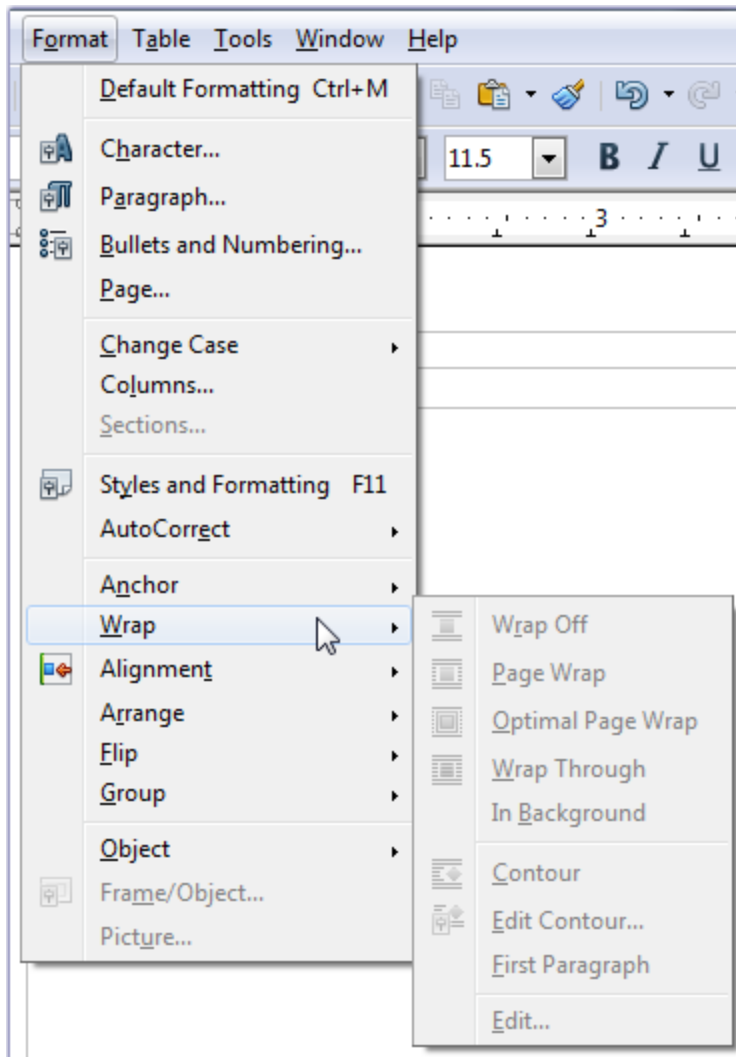


Fig 65a Wrap option of Format menu.

HEADERS AND FOOTERS

Header is the text that is printed at the top of each page (in the top margin) in a document. **Footer** is printed at the bottom of each page (in the bottom margin). Header and Footers provide additional information about the document, like, date, page number, etc.

To insert headers and footers in a document;

1. select **Insert > Header or Footer > Default**. (Fig 66)
The header area appears at the top of the document. (Fig 67) Type the header.

Or

Select **Page option** from the **Format** menu. (Fig 68)

- a. The **Page Style: Default** dialog box appears.
- a. Click the **Header** tab (Fig. 69) or the **Footer** tab (Fig. 70).

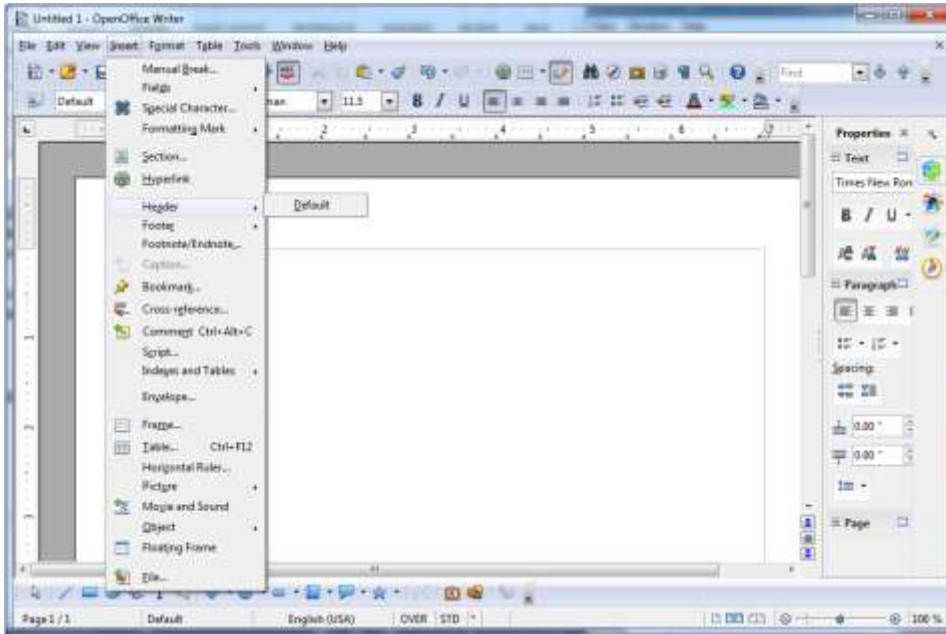


Fig 66 Insert menu

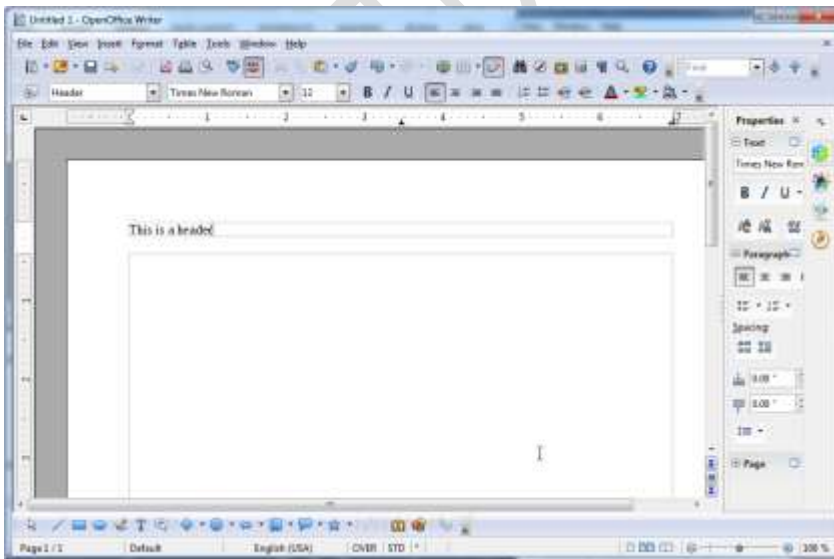


Fig 67 Typing Header

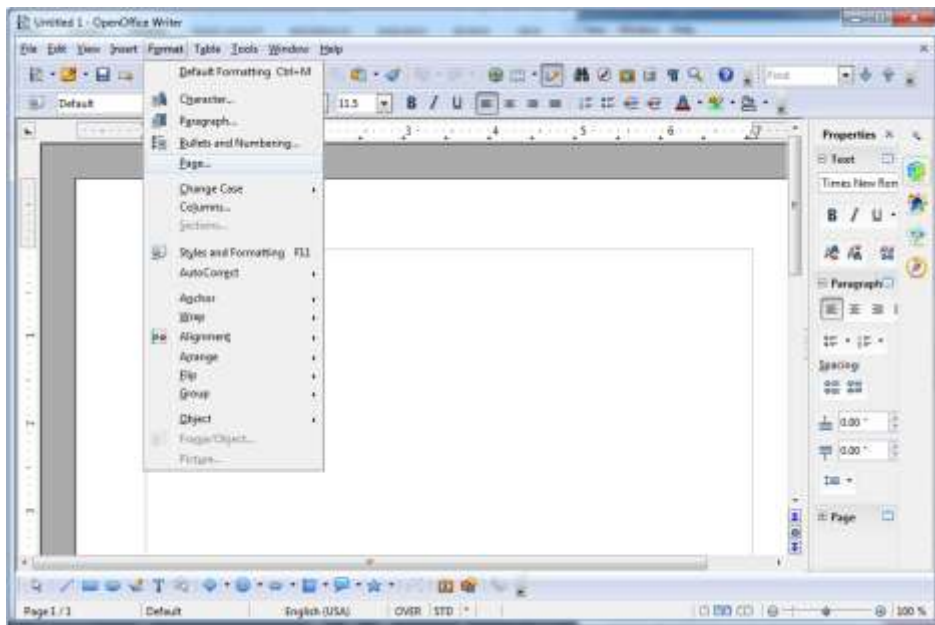


Fig 68 Page option of Format menu

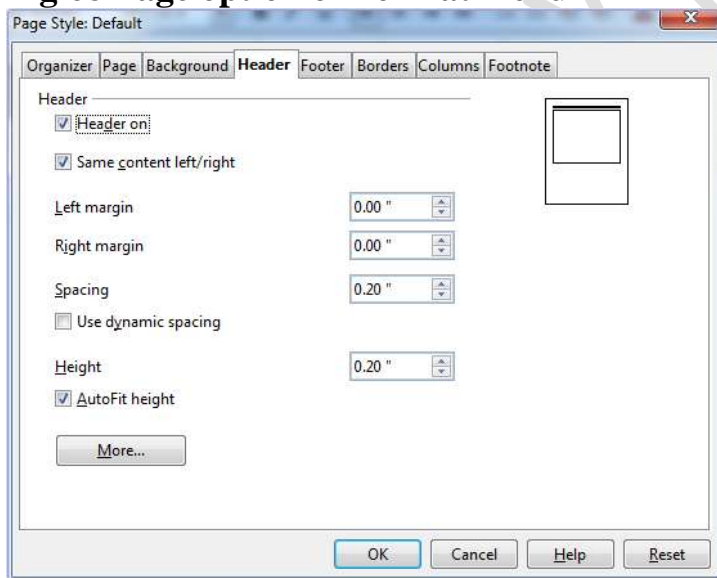


Fig. 69 Header tab of the **Page Style: Default** dialog box

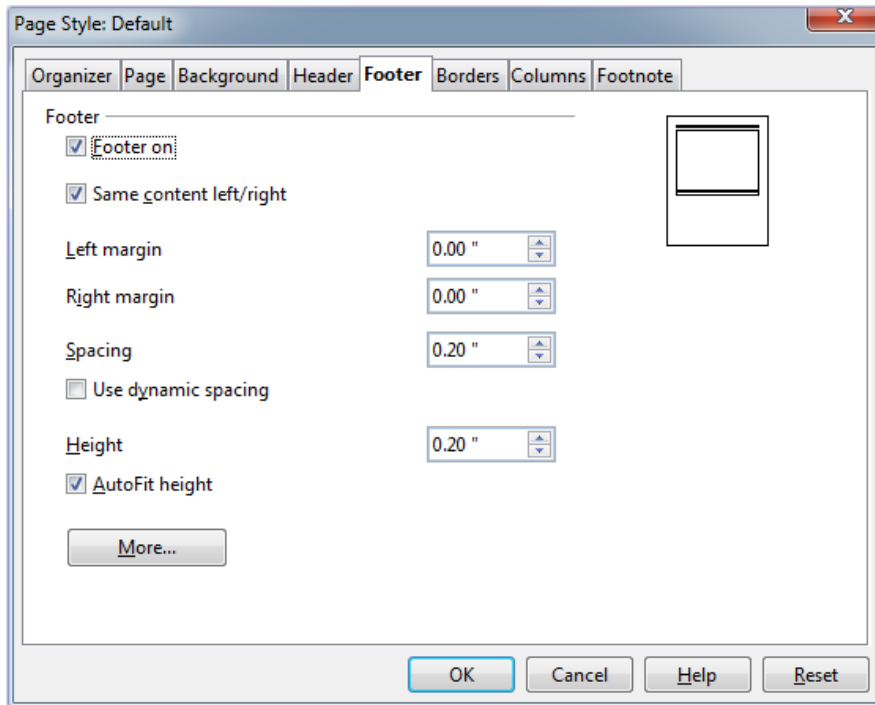


Fig. 70 Footer tab of the **Page Style: Default** dialog box

c. A box will appear at the top and the bottom area of the page, respectively (**Fig. 71**).

You can either type text or add date and time by selecting the **Fields** option in the **Insert** menu.

4. Click in the document area to finish adding header or footer information.

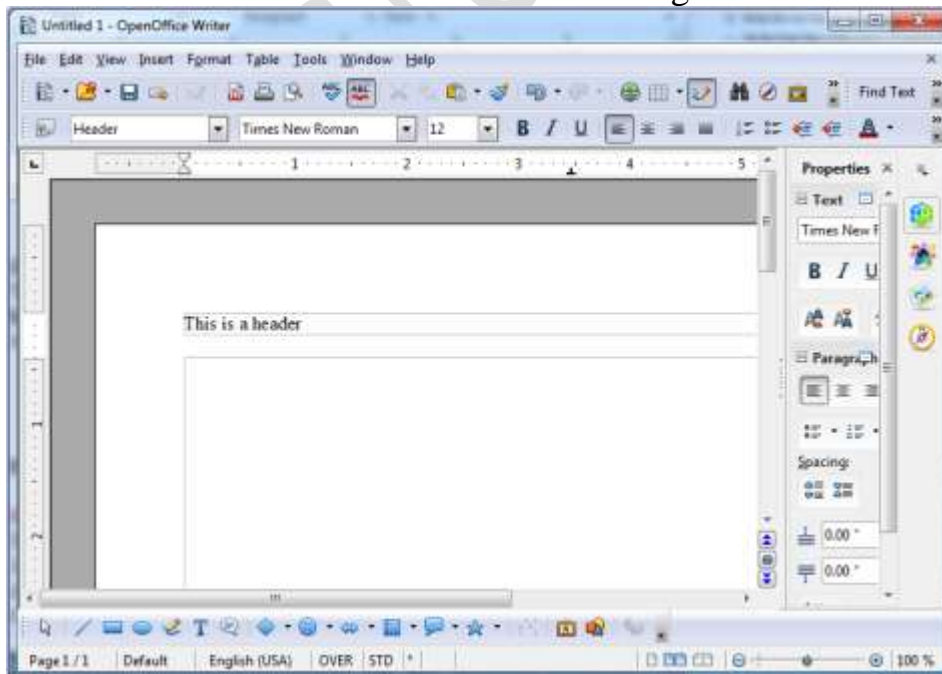


Fig. 71 Inserting header

Removing Header or Footer

To remove header or footer, the steps are:

1. Select **Insert** ➤ **Header or Footer** ➤ **Default**.
2. A **message box** appears (**Fig 71a**).
3. Click Yes to delete the header or footer.

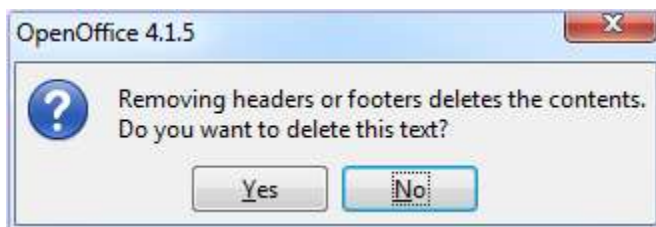


Fig 71 a Message box

Adding Page Numbers

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

1. Click in the header or footer area.
2. Select **Insert** ➤ **Fields** ➤ **Page Number** (**Fig 72**).

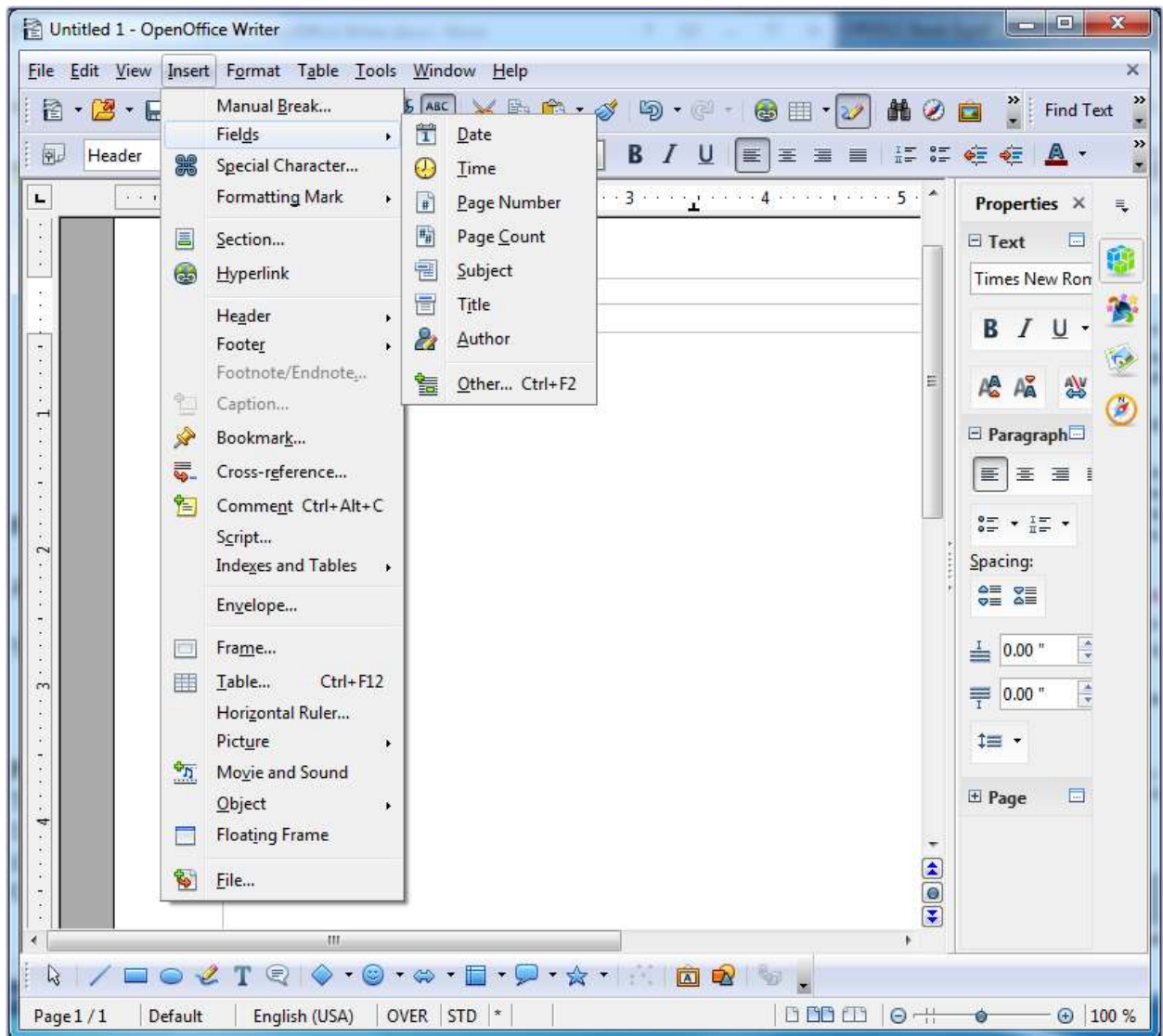


Fig 72 Selecting Date option

PRINTING A DOCUMENT

To print a document, do the following:

1. Select **Print** option from **File** menu (**Fig 73**).

Or

Click the **Print** button on the **Standard** bar.(**Fig 74**)

3. The **Print** dialog box appears (**Fig. 75**).

a. Select the printer.

- b. Specify the range of pages to be printed.
- c. Specify the number of copies to be printed.
- d. Click the Print button

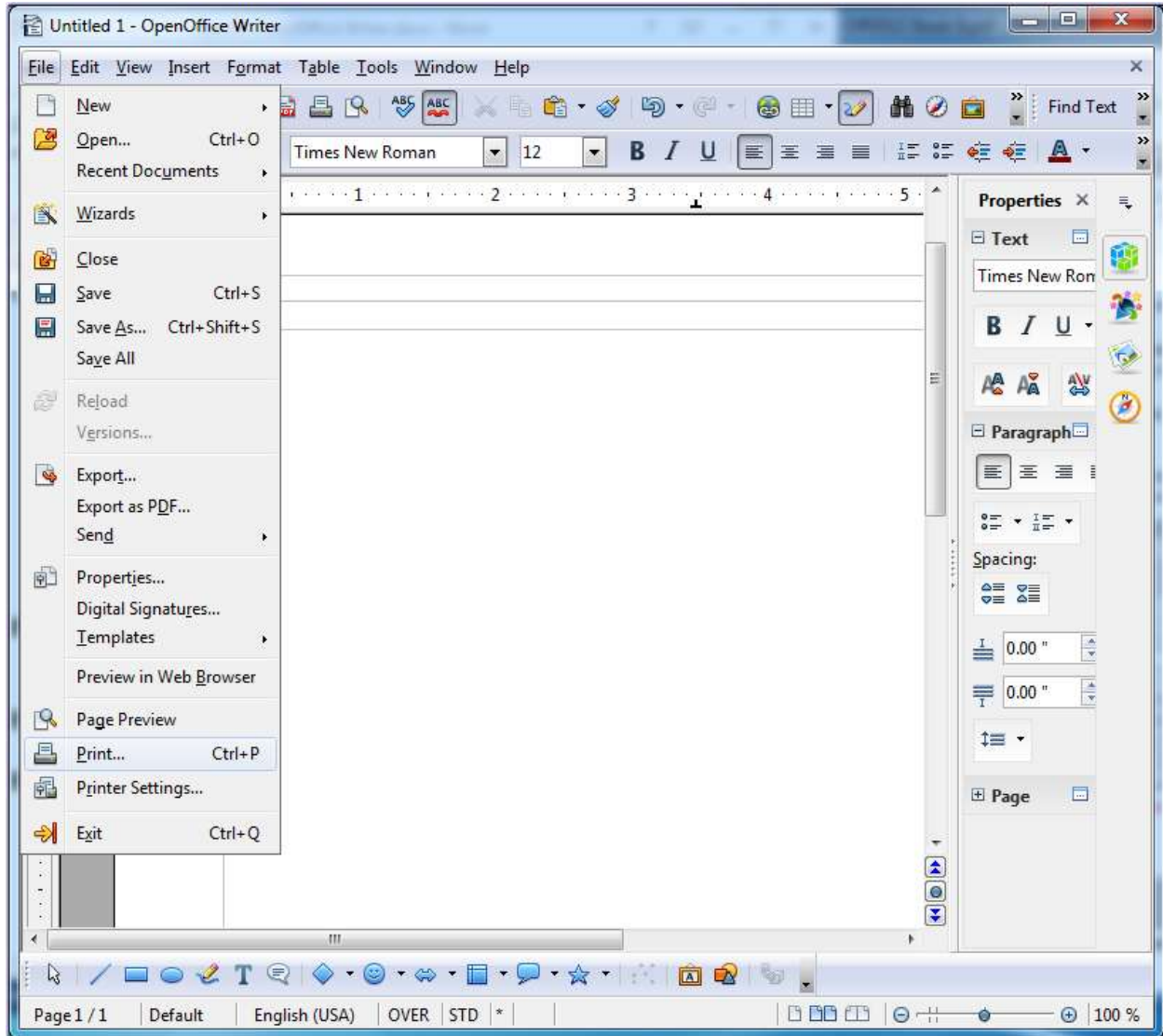


Fig 73 Print option of File menu

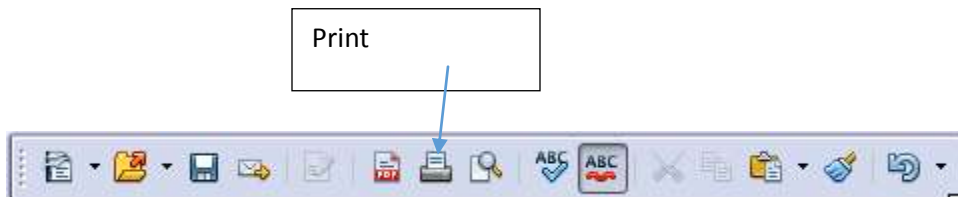


Fig 74 Print button on Standard bar

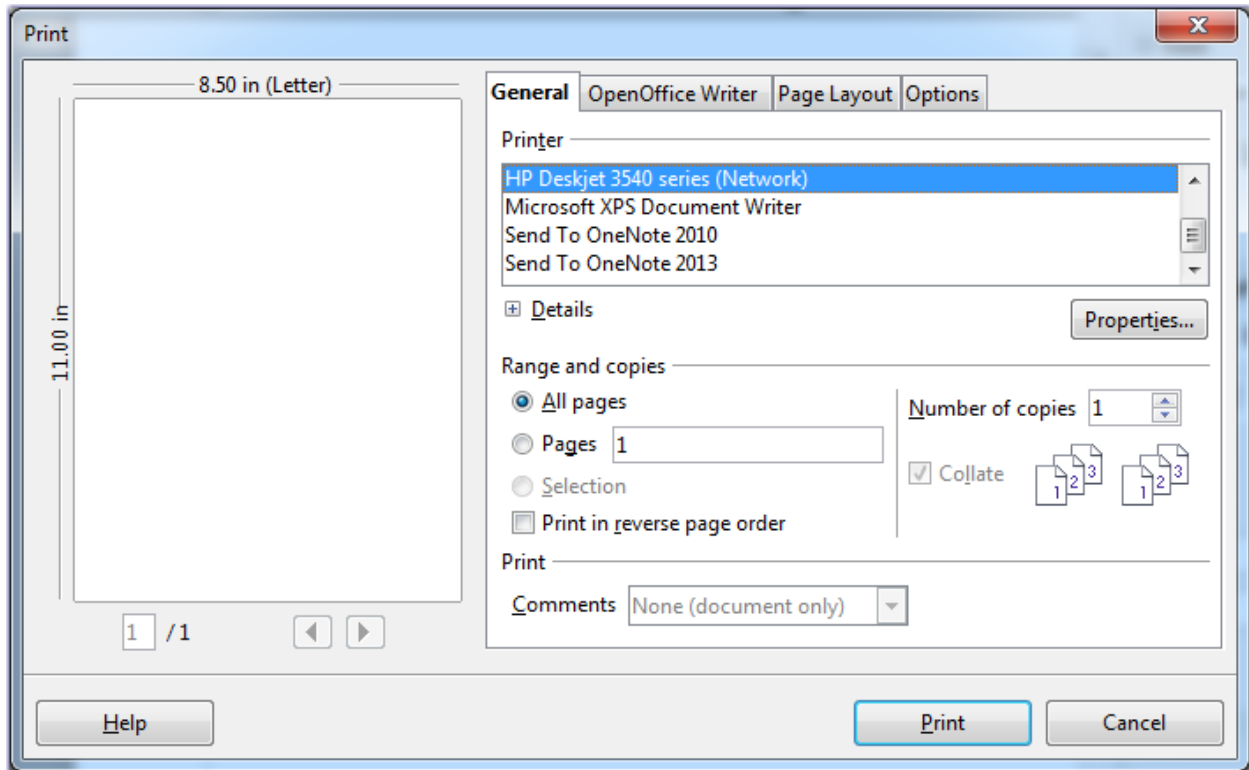


Fig. 75 Print dialog box

Lets Try it 1

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

ABCD Personality Development Centre

New Delhi

Join the centre for overall personality growth.

The centre holds classes on:

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

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

For further details contact

Mr. ABC 98#####90

Let's Try it 2

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

Lets Try it 3

1. Create a new document in OpenOffice Writer.
2. Design your class time table.
3. Format the text in the table.
4. Apply border to the table and shading to the cells of the table.
5. You can also insert suitable picture in a table cell.

Worksheet

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

3. Name the four alignment options.

4. The intersection of row and column in a table is called a _____.
5. What is the name given to the text printed on top of each page of the document? _____
6. What is the name given to the text printed at the bottom of every page in a document? _____
7. AutoSpellcheck option is available on _____ bar.
8. How ca you get the Drawing bar if is not there in the document window?

-
-
9. A _____ list is used when the order of items is important.
 10. The default bullet style is _____.

CBSE STUDY MATERIAL

Basic Computer Operations

Session 1

As we all know that computer is a very useful machine. It is very important to properly start the computer and after finishing the work, it needs to be properly shut down. If the power of the computer is switched off, and the files you were working on were not closed, the files and the operating system may get corrupted.

Operating System

An operating system is the basic software that controls the computer. It serves as an interface between the user and the computer.

Some of the functions of Operating system are:

- It manages all the devices of a computer and keeps track of the status of the device, whether it is busy or not.
- It also checks whether the device is functioning properly or not.
- It also controls software resources of the computer.
- It manages the computer memory and keeps track of which memory space is in use by which program and which space is free.
- It manages the structure of the files and directories on a computer system.
- It keeps track of the amount of disk space used by a specific file.
- It allows you to create, copy, move and delete files.

Types of Operating Systems

We have already discussed about some commonly used operating systems in class IX. These are:

- **DOS** (Disk Operating System)
- **Windows** It is an operating system developed by Microsoft.
- **Linux** It is an operating system designed for personal computers. It is a free and open-source software
- **Mobile operating Systems**
 - ✓ **Android**

- ✓ **Symbian**
- ✓ **Windows Phone**
- ✓ **iOS**

Types of Operating Systems

The different types of operating systems are as follows:

Interactive (GUI-based) A graphical user interface is a user-friendly operating system in which commands can be entered by clicking/double-clicking/right clicking a mouse. Windows operating system is an example of an interactive operating system.

Single-user , single-task operating system This type of operating system allows only one user to do a task on the computer and one thing at a time.

Single-user, multi-task operating system This type of operating system is used on Desktop computers, laptops, where a single user can operate on several programs at the same time. For example, Windows, Apple MacOS are examples of single-user multi task operating system.

Multi-user A multi-user operating system enables multiple users to work on the same computer at different times or simultaneously.

Real Time A real time operating system is used to control machinery, scientific instruments, like robots, in complex animations and computer controlled automated machines. A real-time operating system is a computing environment that reacts to input within a specific period of time. It manages the resources of the computer so that any particular operation is executed in the same amount of time every time it is executed. Windows CE and Lynx OS are examples of real-time operating systems.

Distributed A distributed operating system runs on a set of computers that are interconnected by a network. It combines the different computers in the network into a single integrated computer and storage location. Windows, UNIX, and LINUX are examples of distributed operating systems.

Session 2

In class 9, we discussed about Windows 7 operating system.

Windows 7 operating system

Windows 7 is an operating system developed by Microsoft and is used on personal computers.

After loading Windows 7, the first screen that appears on the monitor is called **desktop**. From the desktop, you can access different components of Windows 7.

By default, Windows 7 has a picture for the desktop background. This is called **wallpaper**.

Small pictures on the desktop are called **icons**. These icons represent files, folders, applications, etc. At the bottom of the desktop is a long bar called the Taskbar. To the left of the taskbar is the Start button.

Components of Windows 7 Desktop are shown below:



Fig: Desktop

We already know that use of following icons:

Computer It displays all the storage areas of the computer . Through the Computer icon, you can access all drives, files, and folders on the computer. When you double-click Computer icon, a window shown below appears on the screen.

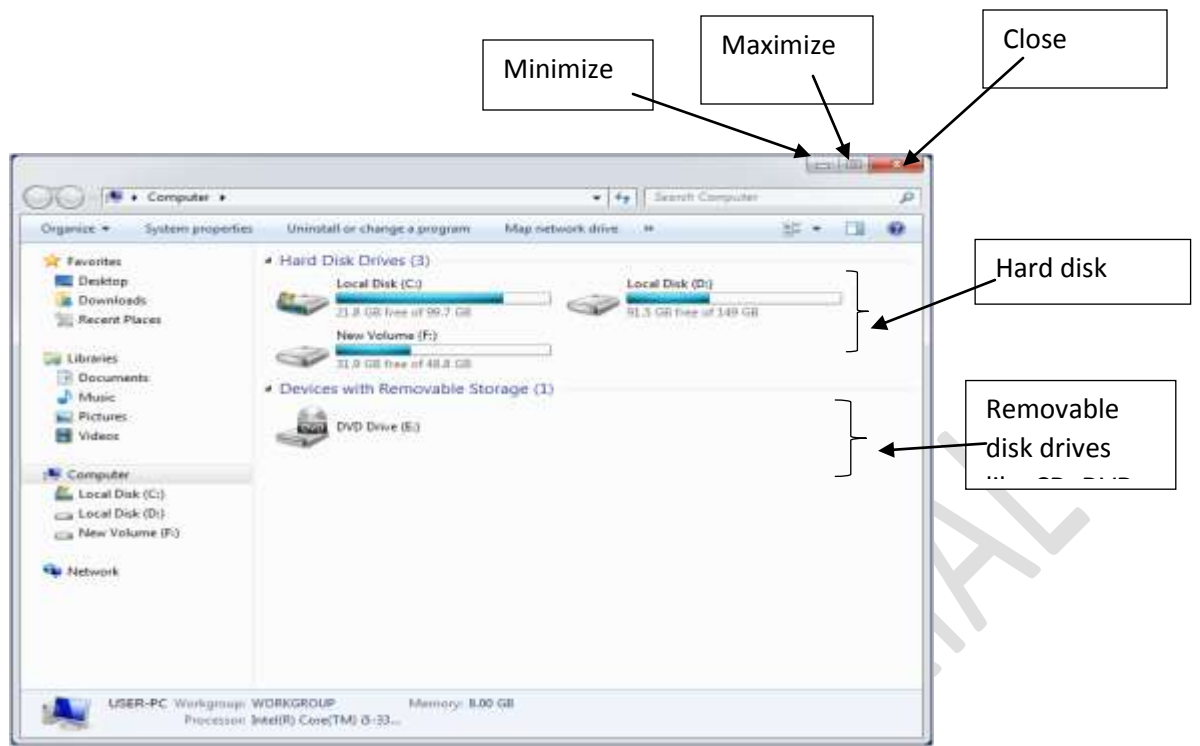


Fig Computer Window

Documents

This contains area to store files on the computer.

Taskbar

Taskbar is the long horizontal bar present at the bottom of the screen. To the left is the Start button. Right of the taskbar contains Date/Time. You can also see icons of active applications and some shortcuts on the Taskbar

The main components of Taskbar are shown in the following figure:

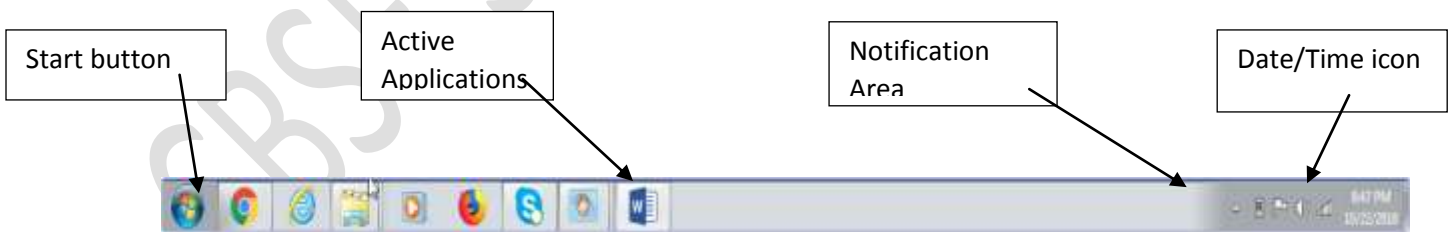
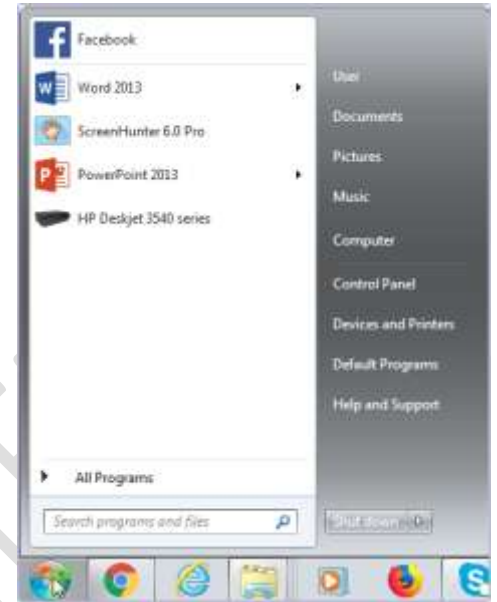


Fig Taskbar

Start button It is located on the left of the taskbar. Clicking the Start button opens the Start menu and provides access to programs and features, like:



Shut Down:- allows the user to turn off the computer

All Programs:- Provides access to all the installed programs and applications. To start an application, just click it.

Search Box:- This allows the user to search a file or a folder or run executable files.

Control panel:- This allows the user to change various settings.

Recycle Bin

Files and folders deleted by the user are stored in the Recycle Bin. From Recycle Bin, you can retrieve files or folders deleted by mistake.

Session 3

Lets Try It

1. Start Your computer.
2. Name the operating system in your computer. _____
3. Identify three main icons on the desktop and write their names

4. Identify and write names of three files on the desktop.

5. Identify the position of the taskbar on the desktop. Is it at the top, bottom, left or right?

6. Double-click the Computer icon on the desktop.
7. The Computer window opens up.
8. Click the Minimize button to reduce the window to a button on the taskbar.
9. Again click the Computer icon on the taskbar to restore the Computer window.
10. From the Computer window, identify and write the hard disk drives in your computer.

Worksheet

1. What is an operating system?

2. Mention any three functions of operating system.

3. Name any three operating systems for computers

4. Name any three mobile operating systems.

5. What is the name given to the screen that appears after Windows operating system is loaded?

6. Small images on the desktop are called _____

7. Name two special icons on the desktop .

8. Name the icon that provides access to all the drives, files and folders on a computer.

9. Name the button to the left of the taskbar.

10. Picture for the desktop background is called _____.

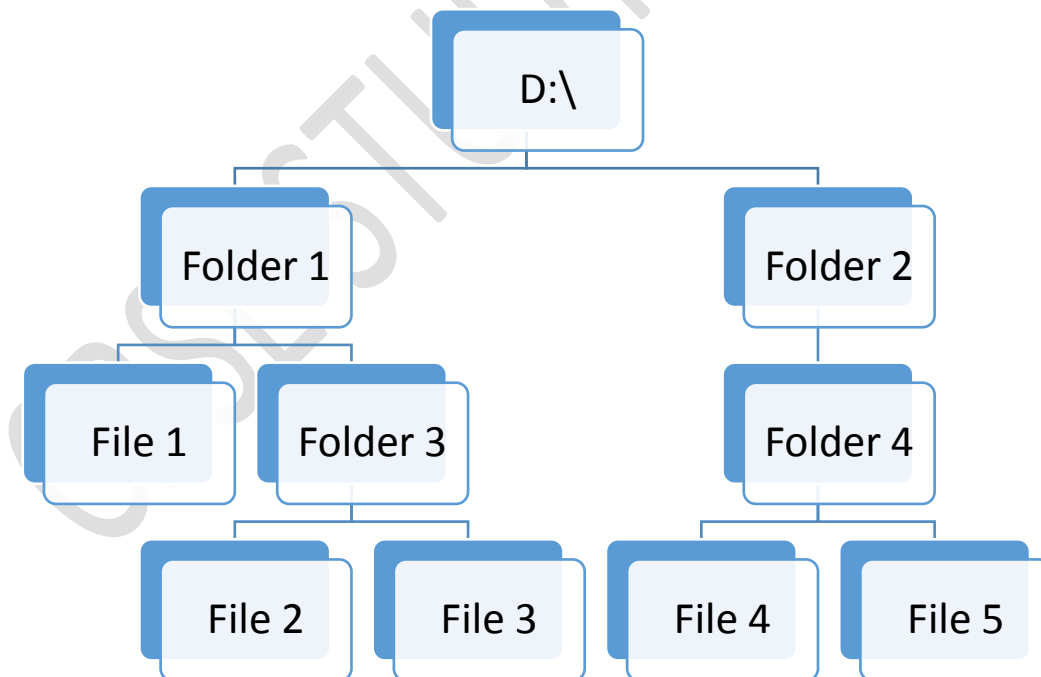
Session 4

File System

Everything you store on your computer is stored in the form of a file. File system is a way in which you give name to a file, store it and retrieve it. There are specific naming conventions for naming files or folders, like characters that can be used, maximum number of characters, etc.

Files can be separately placed into groups, called folders/directories. Each directory/folder can contain related files and/or sub-folders. A sub-folder may contain one or more files and sub-folders within. This allows easy accessibility of files.

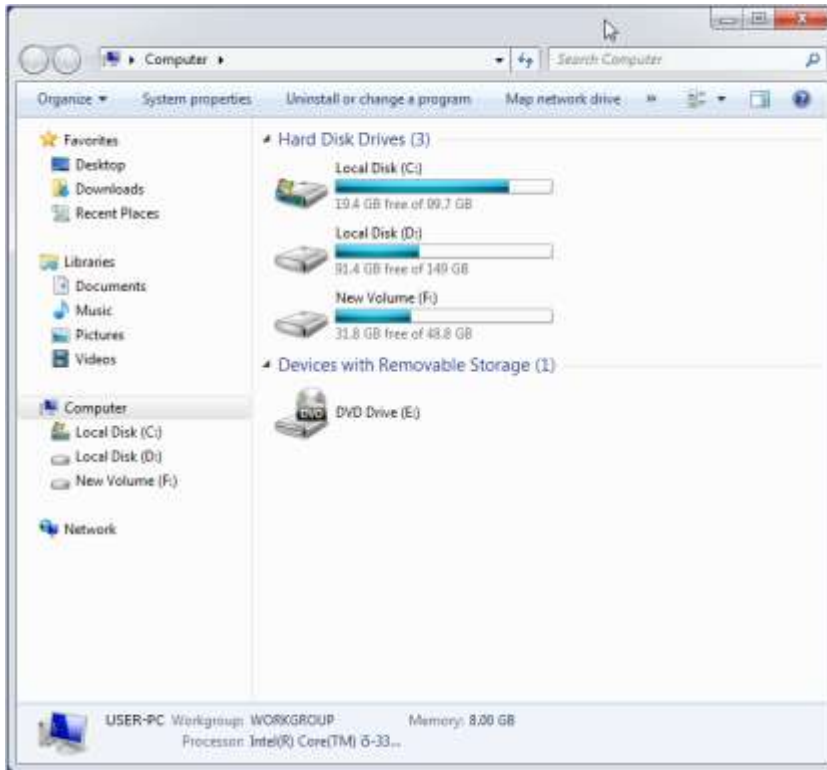
Files are managed in a hierarchy. This allows you to view the files in the current directory and then move to sub-directories.



Creating a folder

The steps to create a new folder are:

1. Double-click the **Computer** icon. (Fig)



Fig

2. Select the drive in which you want to create a new folder. Say, Local Disk D:.
3. Window will open up showing files and folders in Local Disk D: (Fig)

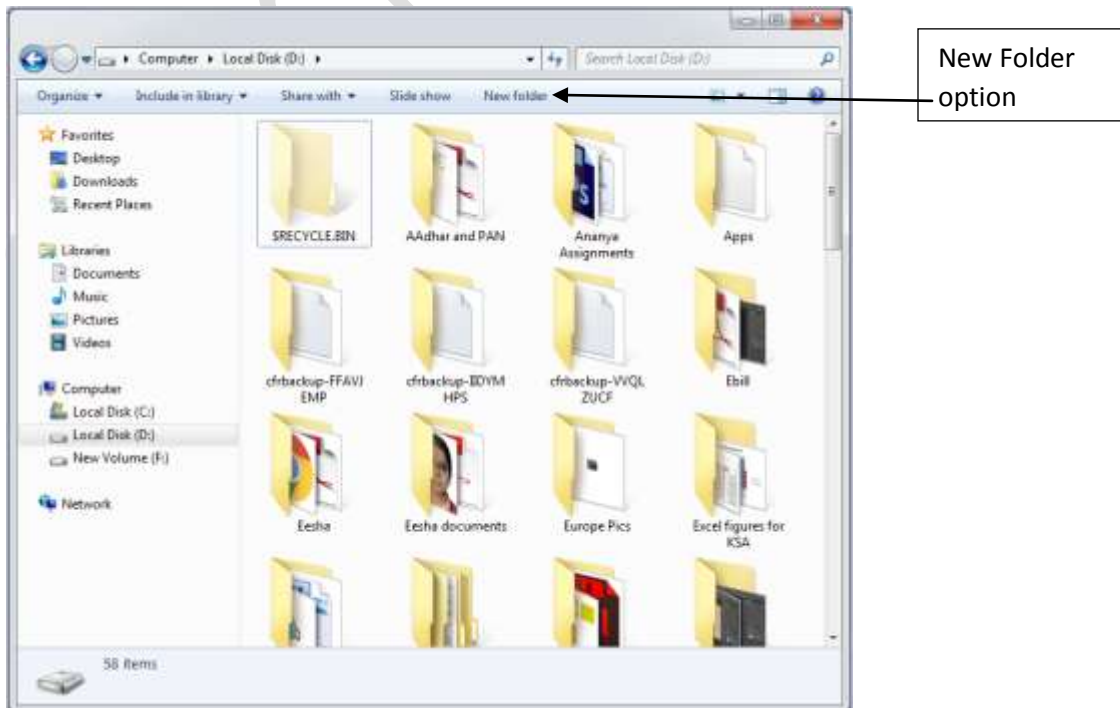


Fig Files and folders in Local Disc D:

4. Click **New Folder** on the toolbar.

Or

Right-click anywhere in the blank area of the right column. A shortcut menu appears. Select **New** ➤ **Folder** from the shortcut menu. (**Fig**)

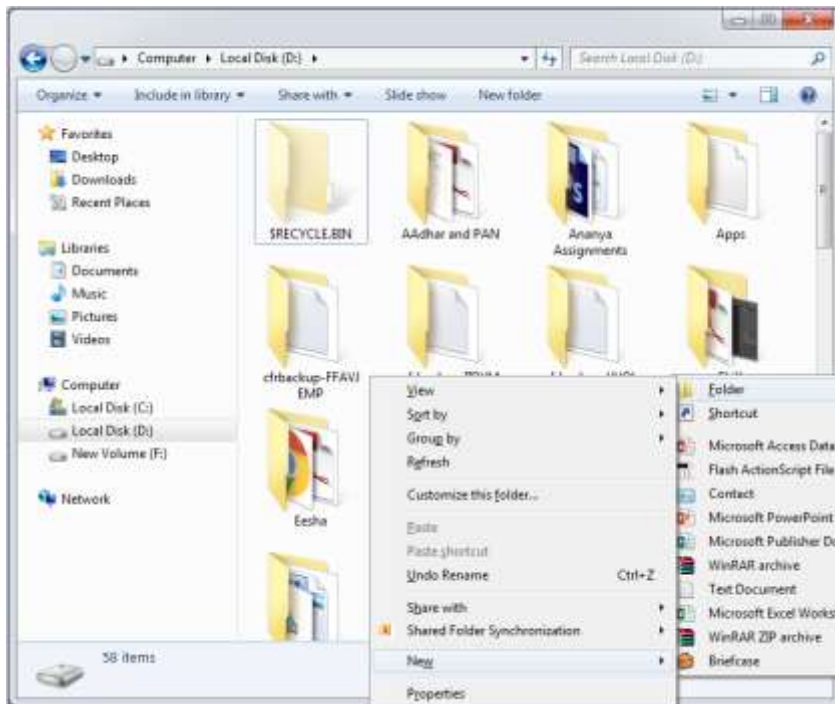


Fig Shortcut menu

5. A new folder is created with name **New Folder** highlighted (**Fig**).

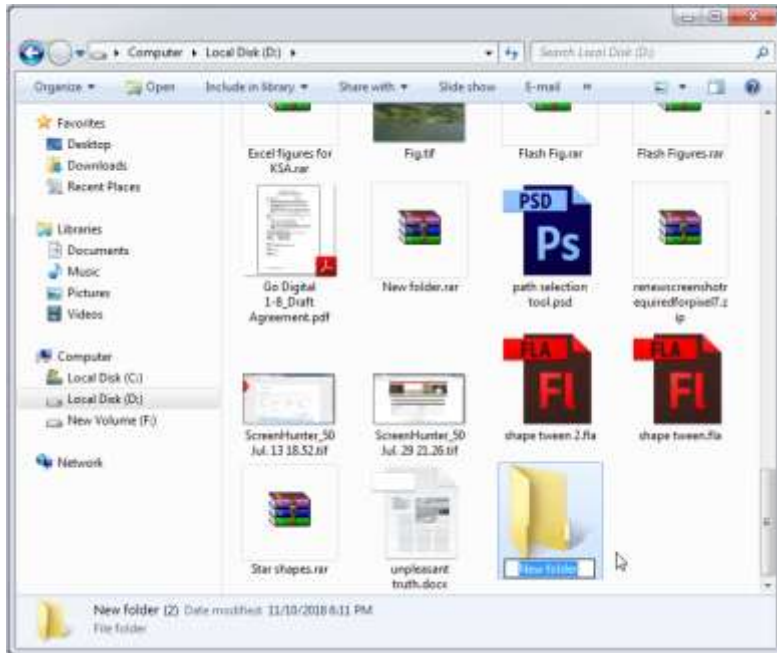


Fig New Folder created

6. Type a name for the folder (**Fig**). Press Enter key.

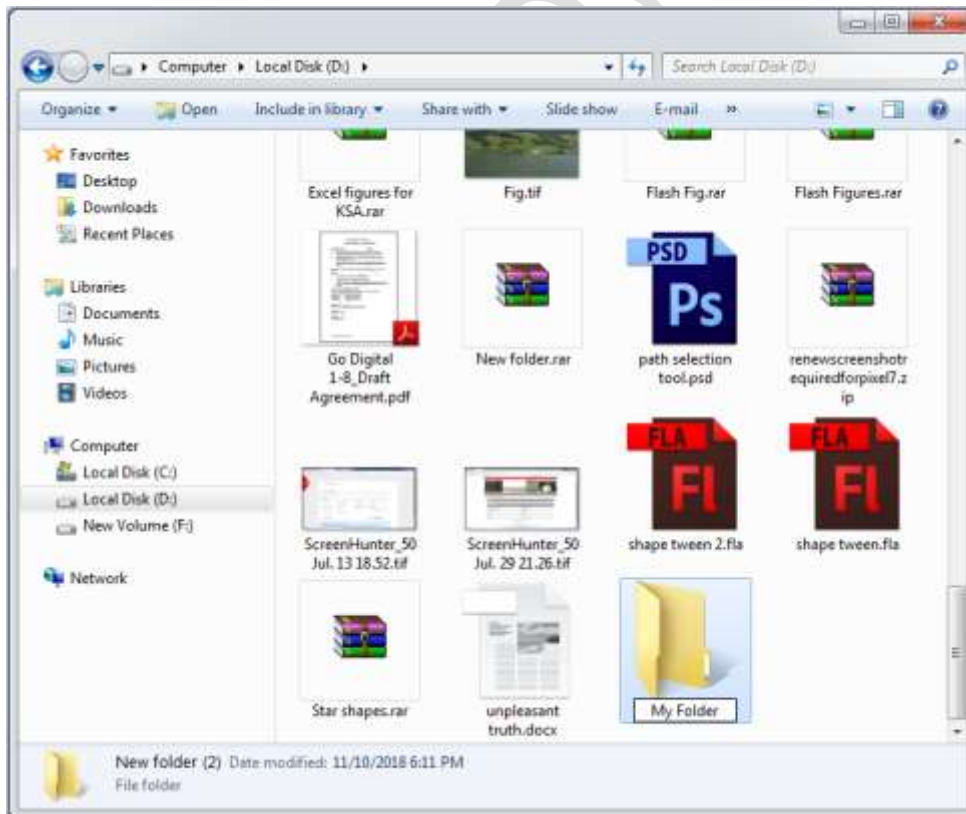


Fig naming a folder

Creating a file

To create a new file:

1. Right-click anywhere in the blank area of the right-column.
2. In the Shortcut menu, click **New** and select the type of the file you want to create.

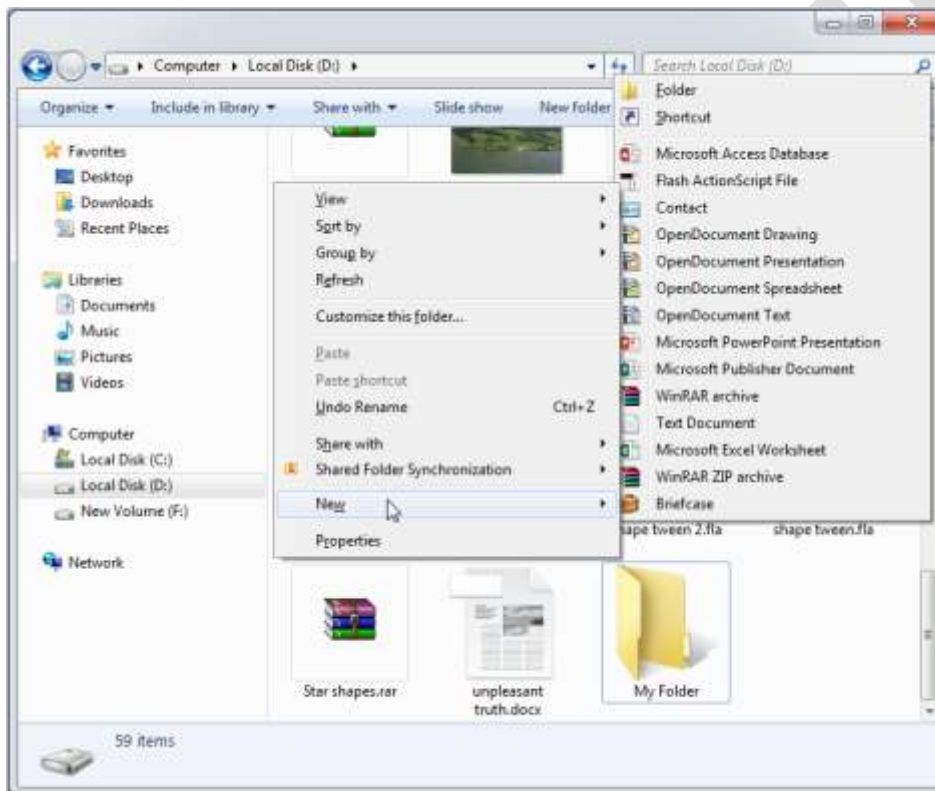


Fig Creating a new file

Renaming folders and files

To rename a file or a folder, the steps are:

1. Right-click the file or the folder.

2. From the shortcut menu, select **Rename** option (Fig).

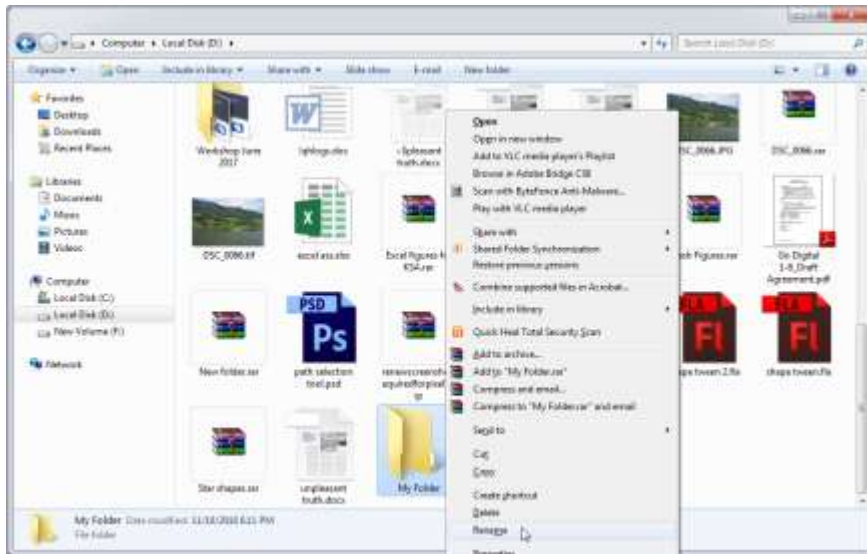


Fig Rename option of Shortcut menu

3. Type the new name or edit the existing name and press the Enter key.

Deleting files or folders

To delete a file or a folder:

1. Click the file or the folder.
2. Press the **Delete** key.

Or

Right-click and select **Delete** option from the **Shortcut menu**.

Lets Try It

1. Start your computer.
2. Double-click the Computer icon.
3. Select Local Disk D:.
4. Create a folder named 'MyNew Folder' in Local Disk D:.
5. Rename this folder as 'My Folder 1'.

Worksheet

1. Similar types of files can be placed into groups called _____.
2. Mention any one way in which can create a new folder.

3. To change the name of the folder, right-click and select _____ option from the Shortcut menu.
4. How can you delete a folder?

Session 6

Copying Files and folders

When you copy a file or a folder, duplicate of the original file or folder is created at the new location., the original remains as it is.

You can copy a file or a folder in any one of the following ways:

1. **Shortcut menu:**
 - a. Right-click the file or the folder you want to copy.
 - b. Select **Copy** option from the **Shortcut** menu. (Fig)
 - c. Select the drive or the folder where you want to make a copy of the selected file or folder.
 - d. Right-click and select **Paste** option from the Shortcut menu.

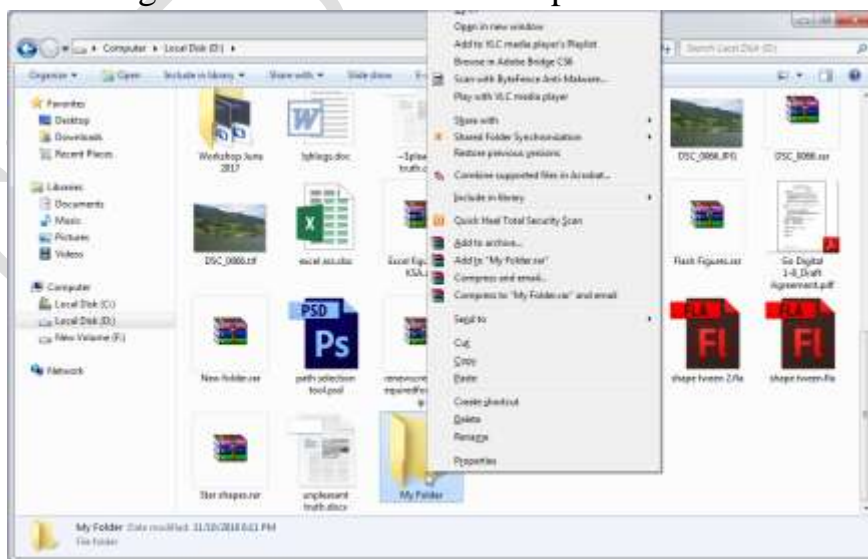


Fig Shortcut menu

2. **Drag and Drop method:** To copy a file or a folder, hold down the Ctrl key while dragging it to the new location.
3. **Using Keyboard:**
 - a. Select the file or the folder.
 - b. Press Ctrl + C to copy the file or the folder.
 - c. Open the destination folder.
 - d. Press Ctrl + V to paste the copied file.

Moving Files and folders

When you move a file or a folder, the original file or folder is moved to the new location.

You can move a file or a folder in any one of the following ways:

1. **Shortcut menu:**
 - a. Right-click the file or the folder you want to copy.
 - b. Select **Cut** option from the **Shortcut** menu. (Fig)
 - c. Select the drive or the folder where you want to move the selected file or folder.
 - d. Right-click and select **Paste** option from the Shortcut menu.

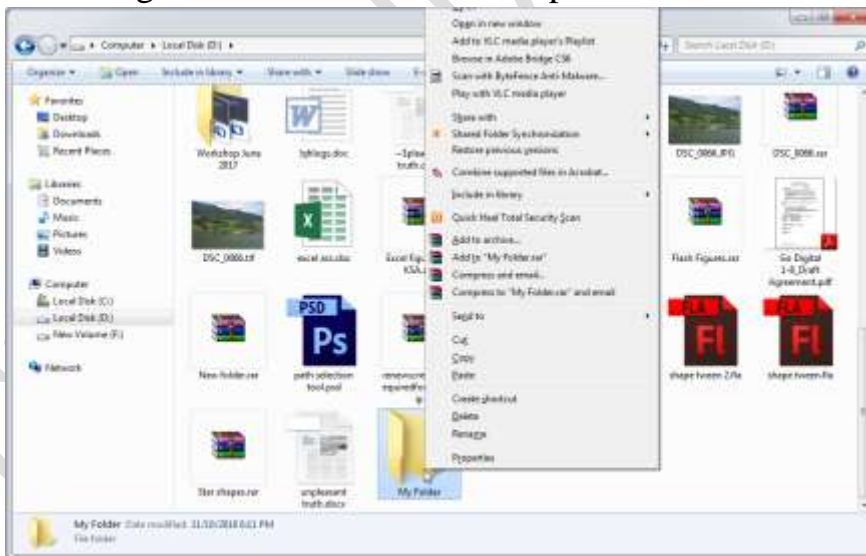


Fig Shortcut menu

2. **Drag and Drop method:** To copy a file or a folder, select the file and drag it to a new location.
3. **Using Keyboard:**

- a. Select the file or the folder.
- b. Press Ctrl + X to cut the file or the folder.
- c. Open the destination folder.
- d. Press Ctrl + V to paste the copied file.

Permanently Deleting Files

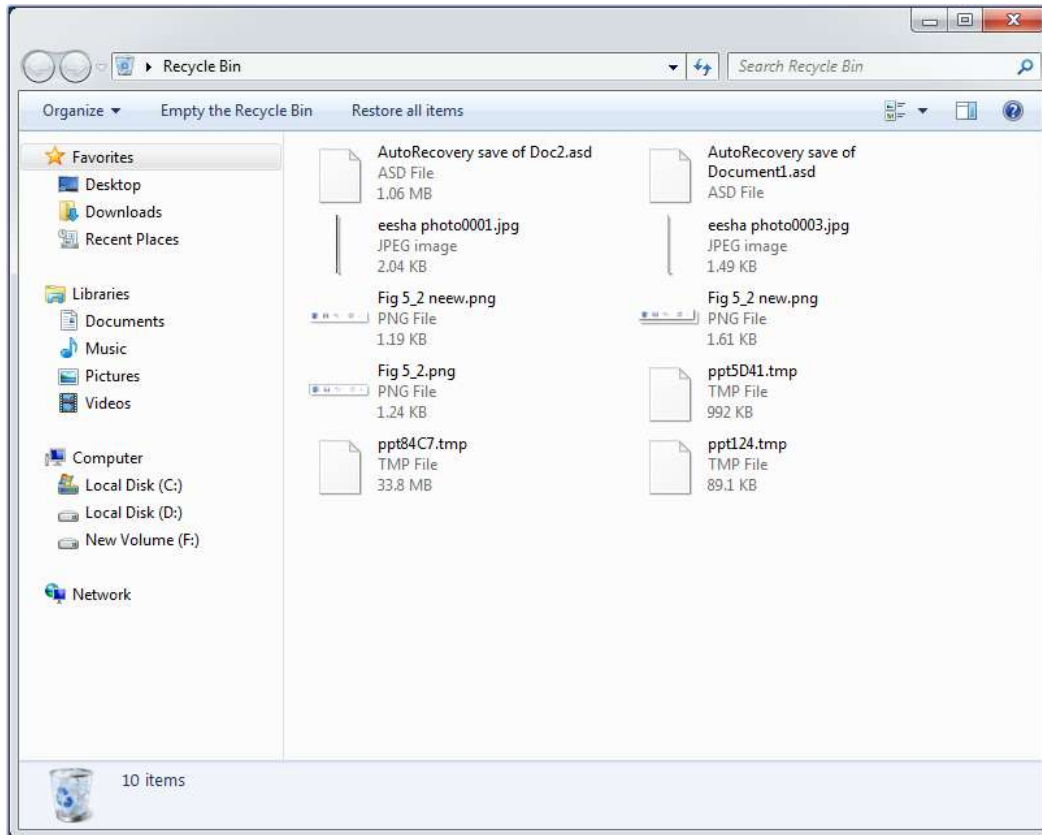
You can permanently delete the contents of the Recycle Bin in any one of the following ways:

Right-click the **Recycle Bin** icon and then click **Empty Recycle Bin**.



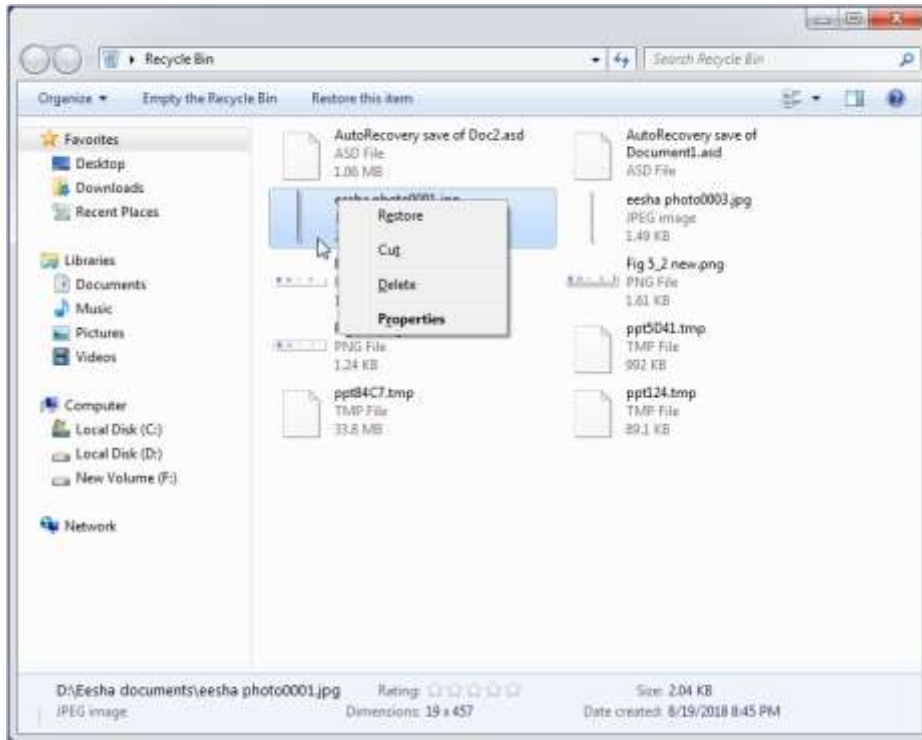
OR

1. Double-click the **Recycle Bin** icon.
2. The **Recycle Bin** window appears.
3. Click **Empty the Recycle Bin**.



Restore Files/Folder from Recycle Bin window

To recover a file from the **Recycle Bin**, right-click the file, and then click **Restore**.



Or

Select the file and click **Restore this item**

Lets Try It

1. Start your computer.
2. Double-click Computer icon.
3. Double-click Local Disk D:
4. Create a new folder name in Local Disk D:
5. Rename this new folder as 'My Text Files'.
6. Copy this folder to My Documents.
7. Open folder 'My Text Files' in My documents.
8. Create another folder named 'My New Files'.
9. Move this folder 'My New files' on the desktop.
10. Delete the folder 'My New Files'
11. Restore the deleted folder.

Lets Try It

1. Start your computer.
2. Start Notepad.
3. Type few sentences about your school.
4. Save the file in the folder 'My New Files' created in the previous assignment.

Worksheet

5. What is the difference between moving and copying a folder?

6. Differentiate between file and folder.

7. Name the set of commands to move a folder from one location to another.

8. Name the place where deleted files are placed.

9. How can you empty the recycle Bin?

Unit - Apply Basic Skills for care and Maintenance of Computer

Session 1

Importance and need of care and maintenance of computer

Computer systems require maintenance so that the system works efficiently. Poor maintenance may lead to system failure.

Regular care and maintenance may help you detect any issues at an early stage and keep it functioning well.

Since a lot of important data is stored in the computer, it is necessary to have regular maintenance of the computer to be done.

Computer virus, malware, and other harmful softwares can cause damage to the working of the computer. If anti-virus is installed in the computer, and is updated and run periodically, then any loss of data can be prevented.

A large number of files are stored on the computer. These files can be disorganized and fragmented and may result in slowing down of the computer.

Regular maintenance of the system includes installing updates, security, taking backups, scans, etc

Both internal and external parts of the computer system should be taken care of.

1. Keep the computer dust free.
2. Do not eat or drink while working on the computer. Food or drink may spill on the system.
3. To keep the keyboard clean, make sure your hands are clean before using it.
4. CDs and DVDs should be handled carefully so that it does not get any scratches.
5. Keep keyboard covered when not in use.

Cleaning the computer components

Computer components need proper care for these to last longer. Preventive maintenance increases the life of the components.

For example, a cable is damaged, but still working. It should be timely replaced or repaired to prevent any other damage.

Fan in the CPU helps to cool down the CPU as it gets heated while working. If the cooling fan is blocked, may be due to dust and is not repaired or replaced, can easily catch fire. Therefore regular inspection of the components is required. This increases the lifetime of the hardware.

General precautions to be taken while cleaning the computer components are:

- Always Power Off the computer system before cleaning.
- Never spray cleaning fluid directly on the component of the computer. First spray the liquid on the cloth and then wipe the component.
- Do not allow the cleaning liquid to drip near the circuit board.
- Preferably use anti-static wrist band which helps to prevent building up of static electricity near electronic device.

Lets Try It

Discuss the need of care and maintenance of computer

Session 2

Let's discuss how to clean some common peripheral devices of computer

Computer monitor

To clean the computer monitor, you can use a soft lint-free cloth, like cotton and water or special cleaning liquid. You should not spray water or cleaning liquid directly on the computer monitor as it may run through the seams. Spray water or cleaning liquid on the cloth and gently wipe the computer monitor

Keyboard

Dirt and dust can cause damage to the keyboard. Keys of the keyboard may not function properly if dirt enters the keys. You should always clean the keyboard periodically by holding upside down and shaking it. You can also clean it by blasting it with compressed air. After this, use a damp lint-free cloth to clean top of the keys. You should never spray any liquid cleaner or water directly on the keys of the keyboard.

Optical Mouse

You can clean the bottom of the optical mouse with a clean lint-free cloth. Lens area can be cleaned by blowing air or cotton swab.

Digital camera

Never touch the lens of the camera. To remove the dust, you can use soft lens brush or wipe with a soft dry cloth. For stubborn dust, you can use special fluid for lens cleaning which should be first put on the tissue and then wipe the lens. Never put the fluid directly on the lens.

CDs and DVDs

Keep CD/DVD in proper case to prevent it from scratch free. If there is some dirt on the CD or DVD, it may not work at all. Finger prints and dirt can be removed by lightly rubbing with a clean lint-free cotton cloth. If the dirt is hard to remove, you can use special cleaning fluid. Put the drop of fluid on a swab of cotton and gently rub on the media.

Lets Try It

Demonstrate the procedures for cleaning the components of the computer system and other peripheral devices

Session 3

Preparing maintenance schedule

Regular maintenance of the computer system is very important.

Some of the maintenance activities are:

- Keep the components of the computer, like keyboard, mouse, monitor, etc. clean.
- Replacing hardware that is not functioning properly
- Keep food items away from the computer
- Cables and chords should not be messed up
- Removing unauthorized software from the computer
- Taking regular backup of the data
- Ensure backups are working properly by periodically restoring data. You should use external hard drive for backup of data on your computer.
- Running anti-virus periodically
- Keeping anti-virus software up to date
- Do not overcharge the batteries
- Do not block the vents
- Always shut down the computer properly

Regular scans should be done to check for viruses, malware, etc. An effective antivirus software should be installed in your computer. Always keep your anti-virus software updated so that it can detect new viruses. Full system scan should be done to periodically, preferably weekly to scan for viruses.

A regular disk defragmentation should be done to remove all unnecessary information that slows down the computer. Disk defragmentation done at regular intervals helps the disc space to be used at an optimal level.

Take regular backup of the data on your computer. In case the data is lost due to any reason, system failure, virus attack, etc. , you can easily retrieve your data using backup files.

System should be upgraded with new technology that were not there at the time of purchase, like, increasing RAM, to improve the performance. Also storage space should also be increased for storage of more information.

If you are getting some disc errors, then make sure that temporary internet files should be deleted from time to time.

Softwares should be updated regularly so that it works with maximum efficiency.

Lets Try It

1. Discuss the importance and need of care and maintenance of computer.
2. Discuss how to clean different components of the computer system.

Worksheet

1. What is the possible cause of slowing down of computer?
2. Why keyboard should be covered if not in use?
3. What general precautions should you take while cleaning the computer components/
4. List some of the maintenance activities for the computer system.
5. Why regular disk defragmentation should be done?

Session 4

Computer virus

A computer virus is a software program that attaches itself to other programs and alters their behavior. A virus may or may not be destructive. Some viruses erase data or corrupt programs on the computer.

When a virus enters a computer system, it makes copies of itself and carries out the harmful tasks that it is programmed for.

Some viruses get activated at a certain date and time. Viruses also attach to the files stored on the computer or the storage media and harm these files.

A virus may get attached to e-mail messages and spread from one computer to another.

A computer virus can infect only the software and not the hardware.

A computer can get infected with virus in any of the following ways:

- Infected files
- Infected pen drives
- Infected CD-ROMs
- Through infected file attachment of e-mails

A computer virus cannot do the following:

- It cannot infect files on CD or DVD.
- It cannot infect computer hardware like, keyboard, mouse, etc.

How do we know that our computer is infected with virus? Sometimes, computer shows strange behavior. Some of the common signs of a virus attack are:

- Computer runs very slow
- There is change in the file size
- Computer often stops responding
- There is an increase in number of files (unusual)
- Unusual error message appears on the screen
- Computer restarts on its own

Lets Try It

1. Discuss the difference between human virus and computer virus.
2. Discuss various signs that indicate that computer is infected with virus.
3. Discuss various ways in which computer may get infected with virus.

Session 6

How to prevent virus infection

The following points should be kept in mind to prevent virus infection:

- Install and use anti-virus software.
- Keep anti-virus software updated.
- Scan all the files that you download from the Internet
- Do not open e-mails of an unknown person/sender

- Don't allow any untrustworthy person to use your system.
- New use unknown pen drive/CD on your computer
- Never click on the windows that pop-up when you are surfing the Internet.

Preparing computer against virus

To prevent our computer from being infected with virus, we should install anti-virus software, run it periodically and keep it updated so that it can scan and remove new viruses.

Antivirus software is a program designed to detect and remove malicious programs from the computer.

Some examples of antivirus software are McAfee VirusScan, Norton AntiVirus, Microsoft Security essentials, and Quick Heal.

For an anti-virus program to be effective:

- It needs to run in the background at all times.
- Keep the anti-virus software updated so that it can recognize new viruses.
- run full disk scans periodically.

Scanning and cleaning virus

Let us discuss how to use Quick Heal Total security to scan the computer system.

1. Click **Start** ➤ **All Programs** ➤ **Quick Heal Total Security** ➤ **Quick Heal Total Security**.

Or

Double-click the Quick Heal Antivirus icon on the desktop.

2. The main window of **Quick heal Total Security** opens up (**Fig 1**)

Figure



Fig 1 Main window of Quick Heal Total Security

3. The main window has three sections:

a. Top section has the following options:

Option	Description
Settings	Using this option you can customize settings like, automatic update, Internet settings, Self Protection, Password Protection, Restore Default Settings, etc.
Tools	Helps you diagnose the system in case of virus attacks, clean application and Internet activities, restore the Internet Explorer settings modified by malwares, isolate the infected and suspicious files, prevent USB drives against auto-run malware infection. You can also exclude files from virus protection.
Reports	Helps you view the activity reports of Scanner, Virus Protection, Email Protection, Scan Scheduler, Behavior Detection, Quick Update, Memory Scan, Phishing Protection, Registry Restore, Boot Time Scanner, etc.
Help	This option provides information on how to use Quick Heal Antivirus and details about the version, etc.

b. The middle section has the following options:

Files and Folders	Helps you protect files and folders against malicious threats. With this option, you can configure Scan Settings, Virus Protection, Block Suspicious Packed Files,
--------------------------	---

Screen Locker Protection, Scan Schedule, Exclude Files & Folders, and Quarantine & Backup.

E-mails

Helps you configure Email Protection, Trusted Email Clients Protection, and Spam Protection.

Internet & Network

Helps you configure the settings for Internet & Network protection. With this option, you can configure Firewall Protection, Browsing Protection, Malware Protection, Phishing Protection.

Parental Control

Helps you control the Internet access, application access, and computer access for the children and other users.

External Drives & Devices This option allows you to configure settings related to threats that come from CDs, pen drives, external disks, etc.

c. The bottom section has the following options:

News This option provides you with the latest news from Quick Heal

PC Tuner Helps you improve system performance by cleaning your system with features such as Disk Cleanup, Registry Cleanup, Traces Cleanup, Duplicate File Finder, Secure Delete and Registry Defragmenter.

Scan This option provides various scanning options, like, Full System Scan, Custom Scan, Memory Scan, Mobile scan and Boot Time Scan.

To perform full system scan,

1. Click **Scan** ➤ **Full System Scan**.
2. The scan process will begin

3. On completion of the scan, the scan statistics and reports are provided.
4. Click **Close**.



Fig Full System Scan in progress



Fig Scan statistics and reports

Lets Try It

1. Name the antivirus software installed in your computer.
2. Scan your computer with the anti-virus software installed in your computer.

Worksheet

1. Mention few ways in which a computer gets infected with virus.
2. Can computer virus infect hardware?
3. What are the common signs of a virus attack?
4. How can you prevent your computer from virus infection?
5. What is the use of antivirus software? Name any two commonly used anti-virus software.

Session 7

Removing Temporary Files

The steps to remove temporary files are:

1. Double-click **Computer icon** on the desktop.
2. The **Computer Window** opens.

3. Right-click Local Disk C: and select **Properties** option from the **Shortcut** menu. (Fig)

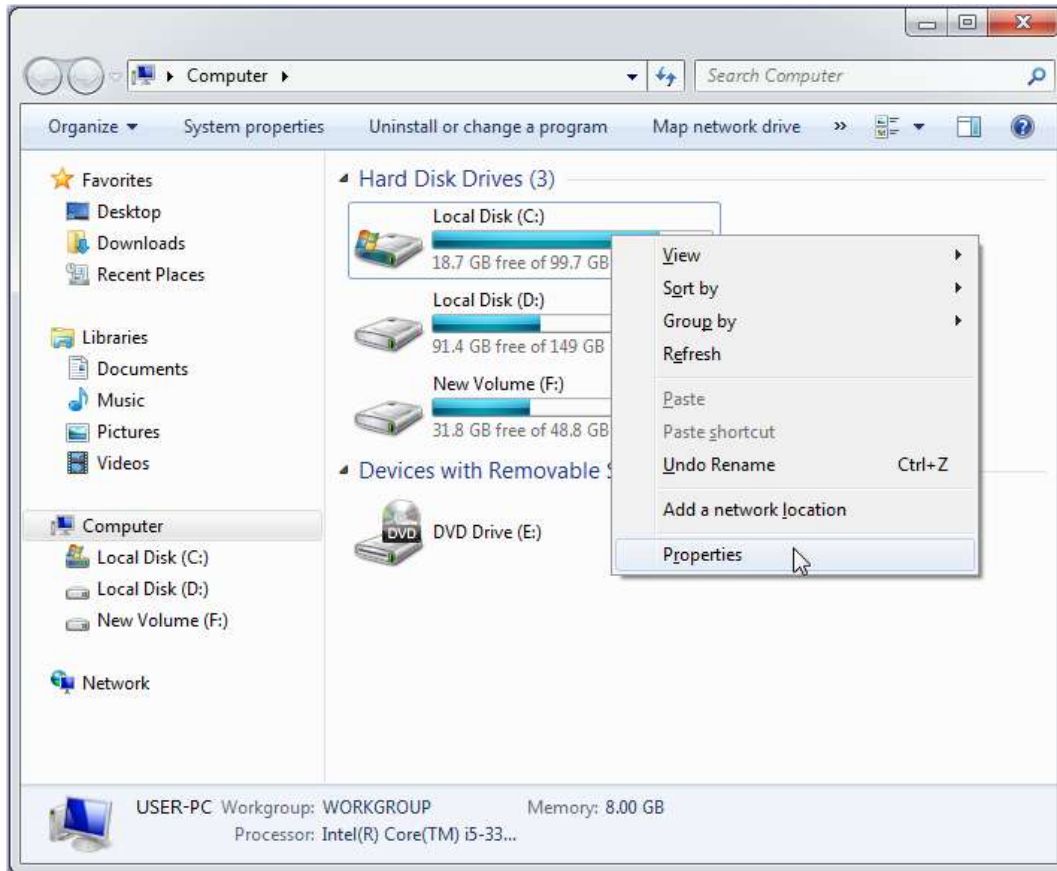


Fig Computer window

4. The **Properties** window opens. (Fig)

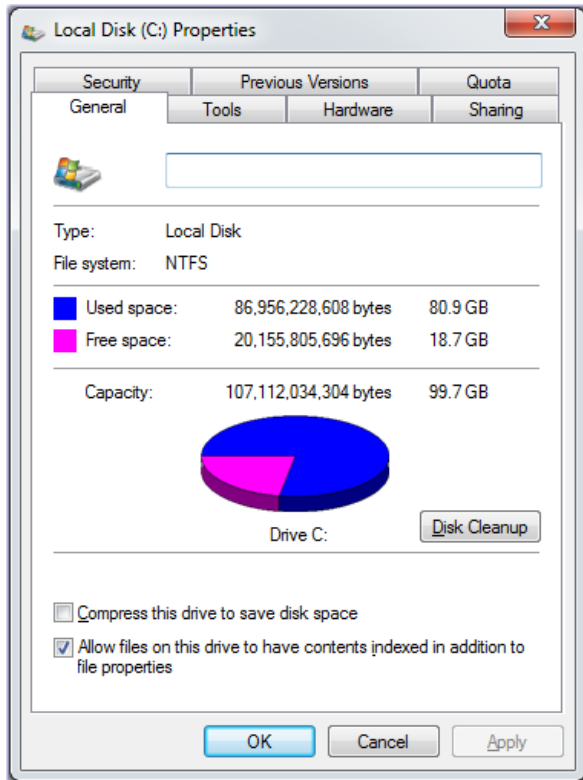


Fig Properties window

5. Click **Disk Cleanup**.
6. The **Disk Cleanup for C:** window appears (**Fig**)
7. Click the **Check box** next to **Temporary Files, Temporary Internet files, etc.** that you want to delete.

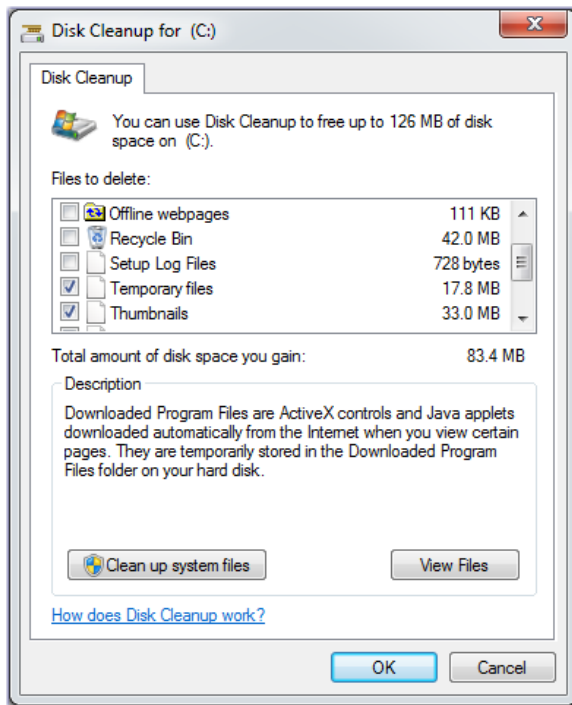


Fig Disk Cleanup window

8. Click **OK**.
9. A confirmation message will appear (**Fig**).

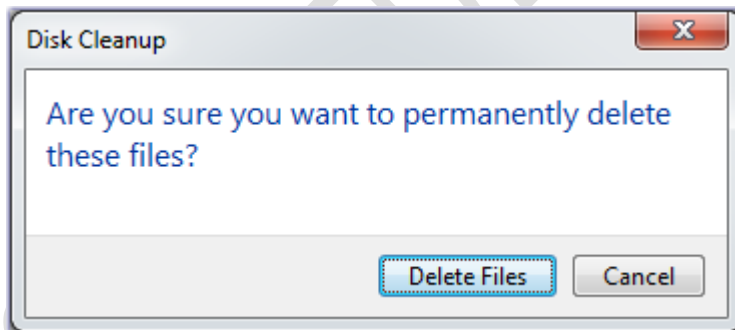


Fig Confirmation message

10. Click **Delete Files**.
11. Windows will delete all the temporary files on the computer.

Removing files of Temporary Folder

The steps to remove files of temporary folder are:

1. Press **Windows button + R** on the keyboard.
2. The **Run dialog** box appears.
3. Type **%temp%** (Fig)

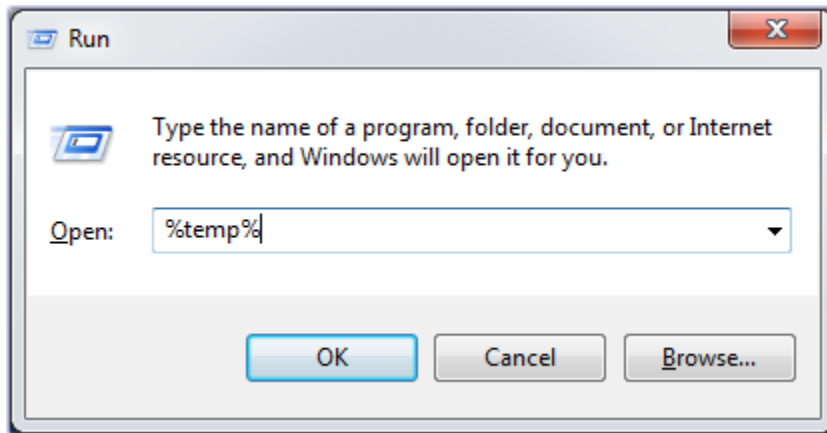


Fig Run dialog box

4. The **Temp folder** opens (Fig)

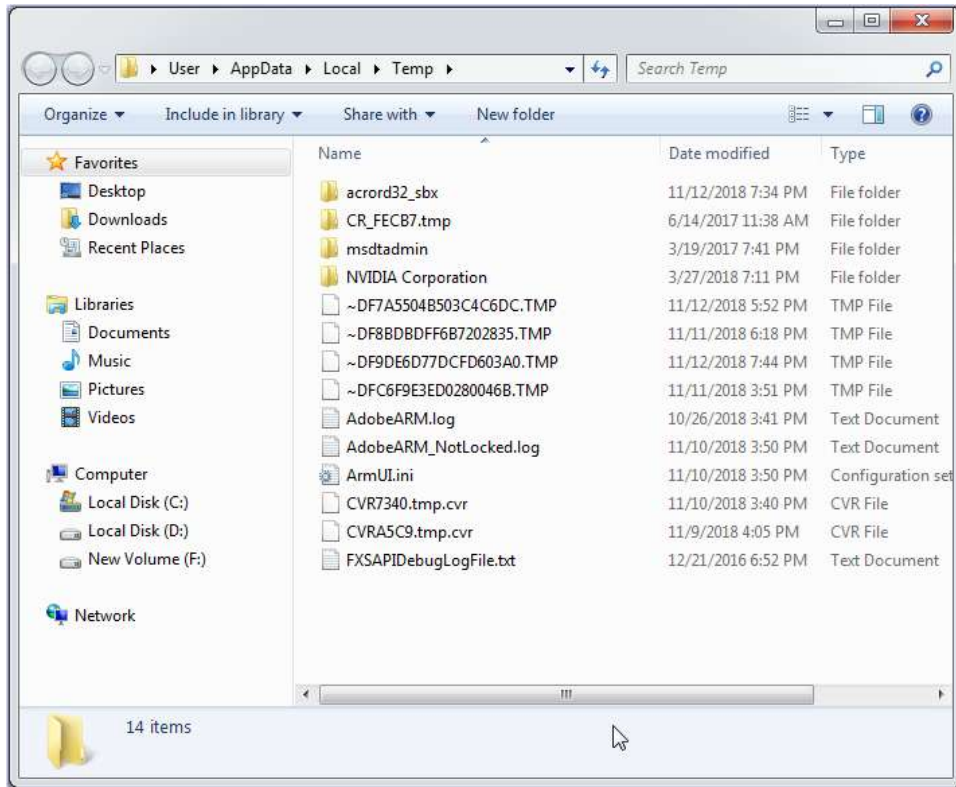


Fig Temp folder

5. Click **Ctrl + A** to select all the files in the folder. (**Fig**)

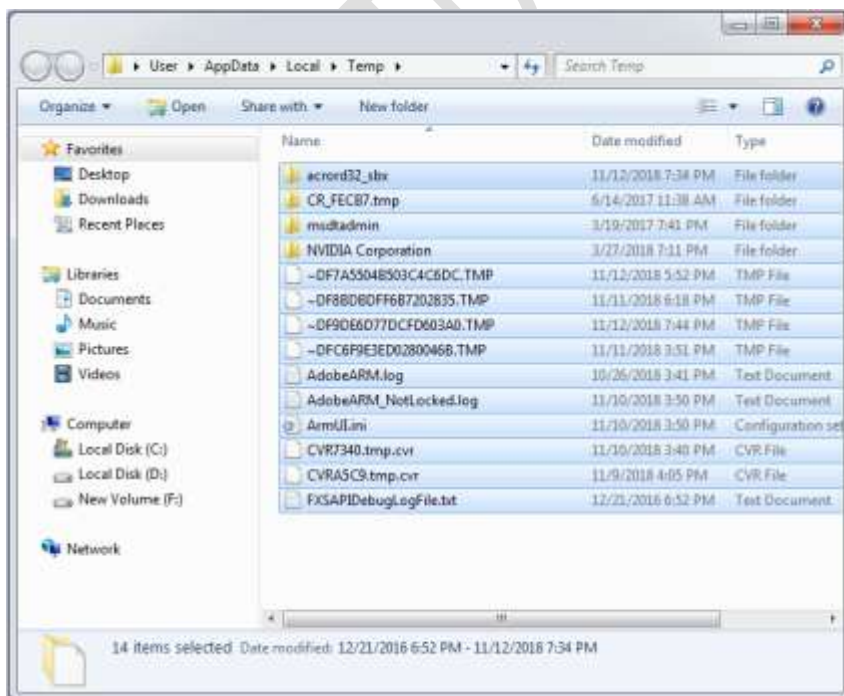


Fig Selecting files in Temp folder

6. Press **Delete** key.
7. A message box appears. Click Yes to confirm.

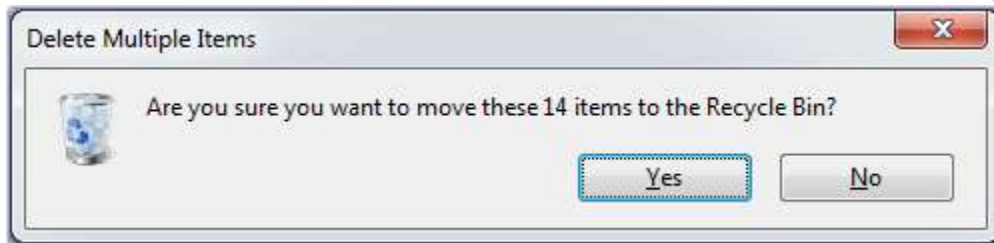


Fig message box

8. All the files in the Temp folder will be deleted.

Lets Try It

1. Remove temporary files from your computer.
2. Remove all the files in the Temporary folder of your computer.

Worksheet

3. Why we should remove temporary files and folders from the computer?

Self-Management Skills

Theory and 4 Let's Do It

“Harmonise the head, the heart and the hands to be happy.

Be an integrated personality. Disintegration causes stress.

Integration gives tremendous satisfaction.”

Nastibuddhirayuktasya..Ch.2

Meaning and Importance of Stress Management

Stress Management refers to focusing human efforts for maintaining a healthy body and mind capable of better withstanding stressful situations. Occasional stress is an unavoidable part of one's life. Stress refers to a “physical, mental, or emotional strain or tension”. Small amounts of stress have a positive effect and they help us stretch ourselves to new level. High levels of stress over prolonged periods need to be managed. A Stress well managed can help one view events and situations as challenges and contributes in the growth of individual. Unmanaged stress leads to anxiety and sorrow resulting in ill status of mental and physical health. Stress causal agents can have following origins.

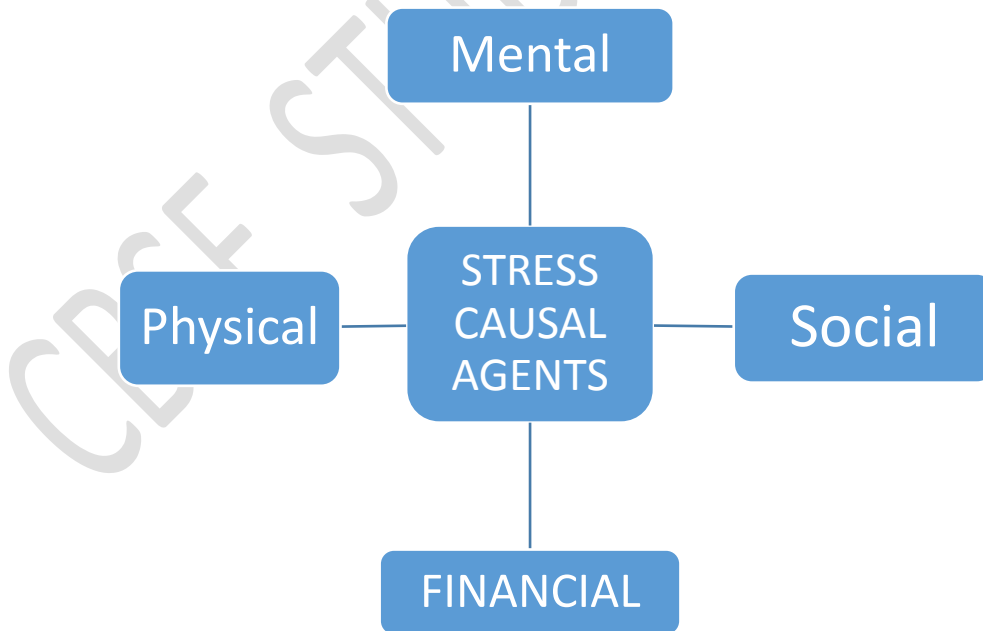


Fig. 1 Stress Causal Agents' Categories

Mental: Students can be left overwhelmed, if they are unable to handle their assignment submission deadlines and examinations grades. Overly high expectations from self can leave one with chronic anxiety and stress.

Physical: As children grow up they may seek more independence, may become critically conscious of their looks and have to cope up with hormonal changes. Issues related to general well-being and health of an individual can lead to low self-esteem and cause stress.

Social : Discord amongst family members, peer pressure for doing things which kids will generally avoid , maintaining balance in relationships amongst friends, status show off may lead to stress at times.

Financial: Youngsters may have aspirational financial stress. This may of becoming findependent or Finances aspirational stress may

Importance of Stress Management

Being well versed with stress coping mechanisms helps people lead a healthy and happier life. Adequately managed stress prevents medical and physical illnesses. Stress management is vital because it leads to following benefits.

- Improves mood
- Boosts immune system
- Promotes longevity
- Leads to burst of physical strength, which is vital for goal achievement
- Complete mental and physical engagement for task accomplishment
- Increases efficiency and effectiveness
- Prevents psychological disorders and behavioral problems

Stress Management Techniques

Stress is a mental state where one size doesn't fit all, what stresses one person may not stress others at all. It is highly individualistic phenomenon and the solution has to be customized to individual's mental state. Physical signs which may suggest stress are: breathlessness, dry mouth, butterflies in stomach, indigestion, nausea, acidity, fatigue, sweaty palms, cold hands and feet, irritation and hyperactivity etc. At the mental level following symptoms may reflect stress irritation, impatience, loneliness, upset, anxious, depressed, frustration, bored, guilty, insecure and forgetfulness.

Self-awareness amongst individuals for symptoms of stress will help them manage it better. They should try understanding the cause, understanding self and taking remedial measures. Avoiding the issues or procrastination is not the solution. Speaking out to the well-wishers like family and friends is of help in stress management as they provide a social support system. Apart from positive thinking, managing one's time across any or a combination of the following activities aids in stress management.

- *Physical Exercise*
When stress affects the brain, rest of the body also feels the impact. Physical exercise in the form of walking, skipping or for that matter indulging in any sports has been found to relieve stress as they stabilize mood, improve self-esteem and induce sleep.
- *Yoga*
Yoga is a school of Hindu philosophy reduces stress, which includes a series of postures and breathing exercises practiced to achieve control of body and mind.
- *Meditation*
It is a practice where an individual is supposed to focus his/her mind on a particular object, thought or activity to achieve a calm mental state reducing stress.
- *Enjoying*
Recreational activities like watching movies, attending concerts, playing games, involving in adventure sports, singing, dancing or even sketching can help individuals transcend to a happier mental state and help manage stress.
- *Going On Vacations with Family and Friends*
Vacations provide an opportunity of taking a holiday from our routine and appreciate different facets of life. Vacations can be taken up to friends and relatives place as well as to far flung attractive locations. Vacationing helps in de-stressing individuals.
- *Taking Nature Walks*
Taking nature walks in a pristine environment of a national park or a sanctuary or a trail in country side / village, brings us a calmness by allowing our over stimulated minds a chance to relax and helps us relax.

Ability to Work Independently

Everyone who has been sent on this earth has been blessed in their own way. They together make this earth a beautiful place. Some can sing well, others are good at sports, some are intellectuals and some are good comedians. Everyone is special. But it is important that everyone learns the art of working independently. This typically means that one must learn to take ownership of the task assigned and leave no stone unturned in accomplishing the task. The individual who has the ability to work independently need not be supervised for the task completion.

Importance of The Ability to Work Independently

Following benefits of working independently advocate its importance.

- Ensures greater learning.
- Individuals feel more empowered and responsible.
- It provides flexibility to choose and define working hours and working mechanisms.
- Failure and success of the task assigned are accounted by individuals.
- Individuals become assets to organizations, groups and nations
- It ensures creativity and satisfaction amongst individuals.

Enhancing Ability to Work Independently

Ability to work independently can be enhanced by being self-aware, self-motivated and self-regulated. Let's now learn what are these:

Self-Awareness

Having conscious knowledge of your own self, capabilities, feelings and one's own character is called as self-awareness. It helps individuals to chart their ways for working independently.

Self-Motivation

Self-motivated individuals have an inner urge to do something, achieve their goals without any external pressure. It is a life skill and must be necessarily developed.

Self-Regulation

Self-regulation guides independent individuals as it helps them consider long term consequences rather than just transient feelings. It leads to a responsible and a value driven behavior.

Lets' Do It

Hands On Exercises to Understand the Concept Better

4 Sessions

Session A. Doing a yoga session/ meditation and discussing students' about their experiences.

Session B. Asking students to prepare a write-up/essay on experiences during a holiday trip.

Session C. Asking students to present a talk on “what I Wish to become and what I do about it”.

Session D. Planning of an activity in groups for creating a plan for school fest/ any event in school/ class party and demonstrating how individual members contributed the qualities required for working independently.

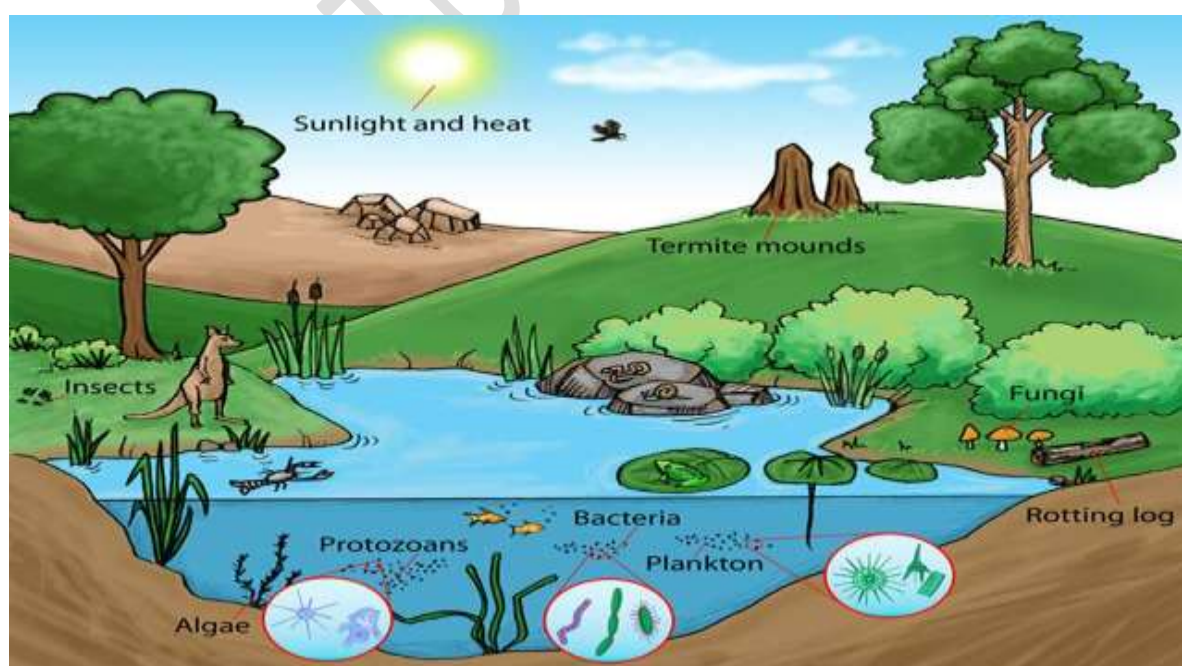
INTRODUCTION TO ENVIRONMENT

It is the natural surroundings of a living thing. It includes everything found in the surroundings of living things such as air, water, plants, animals etc. Environment is essential for continuation of life earth. It gives us everything needed to lead our life on Earth. It aids in the growth & development of all living things such as plants and animals. Our environment plays a pivotal role in enabling the existence of healthy life on this planet.

Environment includes both the living things as well as non living things. The living things broadly include plants and animals. The non-living things is constituted of three main parts –

1. Lithosphere – it refers to the outer layer of the earth. It includes rocks and soils found on the surface of earth.
2. Hydrosphere – it refers to water bodies found on the surface of earth. E.g., seas, rivers, oceans, streams etc.
3. Biosphere – it refers to that part of environment where life exists.

All living things such as Plants and animals require a healthy environment for their survival. A healthy environment enables a diverse ecosystem with abundant diversity of species of living things. Whenever ecosystems are harmed by man, it causes the threat to the survival of a living thing. In the long run, it can even lead to the extinction of some species.



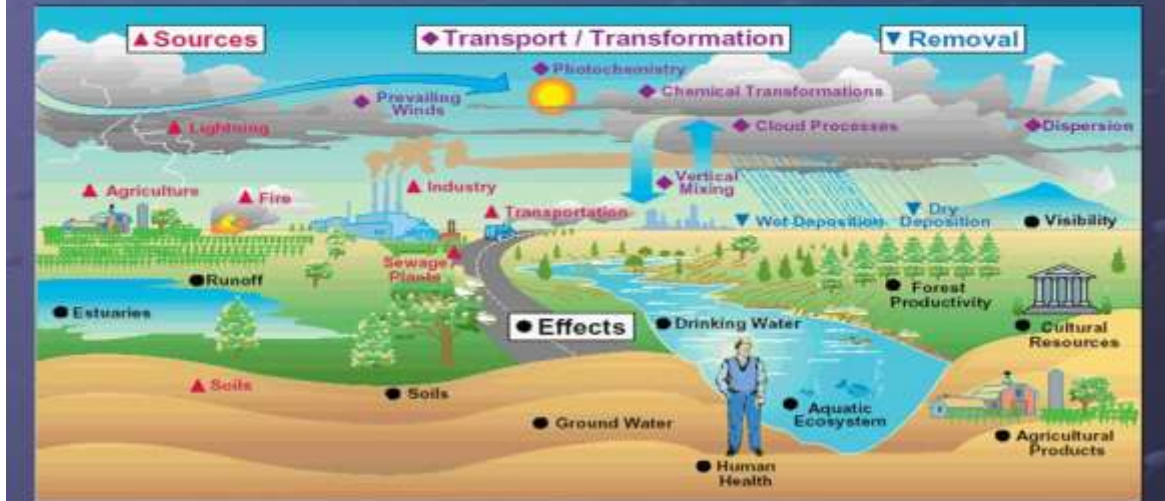
SOURCE - <https://www.zmescience.com/ecology/ecosystems-what-they-are-and-why-they-are-important/>

Human activities often wreak havoc on our environment leading to pollution of land, water, and air pollution. However, our environment is degrading every single day. This is because of the technological innovations in the modern age. The challenges posed by the continuous technological advancements have led to a decrease in the quality of environment. As a result, environmental pollution has emerged as quite a hazard.

Forests are being cut with scant regard to the habitat of the wild animals. Destruction of forests has led to change in the climate as well. This can have disastrous impact in the long run. Our water bodies such as rivers, lakes, ponds etc. have become dirty. This is caused due to various activities of man such as washing of clothes in water bodies, flow of household wastes and flow of industrial sewage into them. The air we breathe is becoming polluted too because of the harmful gases emitted out by factories and industries. Same is the case of the land we live on. We have infested our environment with harmful substances such as plastic. If we fail to protect and conserve our environment, then it would become difficult to continue life on earth. Another reason for deterioration of our environment is the non-stop exploitation of our natural resources. In our continuous struggle for more and more industrial production, we require more raw materials such as coal and petroleum. However, rampant use of these natural resources, mainly fossil fuels, has led to their continuous depletion. It is important to realize that these resources are non-renewable which means that they cannot be replaced naturally; if used indiscriminately, they can even get exhausted.

Environmental pollution affects millions worldwide. In some of the world's worst polluted places, babies are born with birth defects, children have lost 30 to 40 IQ points, and life expectancy may be as low as 45 years because of cancers and other diseases. So it becomes important to save our environment so that our natural resources stay safe from pollution and its toxic effects.

Environmental Pollution



Source - <https://slideplayer.com/slide/8012563/>

RELATIONSHIP BETWEEN SOCIETY AND ENVIRONMENT, ECOSYSTEM AND FACTORS CAUSING IMBALANCE

Interactions between human society and the environment are dynamic in nature. Man's relationship with environment has, over the course of earth's history, followed a pattern of its own. Every step in the history of man has seen a change in the nature of relationship with the environment. Early humans, were, more or less in harmony with the environment. Being hunter-gatherers, they took only so much from their environment as they required to fulfill their basic needs. Their impact on environment was minimal owing to the nature of their needs and the size of their population. However the situation changed with the increase in population.

As the population increased, the lifestyle of the people also changed. This was accompanied with the increase in demands of the people. It started an ever increasing dependence on natural resources. This also saw a shift in living quarters of man; from living in small settlements to residing in big towns and cities. This shift to city life inadvertently led to a

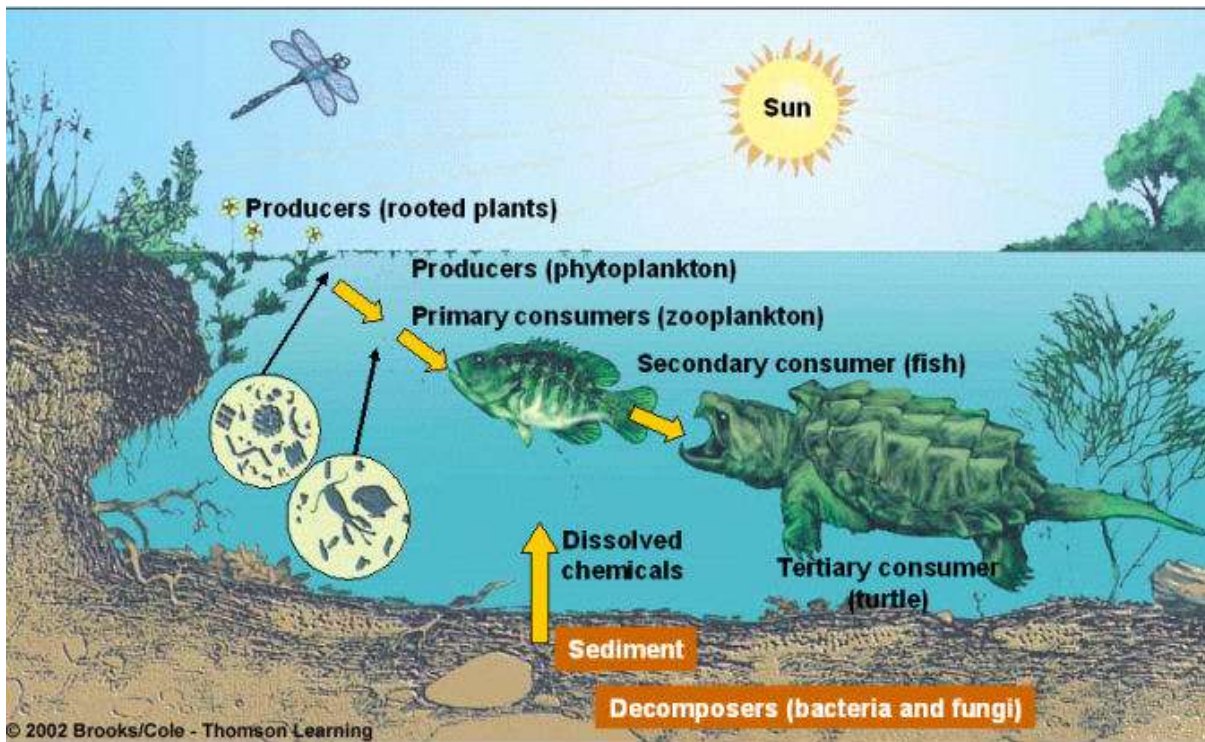
distancing from nature. While many people were still in-tune with nature on a subsistent level, the need for more and more resources began to change our regard for nature. Thus began a journey of imbalance and overuse of environment.

Although our distancing from nature began several thousand years ago with advancements in agriculture and social order, it is the age of industry to which we owe our modern regard for nature. The growth of cities allowed for a separation between people and nature and our obsession with convenience and efficiency beckoned a new perspective on the environment. With technological advancements, nature became something we were no longer apart of and entirely subject to, but something that we could control and profit off of. The growth of industry enabled humans to truly dominate the landscape and disrupt the natural systems that have been in place for billions of years.

The story of human progress is also the story of increase in human greed and exploitation of environment. The early societies were technologically backward and lead a simple lifestyle. As such their needs were basic. They could not control the forces of nature and were in awe of Nature. But modern societies are technologically advanced and scientifically evolved. Modern man has learnt to control nature. Man, no longer, holds Nature in veneration; instead man has learnt to yield Nature to his whims and desires. This has lead to a lopsided equation between man and environment; with the balance now being tilted more towards man.

The sheer disregard of man towards environment has lead to the disruption of many ecosystems. An ecosystem includes all of the living things (plants, animals and organisms) in a given area, interacting with each other, and also with their non-living environments (weather, earth, sun, soil, climate, atmosphere).

Example – A pond is an excellent example of an ecosystem. The living things in the pond include microorganisms, plants and animals. The non-living things in the pond include pebbles, water, sunlight etc. There is continuous interaction between the living and the non – living things in the pond which makes life possible.



Source - <http://www.desert-scape.com/pond-ecosystem.html>

The stability of ecosystem refers to balance between production and consumption of each element in the ecosystem. In other words, ecosystem stability means balance between input and output of energy and normal functioning of different bio-geo-chemical cycles and stable conditions of concentration of all elements. However sometimes ecosystem faces imbalance. This is most likely to happen when an ecosystem is unable to adjust with environmental changes. For example continuous destruction of trees in a forest ecosystem rarely permits regeneration of forest community because exposed surface due to deforestation is subjected to intense weathering and erosion and nutrients are washed out by surface run-off.

The various factors causing ecological imbalance are as follows:

1. destruction of forests
2. industrialization
3. urbanization

4. large scale use of pesticides

5. overgrazing

NATURAL RESOURCE CONSERVATION

Resources that nature has provided such as soil, air, water, minerals, coal, sunshine (sunlight), animals and plants, etc., are known as natural resources. These are utilized for by human beings for the purposes of survival and welfare.

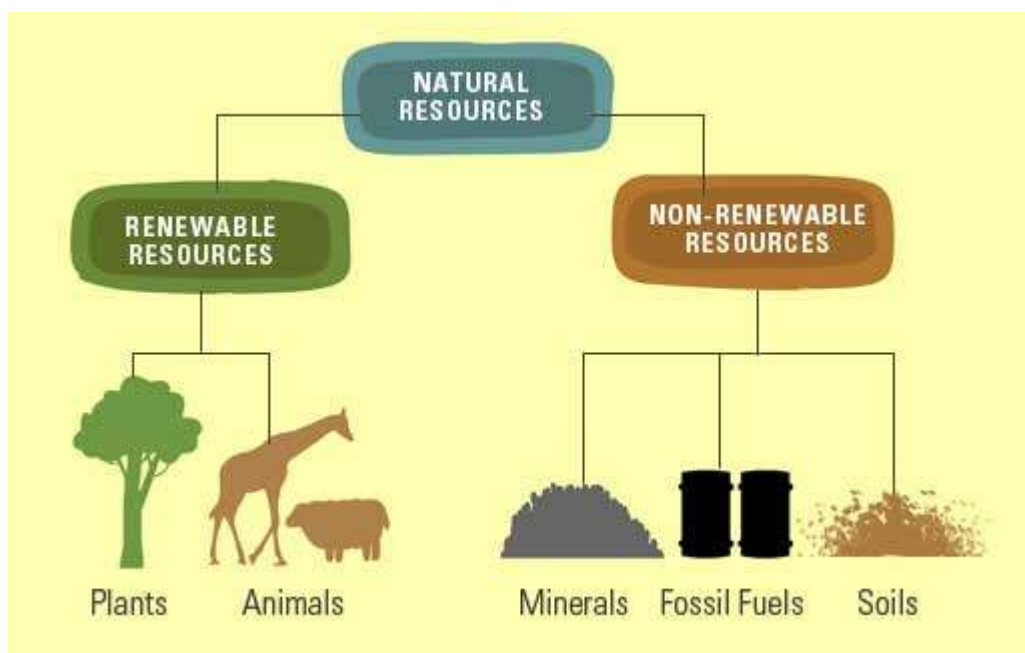
There are two main types of natural resources. These are :

1. Renewable natural resources

2. Non-renewable natural resources

Renewable natural resources- Resources that can be renewed naturally are known as renewable resources. E.g., water, soil, wind etc.

Non-renewable natural resources - Resources that cannot be renewed naturally are known as non-renewable resources. E.g., coal, petrol etc.



Source - <http://www.eschooltoday.com/natural-resources/types-of-natural-resources.html>

The survival of mankind is linked to the conservation of the natural environment and the natural resources. If the natural resources are not utilized properly then there would emerge a situation where they would start disappearing altogether from the face of earth. There is already a growing concern that resources such as oil wells may run dry in the next couple of decades owing to their exploitation and overuse.

Conservation is the term used to denote proper management of a natural resource to prevent its exploitation, destruction or degradation. Conservation means sustainable use of natural resources, like soils, plants, water, animals, and minerals and other useful resources provided by nature. The objective of resource conservation is that resources should not be used at a rate greater than the rate of their replacement. Natural resources are of great utility - biological, economic, and recreational. Hence, there is a need to conserve them for the future generations.

There is a growing concern worldwide regarding natural resources. The rapid speed at which they are being used stems the fear that they would soon become scarce and beyond the reach of a common man. As such, there is an ever increasing emphasis on conservation of natural resources so that even our future generations can benefit from them.

Historically, India has always respected Nature. This is evident in the form of worship of various life forms such as trees tulsi, peepal etc and animals such as cows and snakes. Even non-living forms such as mountains (like Kailash Parbat) and rivers (such as Ganga, Yamuna) too have been worshipped. In recent times, mass movements have been launched for the conservation of our natural resources. Chipko movement is one such movement where women of Gopaleshwar village in Garhwal would hug the trees to prevent them from being cut down. This led to conservation of 12000 square area of water catchment area.

GREEN ECONOMY

An economy is called Green economy when it is based on the principles of sustainable development. Reduction of environmental risks is the primary goal of Green economy. The main focus is to ensure economic growth without harming the environment.

United Nations Environment Programme (UNEP) defines a green economy as one that results in “improved human well-being and social equity, while significantly reducing environmental risks and ecological scarcities”. The challenge is to find approaches to environmental management that give people the quality of life they seek while protecting the environmental systems that are also the foundations of our well being. A Green Economy is based on three parameters : sustaining and advancing economic, environmental and social well-being.

The transition from traditional market economy to green economy is driven by the fact that the Earth is reaching its limits of natural resources such as forests and fossil fuels. The environmental and social costs of our current economic model are becoming more and more apparent. If we continue to exploit it any further without showing any appreciation for our environment, then we might soon have to face catastrophic environmental impacts which would make human survival impossible.

Many countries are now drawing up plans and strategies to protect environment. Following are some examples of such countries.

1. China too has been plagued by many environmental issues owing to its large population and less policy controls for conserving environment. However in recent years the awareness regarding environmental issues has increased and the government has started many initiatives for environment conservation. For example, in 2010, China increased its total installed

wind capacity by 64% in 2010. The move was aimed at reducing dependence on traditional non-renewable energy sources.

2. Korea started a five year programme for green growth in 2013. Under this program, 2% of GDP was allocated for investment in several green sectors such as renewable energy, energy efficiency, clean technology and water. The government has also launched the Global Green Growth Institute which aims to help countries (especially developing countries) develop green growth strategies.

IMPORTANCE OF GREEN ECONOMY

1. Green economy promotes sustainable development
2. Green economy promotes effective resource utilization

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