

# EMPLOYABILITY SKILLS

## NSQF

1<sup>st</sup> Year (Volume I of II)

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**COMMON FOR ALL TRADES**

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Directorate General of Training

**DIRECTORATE GENERAL OF TRAINING  
MINISTRY OF SKILL DEVELOPMENT & ENTREPRENEURSHIP  
GOVERNMENT OF INDIA**



**NATIONAL INSTRUCTIONAL  
MEDIA INSTITUTE, CHENNAI**

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## **Employability Skills (NSQF) - 1<sup>st</sup> Year (Volume I of II)**

**Common for All Trades**

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## FOREWORD

The Government of India has set an ambitious target of imparting skills to 30 crores people, one out of every four Indians, by 2020 to help them secure jobs as part of the National Skills Development Policy. Industrial Training Institutes (ITIs) play a vital role in this process especially in terms of providing skilled manpower. Keeping this in mind, and for providing the current industry relevant skill training to Trainees, ITI syllabus has been recently updated with the help of Mentor Councils comprising various stakeholder's viz. Industries, Entrepreneurs, Academicians and representatives from ITIs.

The National Instructional Media Institute (NIMI), Chennai, has now come up with instructional material to suit the revised curriculum for **Employability Skills 1<sup>st</sup> Year (Volume I of II)** NSQF Common for all trades will help the trainees to get an international equivalency standard where their skill proficiency and competency will be duly recognized across the globe and this will also increase the scope of recognition of prior learning. NSQF trainees will also get the opportunities to promote life long learning and skill development. I have no doubt that with NSQF the trainers and trainees of ITIs, and all stakeholders will derive maximum benefits from these IMPs and that NIMI's effort will go a long way in improving the quality of Vocational training in the country.

The Executive Director & Staff of NIMI and members of Media Development Committee deserve appreciation for their contribution in bringing out this publication.

Jai Hind

**RAJESH AGGARWAL**

Director General/ Addl. Secretary  
Ministry of Skill Development & Entrepreneurship,  
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New Delhi - 110 001

## PREFACE

The National Instructional Media Institute(NIMI) was set up at Chennai, by the Directorate General of Training, Ministry of skill Development and Entrepreneurship, Government of India, with the technical assistance from the Govt of the Federal Republic of Germany with the prime objective of developing and disseminating instructional Material for various trades as per prescribed syllabus and Craftsman Training Programme(CTS) under NSQF levels.

The Instructional materials are developed and produced in the form of Instructional Media Packages (IMPs), consisting of Trade Theory, Trade Practical, Test and Assignment Book, Instructor Guide, Wall charts and Transparencies. The above material will enable to achieve overall improvement in the standard of training in ITIs.

A national multi-skill programme called SKILL INDIA, was launched by the Government of India, through a Gazette Notification from the Ministry of Finance (Dept of Economic Affairs), Govt of India, dated 27th December 2013, with a view to create opportunities, space and scope for the development of talents of Indian Youth, and to develop those sectors under Skill Development.

The emphasis is to skill the Youth in such a manner to enable them to get employment and also improve Entrepreneurship by providing training, support and guidance for all occupation that were of traditional types. The training programme would be in the lines of International level, so that youths of our Country can get employed within the Country or Overseas employment. The **National Skill Qualification Framework (NSQF)**, anchored at the National Skill Development Agency(NSDA), is a Nationally Integrated Education and competency-based framework, to organize all qualifications according to a series of **levels of Knowledge, Skill and Aptitude**. Under NSQF the learner can acquire the Certification for Competency needed at any level through formal, non-formal or informal learning.

The **Employability Skills** (common to all Trades) is one of the book developed by the Core group members of the Mentor Councils (MCs) (as per the NSQF) syllabus. The 1<sup>st</sup> semester book includes Module -1 English Literacy, Module - 2 I.T. Literacy, Module - 3 Communication Skills.

The **Employability Skills** ( common to all Trades as per NSQF) 1<sup>st</sup> Semester is the outcome of the collective efforts of Members of **Mentor Council** which includes academic/professional institutions(IITs etc)experts from Field Institutes of DGE&T champion ITI's for each of the Sectors, and also Media Development Committee (**MDC**) members and Staff of **NIMI**. NIMI wishes that the above material will fulfill to satisfy the long needs of the trainees and instructors and shall help the trainees for their Employability in Vocational Training.

NIMI would like to take this opportunity to convey sincere thanks to all the Mentor Council Members and Media Development Committee (MDC) members.

Chennai - 600 032

R. P. DHINGRA  
EXECUTIVE DIRECTOR

## ACKNOWLEDGEMENT

The National Instructional Media Institute (NIMI) sincerely acknowledge with thanks the co-operation and contribution of the following Media Developers to bring this IMP for the course **Employability Skills (1<sup>st</sup>Semester)** as per NSQF.

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NIMI records its appreciation of the **Data Entry, CAD, DTP Operators** for their excellent and devoted services in the process of development of this IMP.

NIMI also acknowledges with thanks, the efforts rendered by all other staff who have contributed for the development of this book.

## INTRODUCTION

This Instructional Material consists of both Theory and Practical exercise for the subject “ **Employability Skills**” 1<sup>st</sup> Year (Volume I of II) NSQF (Common book for all Trades). Duration of this subject is 55 Hours, containing 3 different modules, and the time distribution for each module is given below.

Module 1	English Literacy	-	20 Hrs.
Module 2	I.T. Literacy	-	20 Hrs.
Module 3	Communication Skills	-	15 Hrs.
<b>Total</b>			<b>55 Hours.</b>

The objectives mentioned in each lesson are included in the beginning of each lesson which must be covered.

This Written Instructional Material is not for the purpose of self learning and should be considered as supplementary to the class room Instructions.

# GUIDELINES FOR USE

## **Module 1 - English Literacy**

Today, English has become an international language which serves as a passport for getting good jobs. So it is essential for trainees to learn the English language and use it in their daily life.

Learning English is what people do when they want to learn how to speak and understand English language. English learning does not involve memorization and reproduction. It is based on learning words through sentences and simultaneously learning grammar too. This English literacy module has two sections - theory and related exercise. Theory part is meant to help trainees to understand the application of skills like pronunciation, functional grammar, greeting, introduction etc. along with the required grammar and vocabulary. The related exercise part helps trainees to practice the skills. Trainees are expected to do these exercises individually, in pairs or in groups to practice the skills to gain proficiency in English. This language practice can be extended outside the class also for achieving maximum benefits.

## **Module 2 - I.T. Literacy**

In this modern days, information technology (IT) plays a big role. It has been a part of our daily lives as it touches most of the areas like business, education, health care, security, finance etc.

This module covers the topics like Basics of computer, MS Word, MS Excel, Internet and Emailing etc. The IT literacy has two sections - theory and exercise. The theory section covers the basic information and application of computers. Exercise section helps the trainees to get hands on experience on computer by providing step by step instructions. Trainees are expected to do these exercises individually to gain confidence in using computer.

## **Module 3 - Communication Skills**

To have an edge over competitors it is important to communicate effectively and work efficiently in a team apart from their technical expertise. Mere hardwork is not adequate to succeed. It is the communication skill that bridges hardwork and success.

This module is covering the topics like verbal communication, non verbal communication, listening, self awareness and behavioural skill etc. The communication skills module has two sections - theory and exercise. The theory section helps the trainee to understand the need of the skill, practical application and any other relevant information. The related exercise section helps the trainee to practice the skill using different tasks in pair or in group. The theoretical information is not meant for memorization. By practicing the tasks regularly trainee can communicate and work efficiently in a team.

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## **LEARNING / ASSESSABLE OUTCOME**

On completion of this book you shall be able to

- **Learn English pronunciation, functional grammar and able to converse with family and friends.**
- **To gain confidence in speaking & participate in discussion.**
- **Learn the basics of computer application, prepare documents, use & prepare Excel sheets, and learn Networking, corresponding through E-mails.**
- **Awareness on browsing, information security, IT Acts etc.,.**
- **Learn effective communication, problem solving, confidence building and improving attitude.**
- **Learn to set goals for personal improvement and plan for employability.**

# SYLLABUS

**1<sup>st</sup> Year (Volume I of II)**

**Duration: 55 Hours**

Duration	Ref. Learning Outcome	Lesson Title	Lesson Content
20Hours	<p>Learn English pronunciation, functional grammar and able to converse with family and friends.</p> <p>To gain confidence in speaking &amp; participate in discussion.</p>	<p><b>1 English Literacy</b></p> <p>Pronunciation</p> <p>Functional Grammar</p> <p>Reading</p> <p>Writing</p> <p>Speaking/ Spoken English</p>	<p>Accentuation (mode of pronunciation) on simple words, Diction (use of word and speech)</p> <p>Transformation of sentences, Voice change, Change of tense, Spellings</p> <p>Reading and understanding simple sentences about self, work and environment</p> <p>Construction of simple sentences Writing simple English</p> <p>Speaking with preparation on self, on family, on friends/classmates, on known people, picture reading, gain confidence through role-playing and discussions on current happenings, job description, asking about someone's job habitual actions Cardinal (fundamental) numbers ordinal numbers Taking messages, passing on messages and filling in message forms Greeting and introductions, office hospitality, Resumes or curriculum vitae essential parts, letters of application reference to previous communication.</p>
20Hours	<p>Learn the basics of computer application, prepare documents, use &amp; prepare Excel sheets and learn net working, corresponding through e.mails.</p> <p>Awareness on browsing, information security, IT Acts etc.</p>	<p><b>2 I.T. Literacy</b></p> <p>Basics of Computer</p> <p>Computer Operating System</p> <p>Word Processing and Worksheet</p>	<p>Introduction, Computer and its applications, Hardware and Peripherals, Switching on- Starting and shutting down of computer</p> <p>Accentuation (mode of pronunciation) on simple words, Diction (use of word and speech)</p> <p>Basic operating of Word Processing, Creating, opening and closing Documents, Use of Shortcuts, Creating and Editing of Text, Formatting the Text, Insertion &amp; Creation of Tables. Printing document.</p> <p>Basics of Excel worksheet, understanding basic commands, creating simple worksheets, understanding sample worksheets, use of simple formulas and functions, Printing of simple excel sheets.</p>

Duration	Ref. Learning Outcome	Lesson Title	Lesson Content
		Computer Networking and Internet	Basics of Computer Network (using real life examples), Definitions of Local Area Network (LAN), Wide Area Network (WAN), Internet, Concept of Internet (Network of Networks), Meaning of World Wide Web (WWW), Web Browser, Web Site, Web page and Search Engines. Accessing the Internet using Web Browser, Downloading and Printing Web Pages, Opening an email account and use of email. Social media sites and its implication. Information Security and antivirus tools, Do's and Don'ts in Information Security, Awareness of IT Act, types of cybercrimes
15 Hours	<p>Learn effective communication, problem solving, confidence building and improving attitude.</p> <p>Learn to set goals for personal improvement and plan for employability.</p>	<p><b>3 Communications</b></p> <p>Introduction to Communication Skills</p> <p>Listening Skills</p> <p>Motivational Training</p> <p>Facing Interviews</p> <p>Behavioral Skills</p>	<p>Communication and its importance. Principles of Effective communication . Types of communication - verbal, non-verbal, written, email, talking on phone. Non-verbal communication - characteristics, components - Para- language. Body language</p> <p>Barriers to communication and dealing with barriers. Handling nervousness/discomfort</p> <p>Listening-hearing and listening, effective listening, barriers to effective listening guidelines for effective listening.</p> <p>Triple- A Listening - Attitude, Attention &amp; Adjustment.</p> <p>Active Listening Skills.</p> <p>Characteristics Essential to Achieving Success</p> <p>The Power of Positive Attitude</p> <p>Self Awareness</p> <p>Importance of Commitment</p> <p>Ethics and Values</p> <p>Ways to Motivate Oneself</p> <p>Personal Goal Setting and Employability Planning</p> <p>Manners, Etiquettes, Dress code for an Interview</p> <p>Do's &amp; Don'ts for an interview</p> <p>Problem Solving</p> <p>Confidence Building</p> <p>Attitude</p>

**MODULE 1**  
**ENGLISH LITERACY**

## Accentuation (mode of pronunciation) on simple words

**Objectives:** At the end of this lesson you shall be able to

- define pronunciation
- list phonetic alphabet symbol
- explain various mode of pronunciation
- list the ways of improving pronunciation on simple words .

One with good pronunciation in English, is more likely to be understood even he /she makes grammatical errors but, other way round is not correct. That means if pronunciation of a person is difficult to understand then the person will not be understood even if he is perfect in grammar. Pronunciation can vary with culture, regions and speakers.

Spelling does not determine pronunciation.

### What is Pronunciation?

Pronunciation refers to the production of sounds that we use to make. It is an accepted standard of sound and stress pattern of a syllabi, word & phrases etc. Although there are 26 letters in english alphabet the sounds that may be produced are almost double that number.

### International phonetic alphabet symbols

#### Vowels (a, e, i, o, u)

/ɪ / pin, English, business

/e/ bed, head, bury, exit

/æ/ cat, bag, apple, black

/ə / the, a, woman, banana

/ʊ / look, put, could, cushion

/ɒ / clock, what, because

/ʌ / cut, come, mother

/ɜː / girl, burn, word, heard

/ɑː / car, art, heart, half

/ɔː / or, board, door, small

/iː / sea, bee, people, receive

/uː / too, blue, fruit, fool

#### Diphthongs

(Two adjacent vowel sound occurring with the same sequence of speech sound)

/eɪ / take, pay, wait, ballet

/aɪ / five, sigh, height, buy

/ɔɪ / noise, boy, lawyer

/əʊ / no, road, sew, broken

/aʊ / round, renown, doubt

/ɪə / here, deer, dear, fierce

/eə / care, air, mayor, prayer

/ʊə / poor, insure, tour, moor

#### Consonants (All alphabets except vowels)

/p/ play, stop, speak, power

/b/ bad, baby, big, object

/t/ ten, later, little, pot

/d/ day, advice, bed

/k/ character, quick, taxi

/g/ got, exam, ignore, finger

/f/ food, laugh, telephone

/v/ vain, over, Stephen

/θ/ thin, earth, method, both

/ð/ they, father, breathe, with

/s/ small, since, scene, psalm

/z/ zoo, goes, xenophobe

/ʃ/ shell, nation, machine

/ʒ / genre, measure, vision

/h/ hot, hair, whole, whose

/m/ moon, lamp, lamb

/n/ can, snow, pneumonia

/ŋ / string, singer, tongue

/tʃ/ chair, match, future

/dʒ / just, general, age, soldier

/l/ look, small, bottle, isle

/r/ real, train, wrong, write

/j/ yes, Europe, university

/w/ window, twin, quick, why

### One Vowel Rule

Letters	Sounds	Examples
-a-	/æ/	pan, has, aspirin, answer
-e-	/ɛ /	ten, message, medicine, intention
-i-	/ɪ /	is, simple, children, interesting
-o-	/ɒ /	top, hot, problem, confident
-u-	/ʌ /	cup, sun, butter, hundred, assumption

### Two Vowel Rule

Letters	Sounds	Examples
-ai -a- + final -e- -ay	/eɪ/	rain, train, afraid cake, came, arrange day, say, play, array
-e- + final -e- -ee- -ea-	/i:/	Pete, athlete, recede tree, meet, agreement tea, please, beat, season
-y -i- + final -e- -igh-*	/aɪ/	city, funny, lucky ice, time, white, arrive night, light, high, sigh
-o- + final -e- -oa- -ow-	/oʊ/	cone, home, alone coat, soap, approach slow, below, lower, follow
-u- + final -e- -oo-*	/u:/	blue, juice, accuse room, choose, foolish

#### Suffixes

Same suffix used for different words has different pronunciation. Here are the examples :

**-s suffix** : -s used for

- 3rd person singular (e.g. he works)
- noun plural (books)
- genitive (John's)
- contraction of is or has (he's)

Above pronounced in three different ways depending on the sound of the preceding consonant:

- **ɪz** after sibilant consonants: /s/ /ʒ/ /ʒ/ ?  
slices /slaɪsɪz/    brushes /brʌʃɪz/  
churches /tʃɜ:tʃɪz/    wages /weɪdʒɪz/
- **s** after unvoiced consonants: /f/ /k/ /p/ /t/  
packs /pæks/    rates /tæps/  
laughs /lɑ:fs/    taps /tæps/

- **z** in other cases

boys / bɔɪz /                      girls / gɜ:lz /  
clothes / kləʊðz /                John's / dʒɒnz /

Some unvoiced sounds, θ and f, become voiced when the -s suffix is added.

bath / bɑ:θ /                        baths / bɑ:ðz /  
knife / naɪf /                        knives / naɪvz /

**-ed suffix** : -ed of the past tense (or past participle) is also pronounced in three different ways depending on the preceding consonant:

- **ɪd** after t and d  
painted / peɪntɪd /                founded / faʊndɪd /  
wanted / wɒntɪd /                rounded / raʊndɪd /
- **t** after unvoiced consonants: /f/ /k/ /p/ /s/ /tʃ/ /ʃ/  
clapped /klæpt/                      brushed / brʌʃt /

laughed / lɑ:ft /

wished / wɪft /

- d in other cases

earned / ɜ:nd /

carried / kær ɪd /

changed / tʃeɪndʒd /

harmed / hɑ:md /

-e suffix

Addition of the -e suffix to a noun to form a verb. It changes the quality both of the vowels sound and of the final -th:

a bath / bɑ:θ /

to bathe / beɪð /

a breath / breθ /

to breathe / breɪð /

### Homographs

It is a word that shares same written form as another word but has different meaning.

Some examples of homographs:

to lead / li:d /

lead / led /

to read / ri:d /

read / red /

to live / li:v /

live / laɪv /

### Homophones

It is a word that is pronounced the same as another word but differs in meaning.

Some examples of homophones:

son / sun / sʌn / ,

allowed / aloud / əlaʊd /

minor / miner / maɪnə /

The sound may also change according to where the stress is on the word:

to record / ri'kɔ:d /

record / 'rekɔ:d /

to present / prɪ'zent /

present / 'preznt /

### Silent letters

- Initial position

kn - knock, knee, knight, knife

pn - pneumonia

ps - psychology, psychiatry, pseudo

wr - write, wrong, wring, wrist

wh - who, whom, whose, whole

- End position

-mb - lamb, climb, thumb

-ng - king, thing, song, wing

-gm - paradigm, diaphragm

-gn - sign, reign, foreign, resign (but signature, resignation)

-mn - condemn, autumn, column

-pt - receipt (but reception)

- Other positions

doubt muscle castle whistle isle sword.

Vowels are written but non pronounced.

government family chocolate garden reason evil.

### Stress Patterns

A syllable consists of a vowel sound or a vowel sound + consonant(s). The system for syllable division is generally a phonetic one. Most words have the same number of syllables in the written form as in the pronunciation. Once we divide the word into syllable it is more effective to pronounce the word more correctly. However, there are a few rules to help divide words up into syllables.

- Each syllable has only one vowel sound. When a consonant separates two vowels, divide the word after the first vowel and before the consonant:

stu-dent re-sult ex-a-mine

- When the vowel is at the end of a syllable, it has a long sound, called an open syllable:

may be-low an-ec-dote

- When the vowel is not at the end of a syllable, it has a short sound, called a closed syllable:

mad sub-ject con-vent

- Syllables are divided between doubled consonants, unless the doubled consonant is part of a syllable that is a base word:

din-ner swim-ming tell-er

Some suffixes do not generally have primary stress.

age / eɪdʒ /

courage / kʌrɪdʒ /

to be 'able / eɪbl /

capable / keɪpəbl /

'ate / eɪt /

graduate (n) / grædʒʊət /

full / fʊl /

beautiful / bjʊ:tɪfl /

less / les /

hopeless / həʊpləs /

Some suffixes determine the position of the primary stress.

The following suffixes determine the primary stress on the syllable preceding the suffix:

### Nouns

- -ity, -ety cap'acity oppor'tunity

Note the shift in stress:

'public pub'licity 'social soc'iety to 'vary var'iety

- -ion dis'cussion at'tention

Note the shift in stress:

to pre 'pare preparation  
to pro'nounce pronunci'ation  
to 'realise realis'ation

- -ian [am'phibian phy'sician]

Note the shift in stress:

hu'manity humani'tarian  
'library lib'rarian  
'history his'torian

- -ics ['physics 'ethics]

**Verbs**

- -ify, -ish [to 'magnify to a'bolish]

Note the shift in stress:

'person to pers'onify

**Adjectives**

- -ic, -ible, -igible [his'toric in'visible 'eligible]

Note the shift in stress:

e'conomy eco'nomie  
ne'glect 'negligible

- -ious, -eous, -uous ['glorious con'tinuous]

**Compound nouns**

Most compound nouns have the primary stress on the first element. Compare this to the equal stress of adjective and noun:

'dining-room 'textbook 'black bird  
'dark 'room 'library 'book 'black 'bird

**Compound adjectives**

The stress generally falls on the second element with the -ed participle and -ing participle:

bad-'tempered old-'fashioned good-'looking

**Compound verbs**

The stress generally falls on the second element:

out'run over'rate under'line

Function words such as prepositions, conjunctions, pronouns, determiners, and auxiliary verbs are generally weaker in stress within a sentence.

Prepositions	Conjunctions
at /ət /	that ðət
for fə	as əz
from frəm	than ðən
of əv	and ən , n
to tə	but bət
per pə	or ə , ər

Pronouns	Determiners
he hɪ	his ɪz
him ɪm /, /əm	her hə , / ə /
her hə	our aː
us əs	your jə
them ðəm	a, an, ə, ən
some səm	the ðə, ðɪː/

**Article**

indefinite article - a , an

a is reduced to /ə / before consonant ( or consonant sounds) a book, a table, a university, a one year plan  
an; it becomes an before vowels ( or vowel sounds )  
an apple, an event, an hour

the - The definite article 'the' is reduced to /ðə / before consonant (or consonant sounds);

the mother, the table, the one year plan, the ;unwersity.

**Ways of improving English pronunciation**

- Listen to spoken English as often as possible.  
Listen to how English speakers (on TV, the Net, in person) pronounce specific words and phrases, and practice your pronunciation on what you hear.
- Learn the word stress of a new word  
Every English word has its own normal stress pattern. For example, the word "believe" has two syllables (be and lieve), but only the second syllable is stressed. dictionary generally shows the syllable stress by an apostrophe (') before the syllable to be stressed: 'be'lieve'.
- Be careful of intonation and sentence stress  
Not all words in a sentence have equal stress, and generally only the "information" words (nouns and verbs) are stressed.
  - 'Where's the pen I gave you?
  - 'Where's the red pen I 'gave you?
  - 'Where's the pen I gave you yesterday?
 The unstressed words (such as "the", "I", "you" and "and") don't carry as much "weight" as the stressed words.
- Practice the sounds you find difficult  
Depending what your first language is, you are likely to have problems with certain sounds. Practice those difficult sounds.

**Practice on Accentuation**

**Objectives:** At the end of this exercise you shall be able to

- pronounce words having silent letter
- pronounce words with proper stress
- distinguish between the similar pronounced word
- pronounce commonly used words.

**Task 1**

- Mark the silent letters in the following words

answer	castle	subtle	island
design	interest	know	psychosis
written	honest	cupboard	restaurant

**Task 2**

- Mark the stress on the following words based on compounds noun, compound, verbs, compound adjectives

black - board	train - spotting
mobile - phone	football
bus stops	out dated
swimming pool	over - ripe

**Task 3**

- Listen to the instructor and circle the word that you hear

• ill	hill
• eye	high
• art	heart
• ear	hear
• old	hold
• all	hall
• eight	hate
• edge	hedge
• air	hair

**Task 4**

- Make a team of 2 persons. One will read out the following sentences. Another team member will underline the alternative that he hears. Repeat the procedure by switching over the role of the persons.

- She robbed / rubbed the silver to make it shine.
- Can I borrow your cup / cap?
- She has a heart / hut of gold.
- We were wondering / wandering where she was.
- There are a lot of colorful rags / rugs on the floor
- Put the batter / butter in the fridge.
- Did you say he run/ran away?
- I saw a long whale, /veil in the distance .

**Task 5**

Pronounce the past form of these verbs paying attention to the - ed suffix

enjoy-	miss -
invent -	listen -
answer -	judge -
test -	research -
work -	avoid -

**Task 6**

Pronounce the following commonly used words

heart	turn	bear	biscuit
doubt	Hurt	scene	through
bought	whale	flood	minor
island	collage	could	steal
sight	soldier	enough	buy
town	nation	chef	wrist
birthday	bare	foreign	whistle

**Diction**

**Objectives:** At the end of this lesson you shall be able to

- use capital letter in appropriate place
- state articles and its usage
- state noun, pronoun, verb, adjective, adverb, preposition, conjunction & interjection and its usage
- state how to use punctuation at correct place

**When do you use a capital letter?**

- Use a capital letter for the first letter in a sentence:  
The dog is barking.  
Come here!
- Always use a capital letter for the word :I  
I am eight years old.  
May I look forward to meet you.
- Use a capital letter for the names of people:  
Alice, Tom, James,
- Use a capital letter for the names of places:  
National Museum, Bronx Zoo, London
- Use a capital letter for festivals, holidays, days of the week, months of the year:  
New Year's Day, Christmas, Labor Day, Mother's Day,  
Sunday, Monday, Friday, January, May, July, October

**NOUN**

**Nouns** are divided into :

- common nouns
- proper nouns

**Common nouns** are words for people, animals, places or things.

These are words for people.

actor	lawyer	aunt	judge
baby	man	baker	nurse
cook	police	officer	dentist
singer	doctor	soldier	teacher

These are words for animals/birds

cat	zebra	cow	hen
dog	horse	eagle	mouse
duck	parrot	fish	goat
whale	bear		

These are words for places..

shop	beach	park	library
airport	market	mountain	church
playground	restaurant	hill	school
hospital	hotel	stadium	house

These are words for things.

bag	kite	box	ladder
bread	lamp	chair	cot
television	cup	train	truck
door	watch	egg	window

**Proper nouns** are names for particular people, places or things. They always begin with a capital letter.

- Your own name and the names of your friends are proper nouns too.
- The names of countries and their people are also proper nouns.

Country	People
America	Americans
India	Indians
Japan	Japanese

- The names of towns, cities, buildings and landmarks are proper nouns.
- The days of the week and months of the year are proper nouns.
- The names of mountains, seas, rivers and lakes are proper nouns.
- The names of festivals, some special events and holidays are proper nouns, too.

**Singular and Plural Noun**

When you are talking about one person, animal, place, or thing, use a singular noun,

**Articles**

Articles are short words that begin noun phrases (e.g., the word "a" in the phrase, "a brown dog). There are only three articles in English: "the, a, an."

Definite article: **the**

**The** broken dish

- The word "the" is called "a definite article" because it points to a particular, definite thing.

Indefinite article: **a, an**

**A** broken dish

- The words "a/an" are called "indefinite articles" because they do not point to particular things.

**use a or an before singular nouns.**

- Use **an** before words beginning with **vowels** (a, e, i, o,u).

For example, say:

- an** axe      **an** igloo
- an** egg      **an** orange
- an** envelope **an** umbrella
- an** ice cream **an** uncle

- Use **a** before words beginning with the other letters of the alphabet, called consonants.

For example, say:

- a** basket      **a** rainbow
- a** bowl      **a** monster
- a** car      **a** pillow
- a** hill      **a** watch
- a** house      **a** zoo

- But some words don't follow this rule.

For example, use a (not an) before these words that begin with **u**:

**a** uniform **a** university

- For example, use an (not a) before these words that begin with **h**:

- an** heir
- an** honor
- an** hour

When you are talking about two or more people, animals, places, or things, use plural nouns.

Most nouns are made plural by adding **-s** at the end. Some plural nouns end in **-es**.

**eg. girl/girls, dog/dogs, watch/watches**

When the last letters of singular nouns are **ch, sh, s, ss** or **x**, you usually add **-es** to form plural.

eg. Beach/beaches, bush/bushes

Nouns like these are made plural by changing **y** to **i**, and adding **-es**.

**eg. city/cities, baby/babies, berry/berries**

### Pronoun

A **pronoun** is a word that takes the place of a common noun or a proper noun. There are different kinds of pronoun.

#### Personal pronoun

The words **I, you, he, she, it, we** and **they** are called personal pronouns. They take the place of nouns and are used as the **subject** of the verb in a sentence

There are three groups of pronoun: **first person, second person** and **third person**.

- The **person speaking** is called the **first person**. The first-person pronouns are **I** or **me** (in the singular) and **we** or **us** (in the plural).
- The **person spoken to** is called the **second person**. The second-person pronoun is **you** (in both singular and plural).

- The **person (or animal, or thing) spoken about** is called the **third person**. The third-person pronouns are **he** or **him, she** or **her**, and **it** (in the singular), and **they** or **them** (in the plural).

The pronoun **he** is used for men and boys, **she** for women and girls, and **it** for things and animals.

Here is a table to help you.

	Subject	Object
<b>First person singular</b>	I	me
<b>Second person singular</b>	you	you
<b>Third person singular</b>	he	him
	she	her
	it	it
<b>First person plural</b>	we	us
<b>Second person plural</b>	you	you
<b>Third person plural</b>	they	them

### Reflexive Pronouns

The words **myself, yourself, himself, herself, itself, ourselves, yourselves** and **themselves** are called reflexive pronouns.

They refer to the person or animal that is the subject of the verb.

I made this cake **myself**.

Be careful with the knife. You'll cut **yourself**.

Rohan is looking at **himself** in the mirror.

Geeta has hurt **herself**.

Our cat washes **itself** after each meal

	Singular	Plural
<b>First person singular</b>	(I, me) myself	(We, us) ourselves
<b>Second person singular</b>	(you) yourself	(you) yourselves
<b>Third person singular</b>	(he, him) himself (she, her) herself (it) itself	(they, them) themselves (they, them) themselves (they, them) themselves

### Interrogative Pronouns

The words **who, whom, whose, what** and **which** are called interrogative pronouns. These pronouns are used to ask questions.

Who is he talking to?

Whom is he talking to?

Which of these bags is yours?

Whose is this umbrella?

What are you talking about?

**Demonstrative Pronouns**

The words **this, these, that** and **those** are called demonstrative pronouns. They are showing words.

You use **this** (singular) and **these** (plural) when you point to things near you.

You use **that** (singular) and **those** (plural) when you point to things farther away.

This is my house

That is John's house.

These are cows.

Those are horses.

**Verb**

Most verbs are action words.

act	jump	bake	move	bend	pull	buy
run	close	shout	cook	sing	cross	sit

**Am, Is and Are**

- The words **am, is, are** are also verbs, but they are not action words. They are the simple present tense of the verb.

Use **am** with the pronoun **I**, and **is** with the pronouns **he, she** and **it**. Use **are** with the pronoun **you, we** and **they**. Use the verb **is** with singular nouns and **are** with plural nouns.

I am Rohan. I am not Ram.

She is Miss Laxmi. She is a teacher.

He is my father. He is a doctor. He is not a lawyer.

You are a stranger. You are not my friend.

We are in the same class, but we are not in the same team.

They are good friends. They are not enemies.

- The verbs **was** and **were** are also forms of the verb **be**. **Was** is the simple past tense of **am** and **is**. Use **was** with the pronouns **I, he, she** and **it**, and with singular nouns.

**Have and has**

The verbs **have** and **has** are used to say what people own or possess. They are also used to talk about things that people do or get, such as illnesses. These words are the simple present tense of the verb **have**.

She **has** long hair.

Our house **has** large windows.

I **have** a younger brother.

We **have** art lessons on Mondays

Use **has** with **he, she, it**, and with **singular nouns**.

Use **have** with **I, you, we, they**, and with **plural nouns**.

Here is a table to help you remember the rules:

	Singular	Plural
<b>First person</b>	I have	we have
<b>Second person</b>	you have	you have
<b>Third person</b>	he has	they have
	she has	they have
	it has	they have

**Learn these contractions:**

I have = I've

you have = you've

he has = he's

she has = she's

it has = it's

we have = we've

they have = they've

have not = haven't

has not = hasn't

**Adjectives**

An **adjective** is a describing word. It tells you more about a noun. An adjective usually appears before the noun it describes.

For example:

an old building

a deep sea

a large bed

Sometimes, the adjective appears after the noun, later in the sentence. eg. Keep the room **clean**, I went to the station **late**.

**Types of adjective**

**Definition:** Adjective is the word which is used to modify noun or pronoun. There are five kinds of adjective as follow.

- 1) Possessive Adjective

- 2) Descriptive Adjective
- 3) Numeral Adjective
- 4) Demonstrative Adjective
- 5) Interrogative Adjective

**1 Possessive adjective**

**Definition:** Possessive Adjective is the adjective which is used to point out the noun that belongs to someone and there are seven Possessive Adjectives. They are My, Your, Our, Their, His, Her and Its.

**Example:**

- This is my book.
- Your car is outside.
- His friend is waiting

## 2 Descriptive adjective

**Definition:** Descriptive Adjective is the adjective that is used to tell the sorts of noun or quality.

**Example:**

- He is a tall man.
- They are good students.
- She is a beautiful girl.

## 3 Numeral adjective

**Definition:** Numeral Adjective is the adjective which is used to show the number of noun. There are three types of Numeral Adjective as follow.

- a) Definite Numeral Adjective
- b) Indefinite Numeral Adjective
- c) Distributive Numeral Adjective

### a) Definite Numeral Adjective

**Definition:** Definitive Numeral Adjective is the adjective that is used to denote an exact number of noun as first, second, third or one, two, three....

**Example:**

- This is the seventh wonders of the world.
- This temple has got five towers.

### b) Indefinite Numeral Adjective

**Definition:** Indefinite Numeral Adjective is the adjective which is used to denote an inexact number of nouns as some, any, much, many, little, a few....

**Example:**

- I have **some** friends here.
- She has a **few** pictures.
- He has got **much** money.

### c) Distributive Numeral Adjective

**Definition:** Descriptive adjective is the adjective that is used to cache one noun. They are very, each, another, other...

**Example:**

- Each student is very friendly.
- They speak to another person.

## 4 Demonstrative adjective

**Definition:** Demonstrative adjective is the adjective which is used to point out the noun. They are **this, these, that,** and **those**.

**Example:**

- That man is very handsome.
- These girls are good-looking.

## 5 Interrogative adjective

**Definition:** Interrogative adjective is the adjective that is used to ask the question. They are **where, what, which**....

**Example:**

- Which animal do you like?
- Where is the doctor?
- What food do you prefer?

**Adverbs**

An **adverb** is a word that describes a verb. It tells you about an action, or the way something is done.

A lot of adverbs end in **-ly**.

It is raining **heavily**.

The dog and the cat live together **peacefully**.

The soldiers fought **bravely**.

The old man walked **slowly**.

Many adverbs are made by adding **-ly** to adjectives.e.g.

Adjective	Adverb
beautiful	beautifully
brave	bravely
bright	brightly
happy	happily
heavy	heavily
loud	loudly
peaceful	peacefully
slow	slowly

- Some adverbs describe the way something is done. They are called **adverbs of manner**.

The dog jumped up **playfully**.

Please speak **clearly**.

- Some adverbs describe time period when something happens. They are called **adverbs of time**.

later	now	just	often
always	early	sometimes	again.
yesterday.	today	tomorrow.	this morning

Can I do my work **later**?

David arrived **late**.

It's snowing **again**.

- Some adverbs tell you the location where something happens. They are called **adverbs of place**.

upstairs	downstairs	inside	outside
Here	there	abroad	everywhere.
away			

It's raining. Let's go **inside**.

Come **here!**

Please put the books **there**.

## Prepositions

A preposition is a word that connects one thing with another, showing how they are related. Some prepositions tell you about **position** or **place**.

All places are called as proper nouns. The first letter of a proper noun is written in capital letters. For example, Chennai, the city mentioned is written with a capital 'C'. After you listen to the recording, discuss what you know about Chennai.

While describing a place we use prepositions like at, in, on to describe the exact location or placement of things. These place prepositions are very important descriptive writing and have to be aptly used.

**Common preposition are at, in, on**

### On

- Used to express a surface of something: e.g. on the table, on the bus, on the floor etc.
- Used to specify days and dates: e.g. on Wednesday, on 14th June etc.
- Used to indicate a device or machine, such as a phone or computer: e.g. on the phone, on TV etc.
- Used to indicate a part of the body: e.g on my shoulder, on my finger etc.
- Used to indicate the state of something: e.g The building is on fire.

### At

- Used to point out specific time:e.g. at 12 p.m, at 11a,m
- Used to indicate a place: e.g. at the park, at the club, at the stadium etc.
- Used to indicate an email address: Please email me at abc@defg.com
- Used to indicate an activity: e.g. He laughed at my acting. I am good at drawing etc.

### In

- Used for unspecific times during a day, month, season, year: e.g. in the morning , In the summer, in March etc.
- Used to indicate a location or place: e.g. in a hotel, in India.
- Used to indicate a shape, color, or size:e.g. This painting is mostly in blue, in a circle
- Used to express while doing something: e.g. In preparing for the final report, we revised the note three times.
- Used to indicate a belief, opinion, interest, or feeling:e.g. We are not interested in gambling.

Here are the list of some prepositions:

above	about	across	against	along
among	around	at	before	behind
below	beneath	beside	between	beyond
by	down	during	except	for
from	in	inside	into	like
near	of	off	on	since
to	toward	through	under	until
up	upon	with	within	

Look at the use of prepositions in the following examples.

- My shop is **at** the end of Patel Street.
- My train stopped **at** Varanasi and Kolkatta for a long time and I arrived **in** Bangalore three hours late.
- The author's name is **on** the cover of the book.
- You are sitting **on** my bag.
- I have a meeting **in** Delhi.
- I live on the 3rd floor **at** 15 Ranjith Street in Korattur.
- When will you arrive **at** the school?
- My sister is waiting for me **at** the bus stop.
- There are no prices **on** this menu.
- There was an ugly painting **on** the wall.

## Conjunctions

A **conjunction** is a linking word such as **and, or, but**. Conjunctions are used to connect words or sentences.

Is this a sheep **or** a goat?

It's cold, wet **and** windy today.

The words **before, after, as, when, while, until, since**, are also conjunctions. They tell when something happens, so they are called **conjunctions of time**.

Look both ways **before** you cross the street.

Wait here **until** I come back.

## Interjections

An **interjection** is a word that expresses a sudden, strong feeling such as **surprise, pain, or pleasure**.

Wow!	Goodness!	Oh!	Good!	Oh no!
Hooray!	Thanks!	Help!	Good luck!	Well done!
Hey!				

## Punctuation

**Punctuation marks** are signs such as **periods (.), commas (,) and question marks (?)**. You use them in sentences to make the meaning clear.

### Comma Usage Rules

- Use a comma between **nouns** and **noun phrases** in a list

Example: I bought two apples, three oranges and some grapes.

- Use a comma after a noun of direct address.

Example: Amit, didn't I ask you to clean your room?

- Use a comma to separate two or more adjectives that equally modify the same noun.

Example: A giraffe is a tall, long-necked animal.

- Use a comma after **yes** and **no**, and before **please** in sentences.

Example: Can you tell me what time it is, please?

Yes, it's a half past three.

No, it has stopped.

- Commas are used to show where there is a brief pause.

Example: Unfortunately, she injured her knee.

- Use a comma after a mild interjection, such as oh or well.

Example: Oh, the test was not that difficult.

- Use a comma after the greeting in a personal letter.

Example: Dear Aunt Claudia,

- Use a comma after the closing of a letter.

Example: Sincerely,

- Use a comma to indicate where a pause is necessary in order to avoid confusion.

Example: After John, Bob gets a turn.

- Use a comma before the conjunction in a compound sentence. However, if the two independent clauses are very short, you do not need the comma.

Example: We had a lot of fun, so I'll have another party soon.

- When quoting, put a comma to the left of a quotation mark that does not already have a period, question mark, or exclamation point.

Example: Ariel said, "I knew you would win the contest."

### Exclamation Point

An **exclamation point** is often used after a command, an interjection, or a word that shows **surprise** or **anger**.

What a surprise!

You are fired!

Sit down!

### Question Mark

Use a **question mark** after a **question**.

What's your name?

Where do they come from?

Who has taken my pen?

Where are you going?

Why are you always late?

### Apostrophe

- Use an apostrophe with an s ('s) to show who owns something. The **'s** is added after singular nouns or names.

This is Peter's bed.

I took a ride in John's car.

- For the **plural nouns** that end in **-s**, put the apostrophe after the **-s**.

This is my parents' wedding photo.

Mohan goes to boys' school !

**Practice on Diction**

**Objectives:** At the end of this exercise you shall be able to

- select and fill up the adjective
- select and use preposition
- select and use punctuation.

**Task 1**

**Identify the adjectives and underline them.**

- 1 hill, fast, fridge, cool
- 2 old, irritate, busy, space
- 3 blue, yearn, dirty, beauty
- 4 colourful, brown, laziness, design
- 5 desk, tired, square, horrible

**Task 2**

**Fill in the blanks using the suitable adjectives**

- 1 My new box is very \_\_\_\_\_.
- 2 The glass product is very \_\_\_\_\_.
- 3 My new dress is \_\_\_\_\_ in colour.
- 4 The surface of my desk is very \_\_\_\_\_.
- 5 I cut the vegetables with a very \_\_\_\_\_ knife.

**Task 3**

**Fill in the blanks with suitable adjectives given below.**

(twinkling, beautiful, scowling, bluish-green, mischievous, long, chubby, short-sighted, wrinkled, week)

- 1 Geetha cut her \_\_\_\_\_ hair before the party.
- 2 The old man's \_\_\_\_\_ face was very disturbing.
- 3 The little girl's \_\_\_\_\_ eyes revealed her mischief.
- 4 The guests were charmed by the \_\_\_\_\_ baby.
- 5 Due to severe fever, the girl became very \_\_\_\_\_.
- 6 The new employee was scared to see the \_\_\_\_\_ boss.
- 7 The \_\_\_\_\_ water in the ocean was so beautiful to see.
- 8 The \_\_\_\_\_ old man missed the number of the bus.
- 9 The teacher scolded \_\_\_\_\_ Venkat.
- 10 Asha was wearing a \_\_\_\_\_ skirt.

**Task 4**

**Fill in the blanks with suitable place, prepositions (at, in, on)**

- 1 We should not believe everything we read \_\_\_\_\_ the newspapers.
- 2 Ram is not at home. He is \_\_\_\_\_ work.
- 3 I met Kevin \_\_\_\_\_ college.
- 4 Swetha is \_\_\_\_\_ a meeting.
- 5 The college students were travelling \_\_\_\_\_ the roof of the bus.
- 6 I met my school teacher \_\_\_\_\_ the way to my village.
- 7 This was the best lunch \_\_\_\_\_ the world.
- 8 My house is \_\_\_\_\_ the third floor.
- 9 There were a lot of people \_\_\_\_\_ the party.
- 10 We had dinner \_\_\_\_\_ the train.

**Task 5**

Describe the following picture in detail. (Fig 1 to 5)

**Adjectives that can be used:** (they can be repeated)

Comfortable, wooden, rocking, cramped, green, blue, interesting, small, serious, single-storeyed, wonderful, horrible, advanced, colourful, grey

**Prepositions that can be used:** (they can be repeated)

in, on, at

For Example

The children love playing *in* the *beautiful* park. (Fig 1)



Fig 2



ESN110212

Fig 5



ESN110215

Fig 3



ESN110213

Fig 4



ESN110214

**Task 6**

Write the punctuation marks from the box  to complete the following sentences:

- Who is your teacher
- Good morning madam
- George are you okay
- Peter David and Susan are playing hide and seek
- Mom bought meat fish and vegetables at the supermarket
- Anne is a pretty girl

**Task 7**

Complete the following sentences by writing the apostrophe(') in the correct place:

- John cant find his shoes.
- They are all on the childrens playground.
- Dont make so much noise!
- Theyre having a game of tennis.
- Mohan doesnt look well

**Transformation of sentences, Voice change, change of Tense**

**Objectives:** At the end of this lesson you shall be able to

- define sentence & its various kinds
- state how to transform sentences
- state how to change the tenses
- list the spelling of frequently confused word
- state the spelling pattern.

What is a Sentence?

A **sentence** is a group of words that expresses a complete thought. A sentence must have a **subject** and a **verb**, but it may or may not have an object.

The **subject** of a sentence sometimes does something to someone or something else.

The person or thing that receives the action is called the object.

Subject	Verb	Object
Radha	is making	a doll.
Seema and Meera	are dancing.	
It	is raining.	
Mother	cooked	the dinner.
We	are eating	our breakfast.

Some verbs have **two objects**. The **direct object** receives the action of the verb. The **indirect object** tells to whom or for whom the action is done.

Subject	Verb	Indirect Object	Direct Object
Andrew	gave	his dog	a bone.
He	returned	friend's	Pencil.
I	am going to	my daughter's	School.

**Kinds of Sentences**

There are **four kinds** of sentences.

- **Declarative sentence:** A declarative sentence makes a statement.

Punctuation - ends with (.)

Formation - Subject + verb + .....

For example:

Richard is feeding the hens.

The children are swimming.

The telephone rang.

Everyone sat down.

- **Interrogative sentence:** An interrogative sentence asks a question.

Punctuation - ends with (?)

Formation - 'Wh' word + auxiliary verb + subject + main verb ..... ?

OR

Auxiliary verb + subject + main verb ..... ?

For example:

Where are the twins?

Are you going shopping today?

What is your name?

What is Ram doing?

- **Exclamatory sentence :** An exclamatory sentence expresses strong emotion.

Punctuation - ends with (!)

Formation - What + a / an + adjective + subject + verb !

OR

How + adjective + subject + verb!

For example:

The silly girl!

How stupid I am!

What a lovely weather!

- **Imperative sentence :** An imperative sentence gives an **order**. Use the base form of a verb to give **commands** or make direct requests. This use of the verb is called the imperative.

**Punctuation** - ends with (.)

**Formation** - Verb + ..... .

The subject 'you' is hidden

For example:

Please sit down.

Tell me the truth.

Speak up!

Come back!

**Note: Imperatives are a very direct way of telling people to do something. Using do or please before an imperative is more polite. You can also use the helping verb would to sound polite.**

For example:

Please **would** you clear the table?

**Would** you please talk quietly?

**Please** come in.

**Do** sit down.

### Transformation of Sentences

Transformation of sentences means changing (or converting) the words or form of a sentence without changing its meaning (or sense).

#### Use 'No sooner .... than'

A sentence which shows two actions which immediately follow one another, can be written with the use of 'no sooner....than'

For Example:

When he was presented with the trophy, he started crying.

**No sooner was** he presented with a trophy **than** he started crying.

#### Use 'NOT ONLY .... BUT ALSO'

When we are mentioning two things (either joined by 'and' or 'as well as' we can transform the sentence using 'not only....but also'.

**'not only' is used before the first of the two things mentioned and 'but also' in place of 'and /as well as'.**

For Example:

Meera and Seeta are intelligent.

**Not only** Meera **but also** Seeta is intelligent.

He ate an apple and drank a glass of milk.

He **not only** ate an apple **but also** drank a glass of milk.

#### Use UNLESS

##### 1 If + not = unless

If you water the plants they will not die.

**Unless** you water the plants, they will die.

##### 2 If = unless + not

If you read, you will learn.

**Unless** you read you will not learn.

##### 3 Only if = never + unless

Monkeys fight only if they are a hundred to one.

Monkeys never fight **unless** they are a hundred to one.

#### REMOVE 'TOO'

- **too = also/not only ..... but also/as well as/both ..... and .....**

e.g.: He has a car and a motorcycle too.

He has a car as well as a motorcycle.

- **too = very/extremely**

e.g.: It is too hot.

It is extremely hot.

- **too + adj + infinitive = so + adj + that + negation**

e.g.: The words are too difficult to understand.

The words are so difficult that they cannot be understood.

- **too + adj + negation + infinitive = so + adj + that**

e.g.: Her perfume is too strong to not be noticed.

Her perfume is so strong that it can be easily/surely/definitely be noticed.

#### Interchanging interrogative to assertive sentences and vice versa

##### Interrogative to Assertive

While changing these questions to assertive use one of the following :

I want to know. / I would like to know. / I wonder.

eg. What is your name?

I would like to know your name.

eg. Do you think India will win the game?

I wonder if India will win the game.

##### Assertive to Interrogative

While changing from assertive to interrogative, use the question tag in the beginning.

eg. They are very generous.

Aren't they very generous?

eg. Sam went home early today.

Didn't Sam go home early today ?

#### Interchanging exclamatory to assertive sentences and vice versa

##### Exclamatory to assertive

e.g.: What a beautiful house it is !

It is a very beautiful house.

**e.g.:** How beautiful the house is !

The house is very beautiful

Add words like very, extremely, certainly. Remove (!) and add (.)

**Assertive to exclamatory**

**e.g.:** It is a wonderful piece of art.

- What a piece of art it is!

You have really grown.

How you have grown!

Remove the words like wonderful, really, add 'what, how'

**Interchanging imperative to assertive sentences and vice versa**

**Imperative to Assertive**

eg. Avoid eating junk food.

You should avoid eating junk food.

**Use "should" for suggestion and "must" for compulsion**

**Passive and Active Voices**

In active voice sentences the subject does the action expressed in the verb. The sentence that uses the active voice is stronger, uses fewer words, and clearly shows who performs the action.

Example: Mohan played the piano.

In passive voice sentences the subject receives the action expressed in the verb. The sentence that uses the passive voice is weaker and less direct. It is, however, not incorrect to use the passive voice.

Example: The piano was played by Mohan.

**Usage of Active and Passive Voice**

- Use the active voice when the actor's identity is important.

<ul style="list-style-type: none"> <li>• For the simple present tense use am, is or are with a past participle to form the passive voice.</li> </ul>	
<b>Active voice</b>	<b>Passive voice</b>
The caretaker locks the door. The waiter carries the trays.	The doors are locked by the caretaker. The trays are carried by the waiter.
<ul style="list-style-type: none"> <li>• For the simple past tense, use was or were with a past participle to form the passive voice.</li> </ul>	
<b>Active voice</b>	<b>Passive voice</b>
Dad drove us home. He caught the ball.	We were driven home by Dad. The ball was caught by him.
<ul style="list-style-type: none"> <li>• For the present continuous tense, use am, is or are with being followed by a past participle, to form the passive voice.</li> </ul>	
<b>Active voice</b>	<b>Passive voice</b>
The waves are washing away the sandcastle. She is working on the computer.	The sandcastle is being washed away by the waves. The computer is being worked upon by her.
<ul style="list-style-type: none"> <li>• For the past continuous tense, use was or were with being, followed by a past participle, to form the passive voice.</li> </ul>	

Active: The butler did it.

Passive: It was done by the butler.

The first sentence is stronger; it sounds like an accusation. The second sentence is weaker; it sounds like the butler did nothing more serious.

- Use the active voice when you want to be direct and emphatic.

Active: Management expects the staff to follow the rules.

Passive: It is expected by Management that the rules will be followed by the staff.

In this instance, the active voice delivers the message more effectively.

- Use the passive voice when you do not need to tell the reader who is acting.

Active: Ram will prosecute trespassers.

Passive: Trespassers will be prosecuted.

In this case, it is not necessary to say who will be doing the prosecuting. Fear of being prosecuted, not fear of being prosecuted by Ram, will prevent most people from trespassing.

- Use the passive voice when it is more important to draw our attention to the person or thing acted upon

**Rules for changing voice:**

- Only sentences containing transitive verbs can be changed from the active voice to the passive voice. A subject-that is, a 'doer' of the action-is required to change a sentence from the passive to the active voice.

Examples: My mother cut the fruit.

The fruit was cut by my mother.

Here, the object 'fruit' is acted upon by the doer 'mother'.

Active voice	Passive voice
Jimmy was making our costumes. She was reading a book.	Our costumes were being made by Jimmy. The book was being read by her.
• For the future tense, use shall or will with be, followed by a past participle, to form the passive voice.	
Active voice	Passive voice
The choir will sing the next hymn. We will celebrate her birthday.	The next hymn will be sung by the choir. Her birthday will be celebrated by us.
• For the present perfect tense, use have or has with been, followed by a past participle, to form the passive voice.	
Active voice	Passive voice
Ali has scored two goals. I have seen that movie.	Two goals have been scored by Ali. That movie has been seen by me.
• For the past tense, use had with been, followed by a part participle, to form the passive voice.	
Active voice	Passive voice
The hunter had caught a fox. Sheila had given a gift to Rina.	A fox had been caught by the hunter. A gift had been given to Rina by Sheila.

### Change of tenses

Tense of a sentence gives us an idea of the time when the incident mentioned in a statement takes place. At the same time, it is the important factor that can most commonly leads people to do mistakes while framing a sentence. With the knowledge of correct tenses, flawless grammar isn't too far away from us.

### First, Let's know What is Tense ?

"Tense is the form of a verb which shows **the time of an action** or state in the **present, past or future.**"

Mainly there are three types of Tense :

- 1 Present Tense
- 2 Past Tense
- 3 Future Tense

Tense	Categories of Tenses	Usage	Example	Use
<b>Present Tense</b> (It shows the time of an action or state in the present)	Simple Present Tense	Subject +verb(s)	I/We/You/They come. He/She/It comes.	action in the present taking place once, never or several times
	Present continuous Tense	Subject + am/is/are + verb(ing)	I am coming. We/You/They are coming. He/She/It is coming.	action taking place in the moment of speaking
	Present Perfect Tense	Subject + have/has + past participle	I/We/You/They have come. He/She/It has come.	..putting emphasis on the <b>result</b> ..action that is still going on ..action that stopped recently ..finished action that has an influence on the present

	Present Perfect Continuous Tense	Subject + have/has +been + verb(ing)	I/We/You/They have been coming.  He/She/It has been coming.	putting emphasis on the <b>course or duration</b> (not the result)  action that recently stopped or is still going on  finished action that
<b>Past Tense</b>  (It shows the time of an action or state in the past.)	Simple Past Tense	Subject + past participle (most of the time verb+ed)	I/We/You/They came.  He/She/It came.	influenced the present  action in the past taking place once, never or several times  action going on at a certain time in the past
	Past continuous Tense	Subject + was/were + verb(ing)	I was coming.  We/You/They were coming.  He/She/It was coming.	Action going on at a certain time in the past  actions taking place at the same time  action in the past that is interrupted by another action
	Past Perfect Tense	Subject + had + past participle	I/We/You/They had come.  He/She/It had come.	Action taking place before a certain time in the past  sometimes interchangeable with past perfect progressive  putting emphasis only on the <b>fact</b> (not the duration)
	Past Perfect Continuous Tense	Subject + had + been + verb(ing)	I/We/You/They had been coming.  He/She/It had been coming.	action taking place before a certain time in the past  sometimes interchangeable with past perfect simple  putting emphasis on the <b>duration or course</b> of an action
<b>Future Tense</b>  (It shows the time of an action or state in the future)	Simple Future Tense	Subject +shall/will + verb	I/We/You/They will come.  He/She/It will come.	action in the future that cannot be influenced <b>spontaneous</b> decision assumption with regard to the future

	Future continuous Tense	Subject + shall/will + be + verb(ing)	I shall be coming. We/You/They will be coming. He/She/It will be coming.	Action that is <b>going to happen</b> at a certain time in the future action that is sure to happen in the near future
	Future Perfect Tense	Subject + shall/will + have + past participle	I/We/You/They will have come. He/She/It will have come.	action that will be <b>finished</b> at a certain time in the future
	Future Perfect Continuous Tense	Subject + shall/will + have +been+verb(ing)	I/We/You/They will have been coming. He/She/It will have been coming.	action taking place before a certain time in the future putting emphasis on the course of an action

### Spelling

Examples of frequently confused words:

a, an	ate, eight	by, buy	creak, creek
accept, except	bare, bear	capital, capitol	dear, deer
allowed, aloud	blew, blue	cent, scent, sent	die, dye
a lot, allot	board, bored	choose, chose	desert, dessert
already, all ready	brake, break	close, clothes	dew, do, due
ant, aunt	breath, breathe	coarse, course	doesn't, don't
flower, flour	for, four	good, well	hair, hare
heal, heel	hear, here	heard, herd	Hi, high
hole, whole	hour, our	its, it's	knew, new
knot, not	knows, nose	lay, lie	lead, led
meat, meet	metal, medal	miner, minor	oar, or, ore
one, won	pain, pane	pair, pare, pear	passed, past
peace, piece	peak, peek	petal, pedal	plain, plane
poor, pore, pour	raise, rays	read, red	right, write
principal, principle	scene, seen	sea, see	seam, seem
quiet, quit, quite	some, sum	son, sun	weak, week
wear, where	which, witch	who, whom	who's, whose
weather, whether	wood, would	your, you're	threw, through
their, there, they're	tail, tale	than, then	to, too, two
waist, waste	wait, weight	way, weigh	

### Spelling for High Frequency Words

High frequency words are those that are used often in spoken or written language. The spelling of these words is important. Be sure to look the word up in the dictionary to determine the correct spelling.

Some high-frequency words:

about, don't, everything, it's, its, are, also, no, their, there, they're, what, when, where, also, was, want, said, people, who, have, I'm, with, because, won't, one, our, write, won't, can't, before, pretty, your, you're, didn't, could, really, doesn't, through, threw, wouldn't, whether, weather, thought,

friend, exciting, myself, went, something, laughed, getting, anyone, again, let's, enough, almost, beautiful

### Spelling Patterns

Word families are letter patterns within a word that appear often.

For example,

- ing: thing, sing, swing, ring, king;
- et: met, let, set, get;
- ice: rice, nice, dice, spice, slice;
- ay: play, say, way, today

Position-based spelling refers to the position of letters in a word, which determines its spelling and produces a unique sound.

For example -ck may appear in the middle (package) or end of a word (pick), but never in the beginning.

Syllable patterns in words help the writer sound out and spell words.

- In a consonant-vowel-consonant word, the vowel has a short sound: b-a-t.
- In a consonant-vowel-consonant-e word, the vowel has a long sound and the 'e' is usually silent: h-o-m-e.
- In a consonant-vowel-vowel-consonant word, the first vowel has a long sound: g-r-a-i-n.

Ending rules determine how a word is spelled.

For example:

- Words that end with an "i" sound are often spelled with a 'y' at the end: shy, my.
- Words that end in a vowel followed by a 'y' can add the suffix -ed or -ing without changing the word: play becomes played. Meaningful word parts are roots of words that are seen in more than one word.
- For example: The word 'heal' is the root of the word 'health.'

**Practice on change of Tenses and Active / Passive voice****Objectives:** At the end of this exercise you shall be able to

- change the sentences
- change the active / passive to passive / active voice
- change the tenses.

**Task 1****Change the Interrogative / Assertive Sentence to Assertive / Interrogative sentence**

- Is this the way to behave ?
- Do you expect to pass without studying?
- She went to the kitchen.
- It is a fateful moment for us.

**Task 2****Change the Exclamatory / Assertive sentence to Assertive / Exclamatory Sentence**

- Some are afraid to make friends.
- He was pleased with the results.
- If only I were young again!
- How afraid some are to make friends!

**Task 3****Change the Imperative / Assertive sentence to Assertive / Imperative Sentence**

- Tell your friends what you like about them.
- Never put money in your checked - in luggage.
- Don't speak what should not be shared.
- Accept your friends as they are .

**Task 4****Change the Active / Passive Voice to Passive / Active Voice**

- Rohan is painting a house.
- The ball was kicked by jim.
- The book was put on the desk by John.
- The thieves stole the jewels
- The dolphins have learned many tricks

**Task 5****Write the present participle of these verbs on the blanks.**

come \_\_\_\_\_

go \_\_\_\_\_

run \_\_\_\_\_

ask \_\_\_\_\_

sleep \_\_\_\_\_

catch \_\_\_\_\_

**Task 6****Fill in the blanks with the present progressive tense of the verbs in parentheses.**

1 They \_\_\_\_\_ the roller - coaster ride (enjoy)

2 Jill \_\_\_\_\_ her hair. (wash)

3 It \_\_\_\_\_ dark. (get)

4 The dentist \_\_\_\_\_ Sue's teeth. ( examine)

5 The train \_\_\_\_\_ through the tunnel. (pass)

**Task 7****Fill in the blanks with the correct simple past tense of the verbs in parentheses.**

1 She \_\_\_\_\_ home alone. (go)

2 The wind \_\_\_\_\_ throughout the night. (blow)

3 An apple \_\_\_\_\_ on his head. ( drop)

4 The Princess's ball \_\_\_\_\_ into the well. (roll)

5 A frog \_\_\_\_\_ into the well and \_\_\_\_\_ it back to her. (jump/bring).

**Task 8****Fill in the blanks with the correct future tense of the verbs in brackets, using shall or will.**

1 You \_\_\_\_\_ fat if you eat too many desserts (grow)

2 The new school building \_\_\_\_\_ ready soon. (be)

3 We \_\_\_\_\_ to the zoo after breakfast. (go)

4 I \_\_\_\_\_ my bath before dinner. (take)

5 Peter \_\_\_\_\_ lots to do on his grandmother's farm (find)

**Understanding simple sentences, about self**

**Objectives:** At the end of this lesson you shall be able to

- define greeting and list the various greeting
- introduce yourself, your friends to another person
- talk about yourself and your job and prepare your bio-data.

**Greeting**

Greetings are one of the basic functions of communication. These words help us connect with other people. When we say "hello" to another person, it opens the door for communication. Saying "goodbye" or "bye" signals that the conversation is at an end for the time being.

Here are the commonly used greetings

Hello, .../ Hi, ...

Good morning/ afternoon/ evening.

Good/ Nice to see you again.

I'm glad/ happy/ pleased to see you.

How are you?	Fine, thanks. And you?
How have you been?	Very well. And you?
How are things?	Not too bad, thanks.

**Read the following conversation**

Arun : Hello! I am Arun.

Prakash : Hi, I am Prakash. Have you joined recently?

Arun : Yes, just yesterday. I have joined as Electrician.

What about you?

Prakash : I have been working here as Computer Operator for the past six months. And this is Vinay. He works in my department as AC Mechanic. Vinay, meet Arun, our new Electrician.

Vinay : Hello Arun!

Arun : Hello Vinay! Pleased to meet you.

Vinay : Where are you from?

Arun : I am from Chennai.

**When you greet a person you use words like 'Hello' and 'Hi'. When you greet higher officials (such as teacher / instructor / supervisor ) you use formal greeting words like 'Good Morning / Good Evening'.**

When you introduce yourself you give the following details.

- Your name:

I am \_\_\_\_\_.

My name is \_\_\_\_\_.

- Your profession:

I am working as \_\_\_\_\_.

I am studying \_\_\_\_\_.

You can extend the introduction by giving a few more details about yourself.

- Where you come from:

I come from \_\_\_\_\_

My hometown is \_\_\_\_\_.

I live in \_\_\_\_\_.

- Where you studied or worked earlier:

I studied at \_\_\_\_\_

I worked at \_\_\_\_\_.

I have been working here for \_\_\_\_\_ years.

When you introduce someone else you use the following words.

This is \_\_\_\_\_.

She is \_\_\_\_\_.

He is \_\_\_\_\_.

Meet \_\_\_\_\_.

**Making contact**

Excuse me, are you Mrs ... ? - Yes, that's right.

Hello, you must be Mrs ... .

You are Mr ..., aren't you?

Have we met?

**Good-byes**

Good bye/ Bye/ See you later/ See you soon.

I must go now.

Here are common greetings and its responses

Have a good/ safe trip/ flight. - Thank you ... (same to you).

Have a good weekend. - Same to you.

Enjoy the rest of your stay. - Same to you.

It was nice meeting you. - I really enjoyed meeting you, too.

I hope to see you again. - I hope so, too.

See you on the 13th. - See you.

I look forward to our next meeting.  
I look forward to seeing you again.

**First Time**

Is's nice meeting you

When we speak to someone and introduce ourselves we provide only a few details. When we write about ourselves in the official / formal context, we include many more details.

Usually offices / organizations / institutions collect details about their staff / students on printed bio data forms. You should know how to fill up a bio data form.

Look at the following bio data form.

<b>BIO DATA FORM</b>	
1 Full Name (in block letters)	: PRIYA RAM
2 Department / Branch	: Electrical
3 Residential Address	: L.S.4, Lloyds Colony, Royapettah, Chennai - 600 014.
4 Telephone	: 91-044-28155901
5 Date of Birth / Age	: 06.12.1998, 16 Years
6 Gender	: Female
7 Father's / Guardian's Name	: P.S.Ram
8 Nationality	: Indian
9 Mother Tongue	: Tamil
10 Languages Known	: Tamil, English, Hindi, French

**Tips for filling the form**

- 1 You should fill up the name column in capital letters. Some forms have boxes while others have blanks. You should leave one box or one space blank between different parts of your name. (first name, surname, family name, initials)
- 2 You should fill up this column with the name of your department and branch.
- 3 You should fill up this column with the complete address (where you stay and can receive letters or communication) along with the pin code.
- 4 You should fill up this column with your residence landline number along with STD code or give your mobile number.
- 5 The date of birth and age column should be filled in with correct information. In India usually the format followed is dd/mm/yyyy, Age.
- 6 This column can be filled either with just first letters (M / F) or complete words (Male / Female).
- 7 Father's name or Guardian's name should include his / her complete name and initials.
- 8 Nationality usually refers to the country you were born in. (Indian / Srilankan / American etc).
- 9 Mother tongue usually refers to the language one uses at home.
- 10 The last column should include the languages that you can speak.

**Practice on speak about yourself, Greetings and introduction**

- Objectives:** At the end of this exercise you shall be able to
- list the various greetings
  - introduce yourself, your friends to another person
  - speak about your friend and your family to another person
  - talk about yourself and your job.

**Task 1**

Greet the group and introduce yourself using the following guidelines.

- 1 Good \_\_\_\_\_
- 2 I am \_\_\_\_\_
- 3 I am studying \_\_\_\_\_.
- 4 I come from \_\_\_\_\_.
- 5 I like to \_\_\_\_\_.

**Task 2**

Introduce your friend or classmate to the group.

**Task 3**

Greet each of the following people using the word 'Hello'. Your tone should show the difference.

- 1 A friend you are meeting after 7 years.
- 2 A neighbour whom you dislike.
- 3 A six month old baby
- 4 A person you have caught stealing something from your room.
- 5 A friend whom you believed to be in hospital but you meet him in theatre.

**Task 4**

While telling about your friend and family to another person, you must try to address following question to speak about them in a more simplified way.

**Friend**

- What is the name of your friend?
- How does this person look like?

- How is his/her behaviour?
- What he/she does?
- What are his/her hobbies?

**Family**

- How many persons are there in the family?
- How does each family member look like?
- What work does he or she do?
- What are his or her interests?
- What do you admire about this person?
- What have you learned from him or her?

**Task 5**

Fill in the following bio data form with details about yourself.

<b>BIO DATA FORM</b>		
1	Full Name (in block letters)	:
2	Department / Branch	:
3	Residential Address	:
4	Telephone	:
5	Date of Birth / Age	:
6	Gender	:
7	Father's / Guardian's Name	:
8	Nationality	:
9	Mother Tongue	:
10	Languages Known	:

Sentences on Work and Environment

Objectives: At the end of this lesson you shall be able to

- ask / request someone to give information
- ask / request someone to do something
- describe various office hospitality
- read pictures
- read and understand simple sentences about environment.

Look at the following cartoons



**Discussion**

Can you say what is wrong with the way these people are behaving in the office? Are there any rules for how a person should behave in the workplace?

**Office Conduct / Etiquette / Hospitality**

One should remember that there is a code of conduct or behaviour in every public place. Even our homes have a specific code of conduct. This code of conduct is called "etiquette". There are unwritten rules or codes of conduct which are strictly followed at the workplace.

Office etiquette includes dress code, rules for behaviour towards colleagues, superiors, subordinates and outsiders, rules related to managing workspace, time management, use of phones, office equipment and even rules related to eating and using office conveniences.

**Behaviour towards others at the office**

It is important to behave respectfully and courteously at the workplace. One should treat co-workers, cleaners, maintenance people and everyone else with respect and courtesy. One should include phrases like "Please; Thank you; You're welcome", as part of everyday courtesy. One should show courteousness and hospitality to visitors to the office.

One should not interrupt when there is a discussion at the office. If it is necessary to interrupt, one should apologise (using phrases like "Excuse me", "Sorry for interrupting" etc).

It is good to show appreciation (using "Thank you") for the courtesies extended by others. One should also be helpful and co-operative. One should speak clearly without shouting. One should not gossip about any co-worker's private life. One should take responsibility for mistakes and apologise and go about correcting his mistakes instead of blaming someone else.

It is extremely rude to arrive late for a meeting. It is ruder still, not to attend at all. (Fig .1) One should not dominate the meeting and should not interrupt another speaker. One should pay attention to the proceedings quietly. One should not leave the meeting until it is closed by the chairperson.

**Managing the workplace**

When one enters a colleague's cabin or room, one should apologise (using phrases like "Excuse me", "Sorry for bothering you" etc). One should show respect for each other's workspace and knock before entering.

One should keep one's workplace (table, room or cabin) clean and tidy. One should not litter one's workplace. (Fig. 2)

**Time Management**

One should be punctual to work. Going late to work or doing one's work slowly without keeping to the deadlines is unacceptable.

**Use of Phones and Office Equipment**

Mobile phones should be kept in silent, vibrating mode at the workplace. Fancy ring tones should be avoided. One should avoid using speaker phones and speaking loudly at the office.

Office equipment (including office telephones, computers, printers, photocopiers, scanners, fax machines etc) as well as office stationery (including paper, pens, envelopes, covers, files, folders etc) are meant for office use and should not be used for personal work.

**Rules for eating**

At the workplace most offices have separate places (canteen, pantry) for eating. If so, one should eat only in that place provided. Not at the work working desk or near the machines. (Fig.3) Otherwise employees should choose a spot which will not interfere too much with the work at the office. Lunch break should also be short. Employees who take long lunch breaks are not appreciated.

One should remember that office facilities like washrooms are meant for everyone at the office to use. Therefore one should maintain these facilities clean. One should also avoid spending a long time using the facilities. This can also affect one's work hours.

**Dress Code**

One should dress formally to the office (in uniform if it is provided or according to the dress code prescribed.) Fancy or colourful clothes are usually avoided at the workplace. (Fig. 4) One should also look neat and well groomed.

**Picture Reading**

In the modern workplace information is vital for the smooth running of the office. There are many ways of asking for information in the workplace. The first is asking for information orally. The following phrases can be useful asking for or requesting information in a conversation.

(Excuse me) can / could you tell me....

- Do you know...
- Could you give me some information about...
- Is it true that...
- Have you got an idea of....
- I'd like to know....

**Read the following conversation**

Rahul : Excuse me, is the Director in ?

PA To Director : He has gone for a meeting. Is there anything I can do for you?

Rahul : Yes. I'd like to meet him regarding my application. Could you tell me when he will be back from the meeting

PA : There is another meeting scheduled for him in minutes. So I am sure he will get back in another half an hour. Please wait at the reception. I'll call you as soon as he comes.

Underline the sentences in which Rahul asks for information.

If one needs very specific information which is official, one normally requests for information in a letter. (You will learn how to write a simple letter in a later lesson)

**Asking / requesting someone to do something**

One normally makes requests using words like Will, Would, Could, Can, Would you mind...?

**Take a look at the following examples**

Can you help me type this letter?

Would you mind lending me your calculator?

Could you drop me at the Nungambakkam branch, since you are going that way?

Will you please give me an appointment with the Manager?

Polite requests are answered with equally polite replies.  
Of course

Certainly

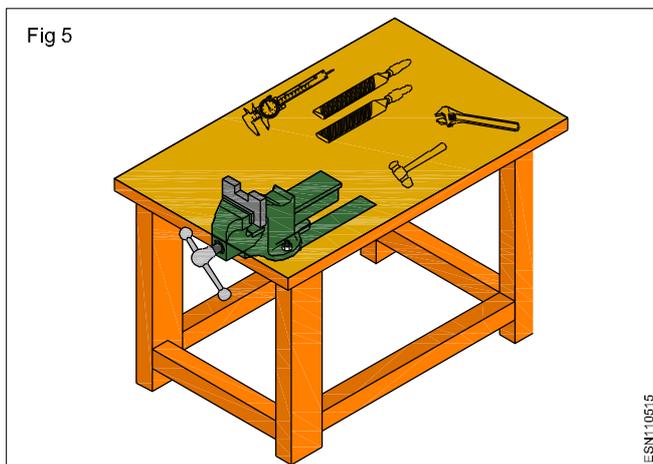
Sure

I'm sorry, I can't

**Note : In reply to a question starting with "Would you mind..." the reply is usually "No, not at all, "This means that "I don't mind doing what you want".**

Look at the following pictures and read the simple sentences that say what the pictures show.

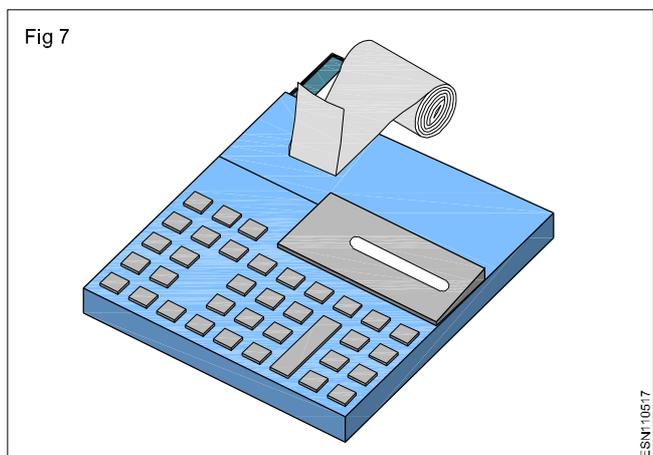
This is a work table (Fig 5)



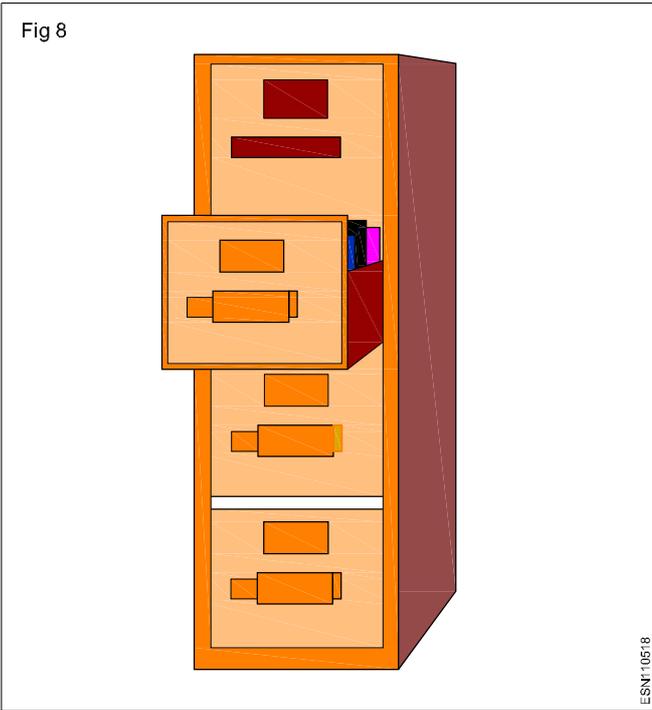
This is a chair. (Fig 6)



This is a calculator. (Fig 7)

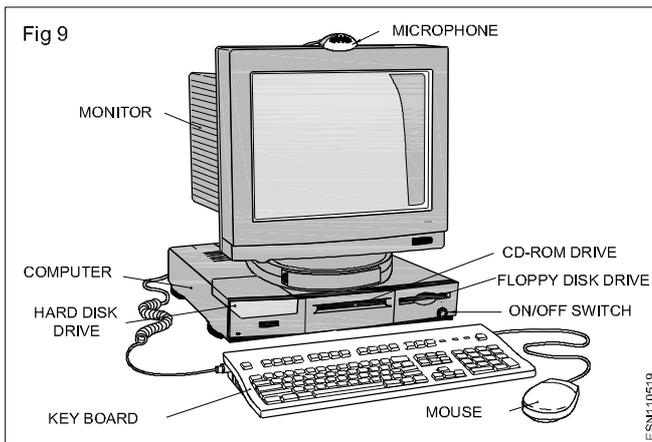


This is a file rack. (Fig 8)

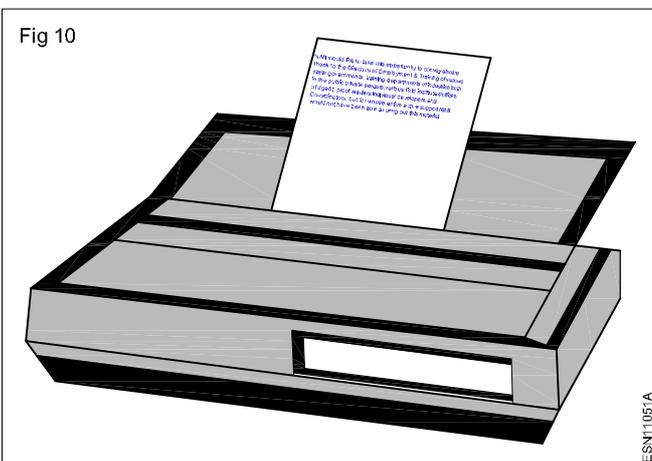


Now frame simple sentences to say what the following pictures show.

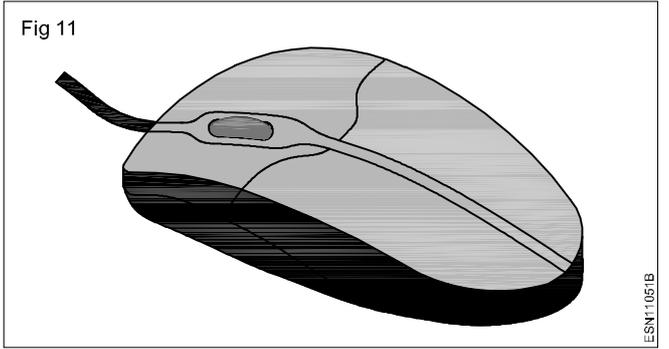
This is a \_\_\_\_\_. (Fig 9)



This is a \_\_\_\_\_. (Fig 10)

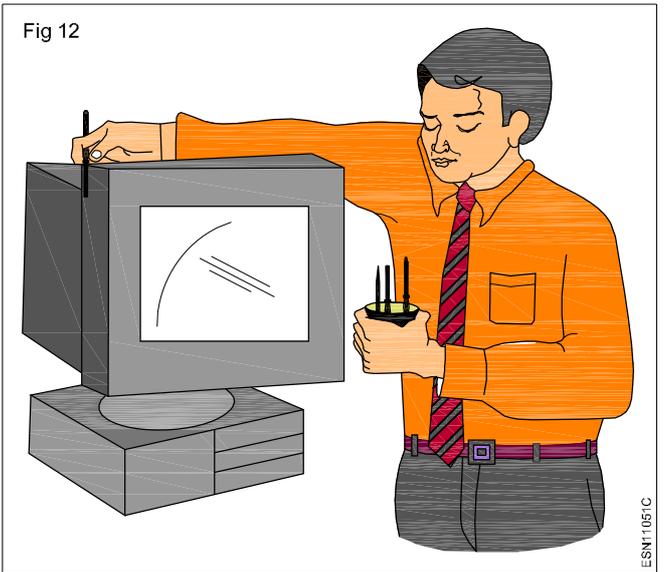


This is a \_\_\_\_\_. (Fig 11)

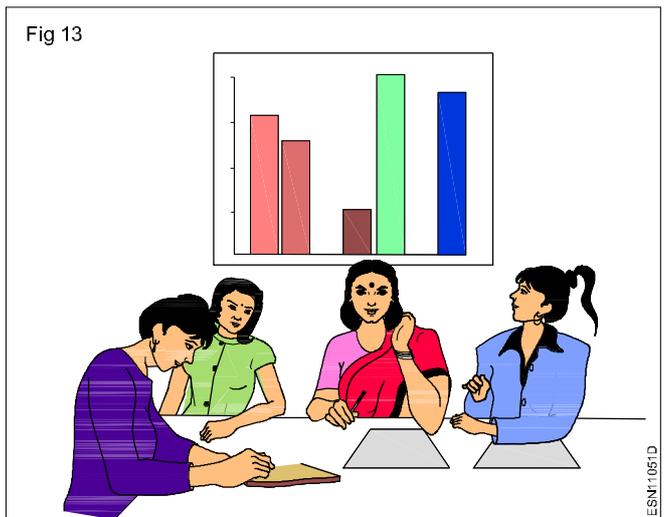


Look at the following pictures and read the simple sentences that communicate what these people are doing.

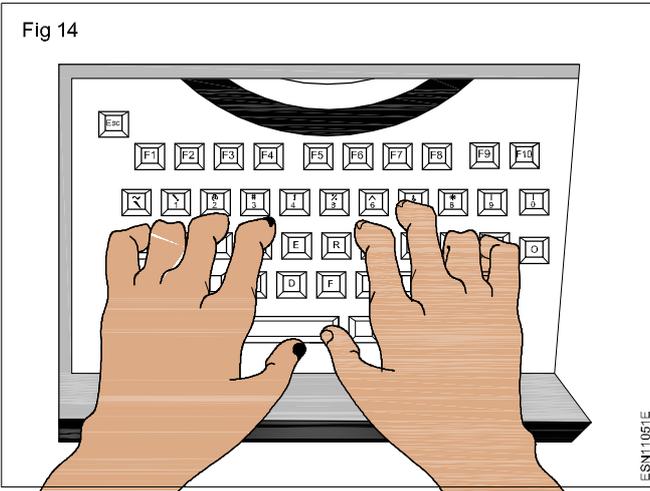
He is repairing a computer. (Fig 12)



They are attending a meeting (Fig 13)



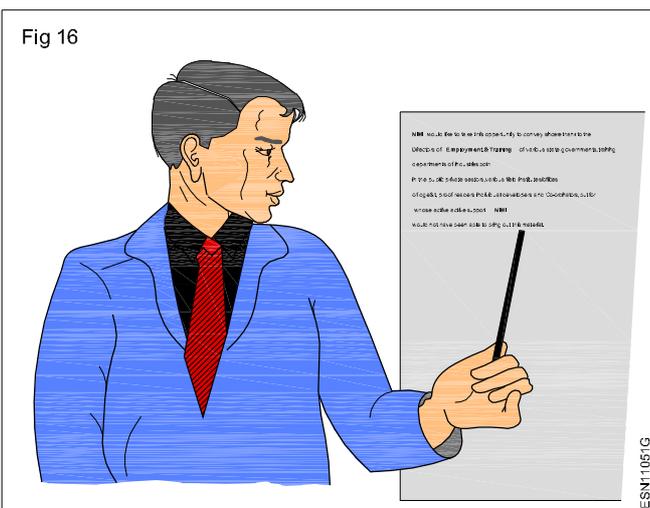
He is working at the system. (Fig 14)



Now frame simple sentences to say what these people are doing.



She is \_\_\_\_\_.



He \_\_\_\_\_.



He \_\_\_\_\_.

**Examples**

Questions are also made using question words who, what, where, when, why and how.

- Am I late for the meeting?
- Are you busy ?
- Is the Principal (he/she) in his/her room?
- Are we going to attend the function?
- Are they happy with our service?

**Examples**

- What is your name?
- Who are you?
- When did you arrive?
- Why you didn't?
- Where were you born?
- How did you complete this complicated project?

**Asking questions**

To make questions we use the verb before the subject.

- I am - Am I?
- You are - Are you?
- He is / She is /It is - Is he / Is she / Is it
- We are - Are we?
- They are - Are they?

**Read and understand the comprehension of Environment**

The air that we breathe is heavily polluted with toxic gases, chemicals and dust. These consist of the discharge from industrial factories and motor vehicles. The emission of tetraethyle and carbon monoxide from exhaust fumes is a major cause for concern too. Outdoor burning of trash and forest fires have also contributed to air pollution. They cause the smarting of the eyes, coughing and respiratory problems. Owing to the burning of fossil fuels, the level of carbon monoxide in the air is more than desirable. Too

high a level of carbon dioxide will cause the Earth's temperature to rise. The heat will melt the polar caps, thus raising the sea level and causing massive floods around the world, the burning of fuels also produces gases which form acid rain. Acid rain has a damaging effect on water, forest and soil, and is harmful to our health.

For understanding the above comprehension we must be able to answer the following question like:

What causes air pollution?

What we understand by the 'acid rain'?

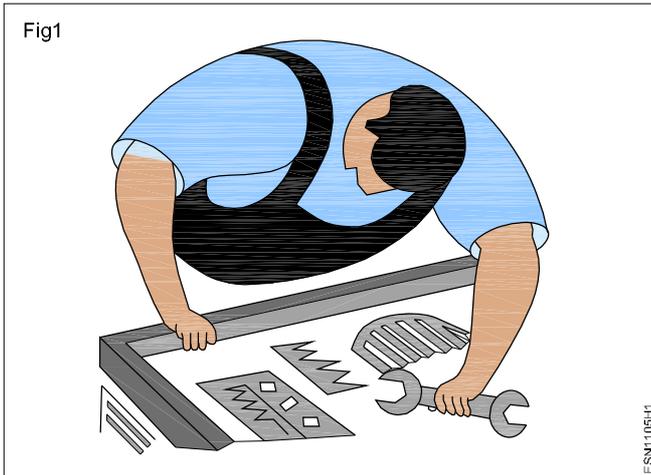
How will a rise in the Earth's temperature endanger life?

Read and Understand about Environment

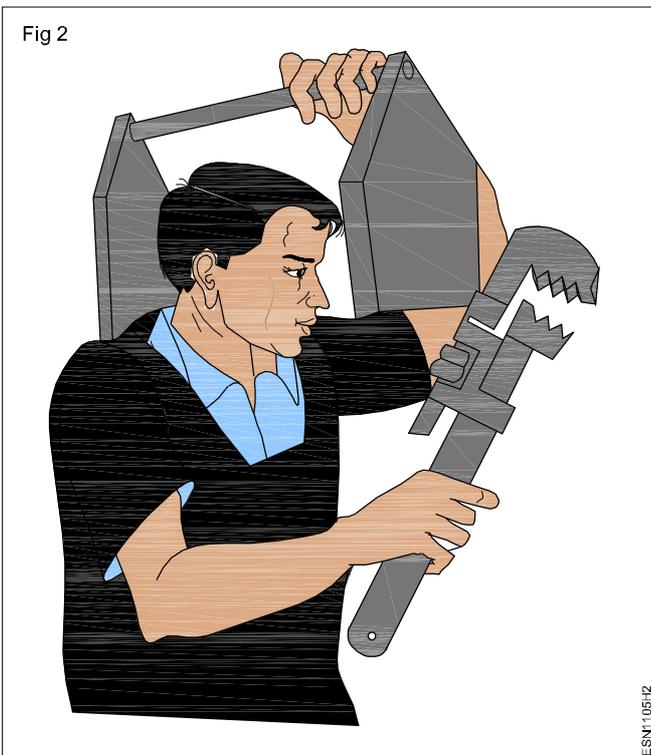
- Objectives : At the end of this exercise you shall be able to
- identify and ask / request someone to give information
  - identify and ask / request someone to do something
  - practice on reading and framing simple sentences
  - read and understand about environment.

Task 1

Identify the workers in the following pictures and frame sentences.



This is \_\_\_\_\_ (Fig 1)



This is \_\_\_\_\_ (Fig 2)



This is \_\_\_\_\_ (Fig 3)



This is \_\_\_\_\_ (Fig 4)

**Task 2**

**Roleplay A**

Student 1 : You are a new employee who wishes to take leave for two days next week. Approach a senior colleague to get information regarding rules for availing oneself of leave from work

Student 2 : You are the senior colleague. Give information regarding taking leave in the organization.

**Roleplay B**

Student 1 : You wish to send a courier. But as you are new to the city you do not know how. Request a colleague / friend to send it for you.

Student 2: Your colleague / friend approaches you for help for sending a courier. Respond to his request.

**Task 3**

**A. Rearrange the following sets of words into meaningful sentences.**

Eg : The Movie is short

- i to cinema went I the  
\_\_\_\_\_.
- ii pune in he lived  
\_\_\_\_\_.
- iii teacher school worked she a as  
\_\_\_\_\_.
- iv day park the took they every in walk a  
\_\_\_\_\_.
- v chair on mother the sat my  
\_\_\_\_\_.

**B Rewrite the words in the following questions in the correct order. One example is done for you.**

Eg. Angry the is teacher - Is the teacher angry?

- i interesting movie is the -  
\_\_\_\_\_?
- ii students ready the are -  
\_\_\_\_\_?
- iii are coming now you -  
\_\_\_\_\_?
- iv phone my you with is -  
\_\_\_\_\_?
- v your are brothers they -  
\_\_\_\_\_?

**Task 4**

**Fill in the correct (who,what,where,when,why,how)-question words in the blanks given in the following sentences.**

- i \_\_\_\_\_ is the meeting? It's at the auditorium.
- ii \_\_\_\_\_ do we have to go there? At 2.00 pm.
- iii \_\_\_\_\_ are those round objects there? They are old coins.
- iv \_\_\_\_\_ do you come everyday? By bus.
- v \_\_\_\_\_ is the speaker at the function? I think it is a movie star.
- vi \_\_\_\_\_ do you always carry such a heavy bag? I have so many books in it.

**Task 5**

**Match the following table.**

Column A has questions and Column B has the answers. But the answers in Column B are jumbled.

Column A	Column B
Who is this?	That is an ipod
What is that?	On the table
Where is my mobile phone?	Because I was sick
When did the accident happen?	This is Meera
Why did you leave early yesterday?	By e-mail
How did you send the message?	At 10.30 last night

**Task 6**

Read the passage carefully and discuss the answer

Man has reached the moon and invented supersonic crafts that can travel faster than the speed of sound. However, these inventions emit pollutants which contribute to the depletion of the ozone layer. This depletion of ozone, which absorbs the harmful rays of the sun and prevents them from reaching the Earth, will have drastic effects on all living things. It will lead to a rise in the number of people suffering from skin diseases.

After reading the above passage we must be able to understand the information conveyed through the passage like

What contributes to the depletion of ozone?

How ozone layer protects us?

**Construction of simple sentences (Based on messages and telephone calls)**  
**Cardinal/ Ordinal numbers**

- Objectives:** At the end of this lesson you shall be able to
- attend/answer telephone calls and construct simple sentences
  - state about messages on telephone and how to pass it on
  - explain how to fill in a message form
  - define cardinal and ordinal number.

**Language**

Telephone language is different from everyday language. You must remember that when you speak on the telephone you cannot see the person at the other end of the telephone line. So you cannot give or get clues from their expressions or gestures about what they wish to say. So there are certain particular ways of speaking on the telephone. The following list will help you remember some of the key words and phrases used in telephone English:



Hello

Every time you start talking on the phone you use the word "hello" to call the attention of the person at the other end of the phone line.

**Introducing yourself on telephone**

\_\_\_\_\_ here.  
 This is \_\_\_\_\_  
 \_\_\_\_\_ speaking.

When you introduce yourself on the phone you should remember that the other person cannot see you. So you have to say your name every time you call (even if the other person knows you well.)

**Asking who is on the telephone**

- May I know who is calling?
- Who is this, please?
- Can I ask who is calling, please?

When you ask who is at the other end of the telephone, you should use one of the above questions in a polite tone. The word "please" can make you sound polite.

**Asking for Someone**

- May / Can / Could I speak to \_\_\_\_\_?
- Please give me \_\_\_\_\_ / extension number \_\_\_\_\_ (extensions are internal numbers in a company connected to the main board.)

When you want to speak to a particular person on the phone, you should use any one of the above phrases. "May" and "could" are more formal than "can".

**Asking someone to wait**

- Please hold the line. / Can you hold the line please?
- Please hold on for a moment. / Can you hold on for a moment please?

When you need to look for a person or for information you can ask the caller to wait on the line politely.

**Connecting Someone**

- I'll put you through to \_\_\_\_\_
- I'll transfer the call to \_\_\_\_\_

In offices calls can be connected / transferred to extension numbers from the main board even while the caller holds the line. You should request the caller to wait on the line while you connect the call. Use one of the above phrases in combination with one of the phrases in the previous section.

- "Please hold the line. I'll transfer the call to \_\_\_\_\_"

**Telling someone that the person asked for is not available**

- I'm afraid \_\_\_\_\_ is not available at the moment.
- \_\_\_\_\_ is out at the moment...

When the person asked for, is not available, the information should be given to the caller politely. "I'm afraid" here it does not mean that the speaker is scared, but is conveyed politely that the person asked for is not available.

**Taking a Message**

- Could / Can / May I take a message?
- Would you like to leave a message?

After informing the caller that the person he / she is asking for is not available, you should offer to take a message and pass it on to the person asked for.

Many organizations have printed message forms which can be filled in with the necessary information. Otherwise

the message can be taken down on a blank sheet of paper as a note. Although there is no definite format for a telephone message, all the information given in the message form should be taken down. The message form can also be used to take messages from visitors. Filled in message forms are usually left in a common place (mail box, pigeonhole, receptionist's desk, attendance register, message register etc.) This arrangement ensures that the messages are not missed or lost or forgotten.

**MESSAGE FORM**

Message for \_\_\_\_\_

From \_\_\_\_\_

Of \_\_\_\_\_

Phone No. \_\_\_\_\_

Telephoned		Returned your call	
Came to see you		Please call	
Wants to see you		Will call again	

Message \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Received by \_\_\_\_\_

- The first column "Message for" should be filled in with the name of the person to whom the message should be given.
- The column "From" should be filled with the name of the caller or visitor.
- The next column "Of" should be filled in with the name of the organization / office / department of the caller / visitor.
- The column "Phone No." Should be filled in with the caller's/visitors phone number.
- The next column should be filled in with tick marks against the relevant boxes.

- For example if the caller called on telephone, then the column "Telephoned" should be ticked.
- If he visited "Came to see you" should be ticked.
- Two or three columns can also be ticked depending on what the caller or visitor said.
- The "Message" line should be filled in with whatever the caller wanted to tell the person he is calling.
  - The exact date and time at which the message was received should be filled in the next line.
  - The last line should be filled in with the name of the person who received the message.

**MESSAGE FORM**

Message : Arun  
 From : Vivek  
 Of : YZ Institute Information Desk  
 Phone No. : 28387756

Telephoned	✓	Returned your call	
Came to see you		Please call	
Wants to see you		Will call again	✓

Message

Regarding information about some degree courses that he had been aksed for

Date : 25.5.2011

Time: 11.00am

Received by : Raghu

An important part of answering phone calls and taking messages is pronouncing and understanding numbers (phone numbers, door numbers in addresses).

**Cardinal and Ordinal number**

- Cardinal number is a number that says how many of something are there such as one, two ..... ten etc. Ordinal number is a number that tells the position something in a list such as first, second ..... tenth etc. Roman Numbers like I, II, III, .....X are also ordinal number

**Cardinal Numbers**

1 ..... One	20 ..... Twenty
2 ..... Two	50 ..... Fifty
. . . . .	90 ..... Ninety
. . . . .	100 ..... a hundred
9 ..... Nine	1000 ..... a thousand
10 ..... Ten	

**Ordinal Numbers**

1st ..... First	12th ..... Twelfth
2nd ..... Second	13th ..... Thirteenth
3rd ..... Third	14th ..... Fourteenth
. . . . .	15th ..... Fifteenth
. . . . .	16th ..... Sixteenth
. . . . .	70th ..... Seventieth
9th ..... Ninth	80th ..... Eightieth
10th ..... Tenth	100th ..... Hundredth

- When we give or get telephone numbers or addresses we use cardinal numbers.
- We pronounce each digit in the number separately.
- It is important not to read out the number like a mathematical figure. (For example 28387756 is given as two, eight, three, eight, double seven, five, six not as Two crore eighty three lakh eighty seven thousand seven hundred and fifty six.)

- Another important thing to remember is to break the number down into smaller sets based on area code, service provider's code etc. For example, 28387756 is given as 2 sets of four numbers with 2838 first, a short pause and then 7756.
- Similarly, mobile numbers are also given with pauses or breaks in between sets of numbers.  
For example. 9444186174 is given as two sets of 5 numbers each - 94441 (the service provider's code), a short pause and then 86174.

**Practice on Message Writing/Passing, Filling of Message Forms**

- Objectives :** At the end of this exercise you shall be able to
- attend / answer telephone calls and write the message
  - hear the messages both on telephone and in person
  - fill in a message form.

**Task 1**

The following columns show the sentences spoken by Speaker A and Speaker B at two ends of a telephone line. But the sentences spoken by Speaker B are jumbled. Match the correct response with the statement spoken by Speaker A.

Speaker A	Speaker B
Hello. This is the System Maintenance Section. Can I help you?	We are not able to print the bills for the customers.
Yes please. What is the complaint?	Please send someone immediately. Customers are waiting. We're managing with manual bills. But the queue is really long.
Is the printer switched on and connected?	No, there's no error message. The printer has just stopped printing.
Is there an error message seen on the computer screen?	Yes. I' m calling from the shop floor. I have a complaint to make
Ok. I've registered your complaint. Our maintenance person will come to look at it.	Yes, it is switched on. In fact we were able to get printouts till half an hour ago.

**Task 2**

The following is one end of a telephone conversation. Fill in the blanks with the correct responses.

Hello. This is Welding section. Can I help you?

Yes, I would like to speak to Ravi please.

\_\_\_\_\_

Ok, I will hold the line.

\_\_\_\_\_

Oh, Will he come for duty tomorrow?

\_\_\_\_\_

Ok then. Thank you. I'll call tomorrow.

\_\_\_\_\_

Thank you.

**Task 3**

Instructor to guide and assist the trainees on attending a phone calls, receiving message & method of communicating messages.

<b>TELEPHONE MESSAGE FORM</b>			
Message for _____			
From _____			
Of _____			
Phone _____			
Telephoned		Returned your call	
Came to see you		Please call	
Wants to see you		Will call again	
Message _____			
_____			
_____			
_____			
Date: _____ Time: _____			
Received by _____			

**Task 4**

Identify cardinal and ordinal number from the given list.

Two	Twenty second	Thousand
Tenth	Twelve	Sixth
Hundred	Fourteen	
Fifth	Nineteenth	
Seven	First	
Twenty one	Second	

## Speaking with preparation on self, Role Play and Group Discussion

**Objectives:** At the end of this lesson you shall be able to

- **define role playing and its basic rules**
- **list the benefits of role playing**
- **define group discussion and state the types of discussion**
- **list out the skills essential for GD**
- **state how to solve problematic situations**
- **state about essential vocabulary for discussion and speak about yourself.**

### What is Role playing?

Role play is an instructional method that helps to teach students desired BEHAVIOUR for professional settings. Behaviour are best learned (and taught) by interactive and experiential techniques. Experiential learning is the process of learning through experience and more specifically define as "Learning through reflection on doing" (Hands-on). Non-interactive teaching methods, like lecture, are not effective for teaching behaviours or for eliciting behaviour change from students. Instructors can observe trainees during role-play exercises, and if necessary they can intervene to produce desired changes in students' work ethics behaviour. Role play exercises should involve real cases and real problems which students are likely to encounter in work place settings.

Role-playing is often spontaneous and relatively unstructured; they often extend to situations beyond reality.

Role play exercises give trainees the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual trainees, in pairs, or in groups which can play out a more complex scenario. Role plays engage trainees in real-life situations or scenarios that can be "stressful, unfamiliar, complex, or controversial" which requires them to examine personal feelings toward others and their circumstances

### Basic rules for role playing,

- Every group member must participate in the activity.
- Show respect for your group members and your peers during the preparation and performance of your role play.
- Use appropriate language and behaviour during the role play enactment.

### Benefits of Role Play

- **Build confidence:** In role playing, you can throw any number of situations at group . Role-playing provides a safe environment to encounter these scenarios for the first time, which builds confidence in group members that can help them in their day-to-day roles.
- **Develop listening skills:** Good role-playing requires good listening skills. In addition to understand the words the other person is saying, it's important to pay attention to body language and non-verbal clues. Group member develop these skills while role-playing and translate when they're trying to perform in the real world.

- **Creative problem-solving:** No matter how complicated a situation you create in a controlled environment, generally, something even more bizarre is bound to happen on the job. Role-playing will at least give your the chance to get some experience in handling difficult situations and in developing creative problem-solving skills. Some of the scenarios are listed here :
- You are being interviewed for a job in a new field and the director asks, "Why should I hire you when you have no experience?"
- your supervisor for your unpaid voluntary work asks you to stay late for the second time in a row in order to finish the urgent work presentation s/he has to do tomorrow. You are already very busy with your own work and have coursework which you need to finish for tomorrow, but you don't want to let him/her down
- You delegated some work to someone else; it hasn't been done properly. It's a real mess. It needs sorting out.

### Group discussion

Group discussion or GD as it is popularly called is a discussion by a group of people which involves an exchange of thoughts and ideas.

Discussions are conducted in various formats ranging from informal discussions among friends to a very formal discussion as part of a recruitment process.

### Argument Vs Discussion

- Argument is usually emotion driven; on the other hand discussion is a reasonable conversation or even a debate on a topic.
- Arguments are generally heated, that is, at times it could become an angry exchange of views.
- Discussion might also become passionate, but usually it is moderated and directed.
- The focus of arguments is generally to show who is right while the focus of discussions is on what is right.

### Contexts for discussion

**Informal discussions** are held regularly in our lives. The topics for such informal discussions could be anything like which holiday place to visit this year, which movie to go to or which branch to study - all these issues generate light to intense discussion in our lives.

**Formal discussions** are used as a part of the selection procedure for admission into higher studies or job recruitment process.

**Types of Discussion**

There are different types of discussions that occur naturally and which can be recreated in the classroom. These include discussions where the participants have to:

- Make decisions (e.g.: decide where to go for vacation)
- Give / share their opinions on a given topic (e.g.: Should we abolish capital punishment)
- Create something (e.g.: Making a group poster)
- Solve a problem (e.g.: find reasons for the failure of a new product).
- Topic-based GD (Factual, Controversial & Abstract topics)
- Case-based GD (Real life situation problems)

**Ideal number of participants in a GD**

The ideal number of participants for a group discussion is 6 to 10 participants.

**To conduct a GD**

- The participants are made to sit in a circular fashion so that they can see each other and take part in the discussion.
- The topic of the discussion can be given before if it is for a practice session. But if it is an assessment session, then the topic is given just few minutes before the actual discussion.
- The instructions and rules of the discussion are clearly stated at the start of the session.

- The group is given a few minutes to note down points for discussion.
- The teacher or examiner observes the proceedings from a distance and is not involved in any way.

**Skills essential for a GD**

A person's overall personality skills are evaluated in a GD. The predominant six skills that are focused are:

- 1 leadership skills,
- 2 Interpersonal skills,
- 3 Persuasive skills,
- 4 Problem solving skills,
- 5 Conceptualising skills (knowledge) and
- 6 Communication skills.

**Sub skills needed for a GD**

**Analyse** - Preparation on the topic

**Persuade** - Negotiation skills needed to persuade others to see and accept our point of view.

**Being objective** - Discussions are not emotional outbursts. Our arguments about a topic should be supported by objective statements with appropriate evidence and not by sentiments or emotions.

**Empathetic support** - Respect and care for other group members. We need to follow discussion etiquette when dealing with people who have different points of view. You may not agree with their point of view but you need to still respect their point of view. Turn taking and turn giving are part of this support. Turn taking is utilising an opportunity to present our viewpoints. Turn giving is giving a chance for a passive speaker to speak out.

**Essential vocabulary for participating in a GD**

S.No	Context	Example
1	Starting a discussion	Is everybody ready to begin? Shall we start?
2	Turn giving (to passive participants)	____(name) what is your opinion on this point? Would you like to add anything?
3	Clarifying a point	Can you please explain your point again? I am sorry I didn't really understand what you were saying. I am not sure I heard that right. Did you say that....?
4	Restating your point	In other words,... The point I am trying to make is... What I am trying to say is...
5	Paraphrasing	Let me understand. You said that.... ____(name) feels that..... Am I right? I believe that ____ is trying to say that.....
6	Checking for understanding	Do you see what I mean? Did you get my point?

7	Asking for an opinion	What do you think of....? What's your opinion about....?
8	Giving an opinion	Personally, I think that.... In my opinion..... As far as I am concerned.....
9	Agreeing	I completely agree with you. I accept your viewpoint. I too think so. I definitely agree.
10	Expressing reservations	Yes, but the problem is... It's possible but....
11	Disagreeing	I am sorry I don't accept your viewpoint. I am not sure I agree with you. The reason is.... I don't see your point of view at all.
12	Getting attention	May I give a suggestion? I would like to tell one thing. I have a question.
13	Interrupting	Excuse me, I would.... Sorry to interrupt, but....
14	Keeping your turn	Could I just finish my point? Excuse me let me complete my point?
15	Continuing after interruption	As I was saying earlier... Going back to my point....
16	Emphasizing a point	I think the basic cause for this is... In my opinion, the main reason for ....
17	Trying to stop a person who	Let's hear what others have to say... continues to dominate other
18	Keep the discussion moving	Perhaps we should go on to the next point. Let's move on to the next point.
19	Keeping the discussion on	We are digressing. Can we get back to our topic? the subject
20	Summarising	Do we agree that.....? So, to sum up, we have decided.....

### Discussion Etiquette

In a discussion, how we express ourselves shows what kind of person we are - rude, selfish or generous. A real polite person is very considerate to other team members and is very sensitive to others' feelings. As discussions are widely

used in formal contexts, there is a certain etiquette to be followed while taking part in a discussion. This is called as discussion etiquette. Participants of a GD are expected to adhere to this etiquette for successful participation.

Discussion etiquette has many Do's and Don'ts which are listed below.

Dos	Don'ts
Be a team member and help others	Argue unnecessarily
Be audible	Dominate the discussion
Be conscious about your body language	Interrupt when another person is speaking
Be open minded and not very rigid	Loose your temper
Learn to disagree politely	Make too personal remarks
Listen to others	Patronise or insult other team members
Prepare for the discussion	Shout
Respect the contribution of other speakers	Talk about irrelevant details
Stick to the topic	Talk to individuals but address the whole group
Think before you speak	Use aggressive body language
Use moderate tone	Use impolite or rude language
Use polite and appropriate language	Use too many gestures when you speak

### Responsibilities of a Group Leader

- Give equal chance to all group members to participate. Passive members should be involved and dominant members should be controlled.
- Keep track of time. The discussion should reach its consensus in the given time. Do not deviate from the topic. Avoid irrelevant points.
- Ensure all group members understand each other. Rephrase in your own words and repeat so that every one understands all the points discussed.
- Summarise at the end and reiterate the final consensus reached by the group.
- Use correct facts and figures to support your argument. But they alone will not impress others. Your interpretation and analysis is much more important than fact and figures.
- Summarise using brief and concise points.
- Be objective in your discussion and don't get too personal.
- Evaluation is based on quality and not on quantity. You don't have to talk more to impress others but talk sensibly. You should also listen to others.
- Do not show off your knowledge. You should be noticed for your "people skills" not for your ego.
- Be conscious of both your verbal and nonverbal language as both are being evaluated.

### Tips for GD

- Use quotes, short stories, shocking statements, definitions to initiate a discussion.

### sample GD Evaluation form

Name of the candidate						
Score sheet for the group. (rank 1- 5, 1 being the least and 5 being the highest)						
1.	Purpose of the discussion achieved	1	2	3	4	5
2.	Content of the discussion (knowledge)	1	2	3	4	5
3.	Behaviour of the group (discipline)	1	2	3	4	5
4.	GD skills utilised (team work)	1	2	3	4	5

- **Score sheet for the participant (rank 1-5, 1 being the least and 5 being the highest)**

1.	Appearance	1	2	3	4	5
2.	Temperament	1	2	3	4	5
3.	Body language	1	2	3	4	5
4.	Knowledge	1	2	3	4	5
5.	Analytical ability	1	2	3	4	5
6.	Organization of ideas	1	2	3	4	5
7.	Language	1	2	3	4	5
8.	Team spirit	1	2	3	4	5
9.	Leadership skills	1	2	3	4	5
10.	Listening skills	1	2	3	4	5

### Questions for discussions

- 1 Does the participating members follows the rules of good behaviour?
- 2 List out how many followed good behaviour and how many lacked in behaviour?
- 3 Do you feel that the Group discussion was successful?
- 4 Do they deviate from the topic of discussion?

### Obsevation on the Group discussion:

- Mr. 'X' leadership skill indicates that the group is well organised and leads to unity.
- Mr. 'X' understand the topic and effectively takes the group discussion to success.

- Mr.'Y' also showed interest and involvement in the discussion but gets emotional upset during the discussion.
- Mrs. 'Z' shows her self confidence and she is capable of helping the group.
- Mrs. 'P' shows impatience and feels guilty and behaved roughly causing disturbance.
- Mr. Ram. Even though has good ideas, his language skill, lack of self - confidence, indicates that he needs to work for improvement.

## Practice on Role Playing Exercise on Group Discussion

**Objectives :** At the end of this exercise you shall be able to

- identify appropriate vocabulary to be used in a discussion
- find answers for problematic topics, converse in a group
- participate in role playing/group discussions on any given topics.

### Task 1

Match the expressions in column A with their appropriate context in column B

Column A	Column B
Would you please repeat that?	Disagreeing politely
I beg your pardon	Turn giving to another member
No I can't see that could happen.	Asking for clarification
Are you joking?	Bringing the group back to the topic
Ok Prem! What's your comment on this issue?	Apologising
Let's go to the next one!	Paraphrasing
So what you are saying is that the whole idea would not have worked if not for foreign investment.	Disagreeing not so politely
Excuse me but I would like to add on something here	Trying to stop a dominating speaker
Why don't we ask what others' feel on this topic?	Summarising
At the end we all agree that this programme will not succeed without Governmental support.	Interrupting

### Task 2

Students should choose an animal they would like to be associated with. Other students should ask questions why he / she chose that animal and each student should give a convincing answer for their selection. This will help them practice persuasive language that is essential for a discussion.

### Task 3

Read the problem situations given below and perform the role playing. Discuss the answer in a group for the following questions.

#### Situation 1

Cell phones & Teenagers

**Anu:** My name is Anu. I am 15 years old, and I am studying in 10th standard. Last night I asked my dad if I could get a cell phone for my birthday, but he said 'No'. Even my mom agreed with him. They think that I am too young to have my own phone, and they think that if I have one I'll

get into some kind of trouble. What trouble I don't know. That's so stupid! I'm not a baby - I can take care of myself! Most of my friends are having their own phones. I think the only reason they don't want me to have my own cell phone is because they won't be able to listen to my conversation with my friends and criticise me anymore. My father says 'I didn't have my own phone when I was a teenager and you don't need one either!'. That is ridiculous. Times have changed since and now everyone has a cell phone except me. They don't realize how useful it will be. If I am late from school I don't have to ask for permission to use the Principal's phone to inform home. Otherwise my mom will be panic and she'll make my life miserable. They can keep track of where I am using the phone. But do they understand? No!

**Ramki:** I am Ramki and I am Anu's father. I know all her friends have their own cell phones - and I think it is ridiculous. I mean, why does a teenager need a cell phone? She sees all her friends at school everyday, and if they want to talk to her in the evenings or weekends, they can

call her at home in our landline. Besides having her own phone will give rise to various other problems. Any stranger can get her number and call her and we would not be able to monitor her calls. She may hesitate to tell us and that might lead to other problems. My daughter is very innocent and doesn't know the evil in the outside world. What if she starts talking to wrong people? My wife and I will not be able to protect her if we don't know who she is talking to. She thinks she can take care of herself but she is so young. I am not going to take any chances. When she turns 18, she can have as many phones as she wants, but in the mean time the answer is 'NO'.

### Discussion Questions

- 1 Do you agree with Anu or with her father? Why?
- 2 Do you think it's really necessary for teenagers to have cell phones?
- 3 What are the advantages and disadvantages of a teenager having a cell phone?
- 4 Anu is the only one in her group who has not got her own phone. How will she feel among her friends?
- 5 Ramki is worried that his daughter might end up in trouble or danger if she has her own cell phone. Do you agree with him or do you think he is over reacting?
- 6 If your younger sister who is studying in school wants a cell phone and your parents are asking your view, what will you say?

### Situation 2

**Asha:** I am Asha. I have studied MBA from Madras University. I was working in a company for 4 years when I got married to Charles. After my marriage I took a break from my profession as both my husband and I felt that I should be at home for the children in their formative years. Now we have got two children, Roshan and Kevin, who are 6 and 4. Both of them have started going to school. I am getting bored sitting at home. I recently saw a job advertisement and I applied for it. It is from a multinational organization. I have been called for an interview. My husband and my mother-in-law are completely against my going back to work. They feel that I will be abandoning my duty of a mother if I go back to job. My mother-in-law feels she might have to take care of the children which will be a strain for her. It will be only for few hours till I come home from office. The children are getting older and they are going to have their school work. If I get this job our financial burden will lessen and we'll be able to give a good future to our children. Why can't they understand that?

**Charles:** I knew Asha was working before marriage. But at the time of marriage itself we both had decided that she should be at home for the children in their formative years. She did stay at home till now but now suddenly she wants to work. I agree financially we could be well off if she started working but I would rather have my children's mother with them than a paid baby sitter taking care of them. A good

future for our children is a must but I am making good money and I'll definitely ensure that. Why should she worry about it? Further if she goes to work, my mom, who is already 65 years old will end up doing more work than she can. I would rather wish Asha sit at home than go back to work.

### Discussion Questions

- 1 What should Asha do?
- 2 Is Asha right in her desire to go back to work?
- 3 Is Charles right in his view?
- 4 An educated person sitting at home doing nothing. Isn't that wasting our knowledge? What is your opinion?

### Task 4

Create your own zoo. Tell the students they are managers of a new zoo coming up in the city. They have been given the job of filling the zoo with animals. In groups of 6 they have to decide what animals their zoo will have. There are totally 15 cages - 11 cages for land animals and 4 cages for water animals. Apart from deciding on what animals should go into which cage, they should also decide on the number. That is if they decide on zebras, they should also decide how many zebras their zoo will have. Finally ask the group to choose a name for their zoo. A time limit of 15 minutes is given. At the end of the 15 minutes, each group will come forward and tell the class about their selection. As a whole class, now choose animals to fill the zoo. The name also should be finalized by the whole class.

### Task 5

Divide the class into groups of 6-8. Give a list of topics from which they might be asked to discuss. Write all the topics in lots and ask one group member to choose a topic. Give five minutes for preparation. Call each group and ask them to hold a discussion on the selected topic in front of the class. At the end of discussion, give feedback. Other students also should be involved in this feedback session. Use the sample evaluation form to assess the students.

### The topics listed are

- 1 State of old people in the nation
- 2 Our education system
- 3 Brain drain
- 4 Women are better managers
- 5 Being number one
- 6 Beauty contests are insulting to women
- 7 Moral policing
- 8 Television
- 9 Impact of movies on youth
- 10 Today's youth are followers not leaders

## Job Description, asking about someone's job, habitual action

**Objectives:** At the end of this lesson you shall be able to

- read and describe about the job
- describe the responsibilities that are attached to a particular job
- state the qualifications necessary for a job learn habits.

Fig 1



ESN110811

You will be surprised to know that this is a picture of a cat (Fig 1) named Dewey that occupied the position of Library Cat in the Spencer Public Library in Iowa, USA. It is interesting to note that the library had actually prepared a description of Dewey's responsibilities.

Read the following description of Dewey the cat's job and discuss the questions that follow.

### Dewey's Job Description

- Reducing stress for all humans who pay attention to him.
- Sitting by the front door every morning at 9:00 am to greet the public as they enter the library.
- Inspecting all bags that enter the library for security problems and comfort level.
- Attending all meetings in the Round Room as official library ambassador.
- Providing comic relief for staff and visitors whenever possible.
- Climbing in book bags and briefcases while patrons are studying or trying to retrieve needed papers underneath.
- Generating national and world-wide publicity for Spencer Public Library. (This means sitting still for photographs, smiling for the camera, and generally being cute.)

- Working toward status as world's most finicky cat by refusing all but the most expensive, delectable foods - and even turning up his nose at those most of the time.

### Questions

- 1 What possible job do you think a cat can do in a library?
- 2 Is it possible to make a cat understand its "job responsibilities"?
- 3 What are the things that the cat is required to do in the library?
- 4 Does the cat need any special training for these things?

Although this job description is only meant to be a joke (Dewey the cat did not understand them) it is a good sample of how a job description is usually written.

### What is a job description?

- Job description is a written description of the duties and responsibilities to be carried out by anyone in a job.
- It is an overall view of what an employee is expected to do in the job.

### It usually includes the following details

Job Title / Designation

Statement of the Purpose of the Job

List of Duties and Responsibilities

Necessary and desirable qualifications

General Information related to the job, training requirements, tools to be used, transportation

### Why is it necessary to have job descriptions?

Job descriptions are provided in recruitment advertisements. They can help to guide job applicants to find out whether a job is suitable for them and whether they have the qualifications and abilities to do the job.

In an organization job descriptions are important because they guide existing and new employees. Job descriptions tell the employees about the goals of their job, what is expected of them and the tasks that they are to perform. Job descriptions also help to judge whether an employee is performing his job effectively. Very often job descriptions also guide employers or supervisors in assigning duties or responsibilities to a particular employee.

**Read the following sample job description**

**"Electrician"**

Installs, maintains, and repairs electrical wiring, equipment, and fixtures.

Ensures that work is in accordance with relevant codes.

Installs and services street lights, intercom systems, or electrical control systems.

**Note: that a job description uses many action words or verbs such as install, maintain, repair, ensure, install, service. These verbs tell the job applicant or employee all the actions that he is expected to do.**

**Activity**

The following table has the names of some jobs in Column A and the job descriptions in Column B. But they are jumbled. **Match the job with its description.**

Column A	Column B
Assembler	Installs, maintains, troubleshoots, and repairs facility machinery.
Warehouse Worker	Builds items such as furniture and stairs, repairs internal and external structure
Mechanic	Performs manual labour along a production line. Assembles, operates and troubleshoots production line machinery and computers. Performs minor repairs as necessary.
Carpenter	Loads and unloads finished product and raw materials. Stocks and maintains warehouse inventory.

**Verbs**

Verbs are action words that talk about the things we do. These words could be simple actions like sit, stand, talk, walk, eat, sleep, read, write etc. or complex actions like install, maintain, repair, perform, build etc.

**Activity 1**

**Underline the verbs among the following words**

Furniture, operate, draft, draw, assemble, machine, warehouse, weld, bind, wind, join, wedge, tool, cut, production

Some verbs are specifically related to specific jobs or trades. Eg. Weld, join, fuse are all related to the job of welding, performed by a welder.

**Activity 2**

**List at least three verbs specifically related to the following jobs. Add a few more jobs you are familiar with and list the job specific verbs.**

Job	Verbs
Electrician	
Plumber	
Fitter	
Carpenter	

**Necessary and desirable qualifications**

- Most job descriptions also include a list of necessary and desirable qualifications for a job.
- Necessary qualifications refer to those qualifications that are absolutely essential for performing a particular job.
- Without these qualifications a person cannot perform the job.
- Desirable qualifications are those that are not absolutely essential but that can help in performing a job more effectively.

For Example, Read the following description of the qualification for a job

Wanted "Electrician" in Dubai	
Necessary Qualification or Essential Qualification	IT/Diploma
Desirable Qualification	: Knowledge in English

This means that a person without an IT/Diploma cannot apply for the job, while a diploma holder even without knowledge of English can apply for the job. However if there is a diploma holder with a certificate in English proficiency among the other candidates, then he will be given first preference in the job recruitment.

## General and specific tasks and responsibilities

Read the following job descriptions of three different openings for people who work with wood.

### Construction Carpenter

Constructs, erects, installs, and repairs structures and fixtures of wood, plywood, and wallboard, using carpenter's hand tools and power tools.

### Cabinetmaker and Bench Carpenter

Cuts, shapes, and assembles wooden articles, sets up and operates a variety of woodworking machines, such as power saws, jointers, and mortisers to surface, cut, or shape lumber or to fabricate parts for wood products.

### Tree, Log, and Brush Cutters

Removes branches interfering with communication or electric power lines, prunes trees and trims jagged stumps, splits logs or wooden blocks, fallen trees and cuts branches from fallen trees, removes logs, branches from wires piles up wood debris in trucks using winch.

- Carpenters in general work with wood and use wood working tools.

- These are general tasks that carpenters do. But notice that the specific tasks of a construction carpenter who works in a construction company are different from those of a bench carpenter who works in a furniture fabrication company and those of a log cutter who works in a timber company.
- The construction carpenter is required to work with structures and fixtures of wood, like doors, frames, knobs, windows, shutters etc, and should be able to co-ordinate with other construction workers like masons.
- The bench carpenter is required to work with wooden articles such as tables, chairs, cabinets, cots etc and should have an artistic sense.
- The log cutter is required to cut trees and make them into logs suitable for timber companies to sell or export and should have muscular strength and knowledge of thickness of the trunks of trees and wood cutting equipment.
- Similarly people working in other trades also perform certain general tasks but more importantly perform specific tasks that their organization expects of them.

**A job description is very important because it informs the employee about the specific tasks expected of him or her.**

**Practice on Job Description, matching Job with Tasks**

**Objectives :** At the end of this exercise you shall be able to

- identify the job/profession by reading the job descriptions
- select and identify the appropriate profession
- match job with tasks.

**Task 1**

Read the following job descriptions and identify the job.

- Fits, assembles, grinds and shapes metal parts and subassemblies to fabricate production machines and other equipment.
- Monitors and controls computers and peripheral equipment according to operating instructions. Selects and loads input and output units with materials such as tapes, forms or paper for operating runs. Observes machine and control panel on computer consoles for error lights, verification printouts and error messages and machine stoppage or faulty output.
- Assembles, installs, and repairs pipes, fittings, and fixtures of heating, water, and drainage systems, according to specifications and plumbing codes.
- Sets up and operates a variety of machine tools to produce precision parts and instruments. Includes precision instrument makers who fabricate, modify, or repair mechanical instruments.
- Fabricates and modifies parts to make or repair machine tools or maintain industrial machines, applying knowledge of mechanics, shop mathematics, metal properties, layout, and machining procedures.
- Repairs and overhauls automobiles, buses, trucks, and other automotive vehicle

**Task 2**

Match the tasks indicated by the verbs in Column A with the respective jobs in Column B.

Column A	Column B
Aligns brakes	Fitter
Installs circuits	Plumber
Fits parts to machinery Mechanic	Automobile
Assembles pipes	Carpenter
Drills and sets doors and windows	Electrician

**Task 3**

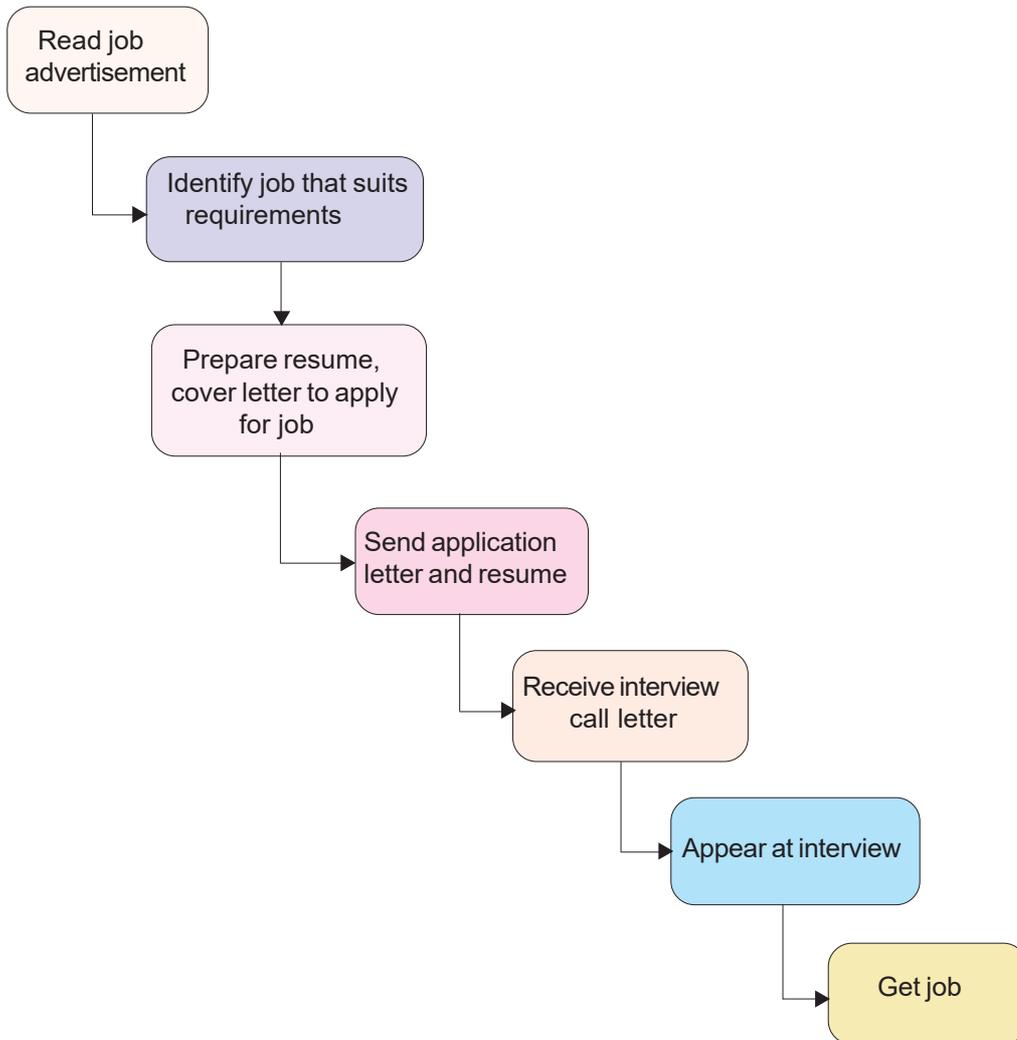
You have been working in an organization (related to your trade) for more than a year and you are in charge of your section. A new employee has been recruited to your section. Write a description of his job with a list of tasks and responsibilities, necessary qualifications and desirable qualifications.

## Resume Writing, letters of Job Applications

**Objectives:** At the end of this lesson you shall be able to

- describe about the job application process flow chart
- write a job application letter in response to an advertisement
- write a Curriculum vitae / resume of yourself to accompany the application

Look at the following flowchart of the job application process.



**Discuss the answers to the following questions.**

- 1 What is the first step in the process of finding a job?
- 2 What is next step after choosing a job that suits your requirements?
- 3 What are the two documents that you should prepare to apply for a job?

**Read the following advertisement. How will you find out whether the job is suitable for you?**

Lightning Electricals has been servicing the needs of domestic, commercial and industrial clients in Chennai for over 20 years. Our Construction Department provides electrical solutions to small and medium commercial and government clients.

**Job Title**

We require a qualified electrician for work on upcoming projects.

The responsibilities of the successful applicant will include:

**List of Responsibilities**

- Onsite work and management of commercial and industrial facilities
- Fault finding
- Panel wiring, construction and installation
- Ordering and receiving of materials

The successful candidate must possess:

**List of Qualifications**

- NTC (National Trade Certificate)
- 'B' License from Electrical Licensing Board

Please apply with resume to Lightning Electricals, No. 8 Netaji Street, Saidapet, Chennai 600015 or email to hrlightning@gmail.com

- There are at least two or three lines in every advertisement that can give you a clue as to whether a job is suitable for you.
- First look at the job title. The job title usually tells you whether it is a job which suits you. If the job title is vague, then you should look for other clues.
- The second clue is the list of responsibilities of the job (or job description).
- When you read the list of responsibilities you will know whether you can handle them.
- Some organizations do not provide a job description in the advertisement.
- If this is the case, then you should look at the next clue.
- The list of necessary qualifications is the best clue for finding out whether the job is suitable for you.
- If you possess the qualifications mentioned, then you will know that the job is suitable for you.
- There are of course other things which you should consider before applying for the job.
- Ask yourself whether the job interests you, whether the salary offered is adequate etc. (if the advertisement provides these details.)
- If these details are not mentioned in the advertisement then you can decide only at the interview.

**Activity**

Read the above advertisement and underline the words that tell you about the suitability of the job.

**Applying for the job**

The next step after you decide on applying for a job is to actually send in the application letter and resume.

**Resume**

- Resumes or Curriculum vitae are important for many reasons.
- Resumes tell an employer a lot about you, your qualifications, your personality and your suitability for the job.
- Your resume must be short but at the same time should convince the employer that you are the best person for the job.
- The purpose of the resume is to get called for the interview.
- After reading it, employers should want to interview you.
- Your resume is your first introduction to your prospective employer.
- Emphasize the best of your skills and abilities in the resume.
- Your resume should create a good impression on the employer.

## Essential elements of curriculum vitae

The essential parts of a CV are explained through a resume namely;

- 1 Name and address for communication
- 2 Objectives
- 3 Skill possessed
- 4 Job profile, covering responsibility
- 5 Educational qualification
- 6 Extra curricular activities (sports, arts, etc.,)

**C. Ravi Shanker,**  
777 Mahatma Gandhi street.  
Nungambakkam  
Chennai -600034

### Objective:

A carpenter position in a well known construction company that provides the opportunity to further develop carpentry and other skills.

### Specialized Skills:

- Capability to correctly understand blueprints.
- Skill at handling power tools and hand tools.
- Ability to do work in given time period.
- Proficiency in English communication.

### Job Profile:

(2009 to Present) Construction Carpenter at Smartroofs Construction Company, T. Nagar, Chennai - 600017.

### Responsibilities:

- Effectively managed construction team of three.
- Prepared layouts as per the blueprints.
- Cut out the different materials as per measurement.
- Handled the power tools also.

(2008 to 2009) Carpenter Maya Constructions, T. Nagar, Chennai - 600017

### Responsibilities:

- Completed repairing of doors, windows and wooden fixtures within given time and budget.in more than one construction at a time.
- Handled different tools such as power saw, planing machines, hand tools etc. to construct doors and windows as per the requirement.
- Created built-in storage space, book cases, small room additions to houses, cabinets etc.

### Educational Qualification:

- Completed ITI (Carpentry) from ABC Institution in 2007
- Did SSC from SR Government High School, Nungambakkam, Chennai - 600 034 in 2005

### Features of a good resume.

- 1 A resume is basically a document that markets your skills. So it should be attractive.
  - 2 It should be short and precise but it should also be long enough to give necessary details.
  - 3 It should be organized in such a way that your abilities and skills are given prominence. What is written at the beginning is more important than what is preceded later.
  - 4 Try to begin the resume with an "Objective" statement which says what your goal in life is. This usually gives the employer the impression that you are a person with a definite focus in life.
  - 5 Bullet points are more impressive than tabular columns.
  - 6 You should try and use words that say something about your skills (like "able to do", "capable of doing", "proficient in", "skilled at")
  - 7 When you list the job responsibilities use the action words or verbs related to your particular job or profession to show all the things that you did. (Note that in Ravi Shanker's resume he uses verbs like "projected", "managed", "cut", "handled", "created", "completed" to speak about all the things he has done on the job.)
  - 8 If you are a fresher without experience, then focus on your educational qualifications and provide some details about any projects or laboratory work that you have done. Also include a section on any extra curricular activities (like sports, arts etc) that you participated in. (For this section also use verbs effectively like "participated in", "won", "played", "sang", "danced" etc).
  - 9 Use formal fonts and not something that is too flashy.
- It should be well written and informative, and grab the reader's attention and make him interested in you as the most suitable candidate.
  - The cover letter creates the first impression on the reader during the employment and interview process.
  - If the cover letter is neat and well-written, it creates a positive impression.
  - What and How you say in the cover letter can have considerable impact on the reader.
  - It immediately tells the reader something about your general communication skills.
  - It also tells the employer that you are individualising this application for this particular job.
  - You have already seen how to write formal letters. The cover letter is also a formal letter.
  - So you should use one of the formal letter formats in this letter.
  - Note that the cover letter does not just state that Raja is applying for the position and is sending his resume, but speaks a little about his experience and skills. A good cover letter should lead the HR Manager to look at the resume for more details.
  - The body of the cover letter is written in two or three paragraphs. The first paragraph gives exact details of reference (which advertisement the candidate is referring to, which post etc) and states that the candidate would like to apply for the job.
  - The second paragraph presents the best highlights of the candidate's career. These details should be presented impressively and should convince the HR Manager that this candidate is worth considering for the post.
  - The third paragraph concludes the letter stating that the candidate is available for the selection procedure of the organization.

**Note: An HR Manager who scrutinizes the resumes would definitely find the second version of Ravi Shanker's resume more impressive than the first for many reasons.**

### Cover Letter

- The cover letter that you write and send along with your resume to an employer is a very important document.

Read the following cover letter to see how a cover letter is written.

20 June, 2011

From

S. Hussain

No. 2 Karan Prayag, Chamoli,  
Uttar Pradesh.

To

HR Manager

United Drilling Tools LTD,

1-D Block - B, Gautam Buth Nagar,  
Noida, Uttar Pradesh.

Sir,

Sub: Application for the post of Supervisor of Machine Operation

With reference to your advertisement in Hindu dated 19 June 2011, I would like to apply for the post of Machine Operator in your reputed organization.

I am an ITI NTC holder in Mechanic Textile Machineries. I have six years experience in operating, maintaining and repairing textile machines. I worked with leading Textile mills in Coimbatore. For the past two years I was in charge of training new employees in machine operation. Now I am on the look out for opportunities in my hometown. I believe that I possess the qualifications and experience that you require for the job that you had advertised for.

I am enclosing my resume for your perusal. It will tell you in greater detail about my skills and experience. I would be glad to appear for a personal interview at a date convenient to you to discuss my credentials.

Yours sincerely,

S. Hussain

Enclosures:

1. Resume
2. Copies of NTC and other certificates

**Practice on Job Application and Resume Writing**

**Objectives :** At the end of this exercise you shall be able to

- read a job advertisement
- write a job application letter in response to an advertisement
- write a curriculum vitae / resume of yourself to accompany the application.

**Task 1**

The following is the CV of Satyan. Help him rewrite it as an impressive resume.

Name : T. Satyan  
 Date of Birth : 2.11.1985  
 Sex : Male  
 Address : No. 22, Block B  
 Prakriti Apartments  
 11 Valluvar street.  
 Erode - 5

**Educational Qualifications**

Qualification	Institution	Year
SSC	TDP Higher Secondary School, Erode-8	2000
HSC	TDP Higher Secondary School, Erode-8	2002
ITI (Fitter)	Govt. ITI Guindy, Chennai - 32	2004

**Experience**

Post	Organisation	Period
Fitter	Sakthi Industries, Erode - 30	2005 - till date

**Task 2**

Read the following advertisements. Choose the one that is suitable for you and prepare a job application and cover letter.

- Construction - Diploma Civil or ITI Holder / Contractor  
 Job Full Time - for candidate who can supervise a team of labourers, purchase materials required for construction, get the construction of building done on site Apply with resume to Kerala Shipping & Inland Navigation, Valanjambalam, Ernakulam - Dt, Kerala - 682 030
- Urgently required Installation and Monitoring Wanted  
 Installation and Monitoring, Candidates having 2 years experience in installation/ servicing of instruments, having Degree/ Diploma or ITI qualifications in Electrical/ Electronics/ Civil Engineering and Proficiency in Computer operations, Send your CV with photo. HITTCO DRILLS LTD, 19, Ali Asker Road, Bangalore - Dt, Karnataka - 560 052.
- Draughtsman-ITI Very Reputed Client Manufacturing Sheet Metal & Rubber Moulded Automotive Components. Qualification: ITI- in Draughtsman-Mechanical. Experience: 1 to 3 years. Respond with resume to Managing Director, Machine Tools (INDIA) LTD, D - 24 Saurth Extension Part - II, New Delhi - 110 049 .
- Partha Industries requires Welding Supervisor  
 Job Code: weld123  
 Job Location: Bangalore  
 Job Description: Welding supervisor in Bangalore industry  
 Candidate must be ITI in welding.  
 Compensation Details  
 Salary: Rs,50,000/- to Rs.1,00,000/-.

**Task 3**

Fill in the blanks in the following application letter to make it complete.

\_\_\_\_\_

From  
 Samir Pandey  
 7/3, Wyra Road,  
 Khammam  
 Andhra Pradesh - 507 001

To  
 HR Manager  
 M.M. Detergent Company Pvt. Ltd.  
 37, Karaikal Main Road,  
 Melavanjur,  
 Pondicherry. - 611 002

Sir

Sub: \_\_\_\_\_ Switchgear Panel Technician

\_\_\_\_\_ advertisement \_\_\_\_\_ Hindu dated 24 July 2011,  
 \_\_\_\_\_ in your \_\_\_\_\_.

\_\_\_\_\_ ITI NTC holder in \_\_\_\_\_. I have six years experience in \_\_\_\_\_.  
 \_\_\_\_\_ I worked \_\_\_\_\_

\_\_\_\_\_ I am enclosing \_\_\_\_\_  
 \_\_\_\_\_ date \_\_\_\_\_

Yours \_\_\_\_\_

\_\_\_\_\_

Enclosures:  
 1. Resume  
 2. Copies of NTC and other certificates

**MODULE 2**  
**I.T. LITERACY**

## Introduction to Computer & its Application, Hardware & Peripherals

**Objectives:** At the end of this lesson you shall be able to

- describe the various components of a computer
- describe hardware, software and peripherals
- describe applications of computer
- explain how to connect accessories to computer
- switch on and shutdown a computer.

### Introduction

A computer is an electronic, digital device used to process data, converting the data into information that is useful to People/users. A computer system consists of hardware and software components.

Hardware is the physical equipment such as the case, storage drives, keyboards, monitors, cables, speakers, and printers.

Software is the operating system and programs.

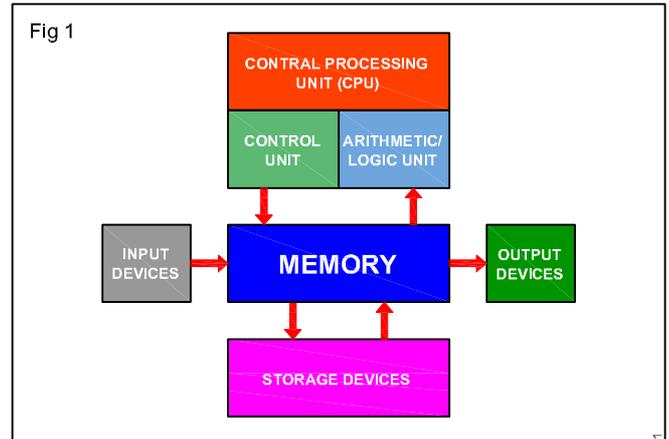
The operating system instructs the computer how to operate.

Programs or applications perform different functions.

### Information Processing Cycle (Fig 1)

It is a sequence of events in processing information which includes input, processing, storage and output. These processes work together & repeat over & over

- Input - Entering data into the computer.
- Processing - Performing the operation on the data.



- Output - Presenting the result
- Storage - Saving data program or output for future use.

### Components of Computer

#### Input Devices (Fig 2)

Input devices used to enter data or instructions into a computer

Fig 2



- Keyboard
- Mouse
- Digital camera
- Scanner
- Mic
- Bar code reader
- Joystick

**Keyboard Standard Layout (Fig 3)**

A standard computer keyboard has about 100 keys.

Most keyboards use the QWERTY layout, named for the first six keys in the top row of letters.



Fig 3

**Mouse (Fig 4)**

The mouse is a pointing device. You use it to move a graphical pointer on the screen.



Fig 4

The mouse can be used to issue commands, draw, and perform other types of input tasks.

**Using the mouse involves five techniques:**

- Pointing - Move the mouse to move the on-screen pointer.
- Clicking- Press and release the left mouse button once.
- Double-clicking - Press and release the left mouse button twice.
- Dragging - Hold down the left mouse button as you move the pointer.
- Right-clicking - Press and release the right mouse button.

**Output Devices (Fig 5)**

- Printers, Scanners, and Fax Machines - Printers are output devices that create hard copies of computer files. Other all-in-one type printers are designed to provide multiple services such as printing, fax, and copier functions.



Fig 5

- Speakers and headphones are output devices for audio signals.

Most computers have audio support either integrated into the motherboard or on an adapter card. Audio support includes ports that allow input and output of audio signals.

- Visual display unit (Monitor, Screen etc.)
- Printer/Plotter
- Multimedia projector
- Speaker

**Printers**

**Impact printers**

- Dot matrix printers

**Nonimpact printers**

- Ink jet
- Laser

**Monitors**

The most important difference between these monitor types is the technology used to create an image:

- Cathode-ray tube (CRT) monitor is the most common monitor type. Most televisions also use this technology.
- Liquid crystal display (LCD) is commonly used in laptops and some projectors. LCD comes in two forms, active matrix and passive matrix.

**CRT (Cathode Ray Tube) (Fig 6)**



- 1 Most inexpensive monitor.
- 2 It has a quite a large case.
- 3 Pixels, made up of phosphors, are the tiny components that make up the image shown onscreen.
- 4 These pixels are struck by electrons, which make the pixels glow and eventually form the desired image on the screen.

**LCD (Liquid Crystal Display) (Fig 7)**

- 1 Also known as flat screen monitors. But with its proliferation, prices are continuing to drop.



- 2 LCD technology reduces blurring and colour smudging during motion pictures, which makes this type of monitor appropriate for gamers or film enthusiasts.
- 3 Requires less space and energy.
- 4 The display is far superior than the CRT monitor's.

**Storage Devices (Fig 8)**

**Floppy Disks**

- 3.5-inch disks store 1.44MB of data

**Hard Disks**

- Spins at 5,400 - 7,200 rpm.
- Can store anywhere between GB to TB of data.

**CD's-Compact Discs**

- Available in a variety of formats-CD-ROM, CD-R, CD-RW
- A typical CD holds about 700 MB of data

**DVD's**

- Available as DVD-ROM, DVD-R, DVD-RW
- Can hold 4.7 GB of data (standard)

**USB Flash Drive**

- Storage capacity between MB - GB

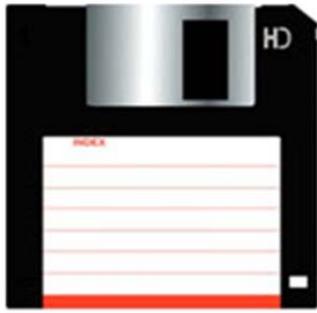
**Central Processing Unit (CPU) (Fig 9)**

The computer CPU is responsible for handling all instructions it receives from hardware and software running on the computer. In the CPU, the primary components are the ALU (Arithmetic Logic Unit) that performs mathematical, logical, and decision operations and the CU (Control Unit) that directs all of the processors operations

There are different brands and speeds

- Pentium made by Intel
- Celeron made by Intel
- Athlon made by AMD
- Memory

Fig 8



FLOPPY DISK DRIVE



HARD DISK DRIVE



USB FLASH DRIVE



VIDEO TAPE



MEMORY CARD

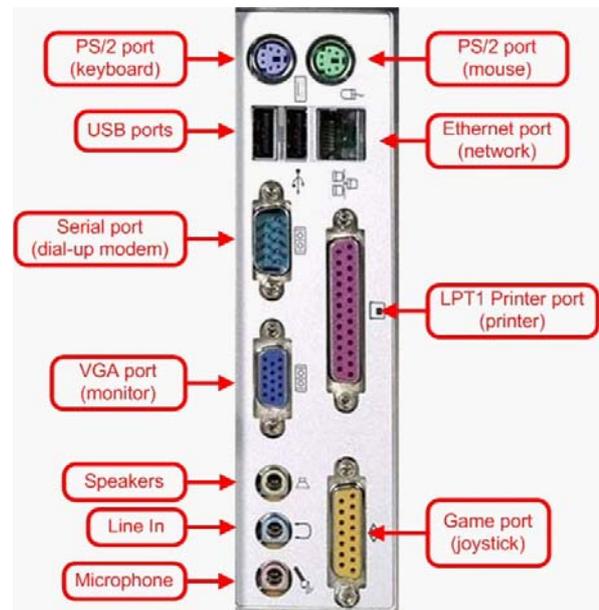


DVD / CD

Fig 9



FRONT VIEW



BACK VIEW

- RAM-also called Random Access Memory
  - ROM- also called Read Only Memory
- Random-access Memory (RAM)**
- Temporary storage for data and programs that are being accessed by the CPU
  - Volatile memory, which means that the contents are erased when the computer is powered off

- More RAM means more capacity to hold and process large programs and files, as well as enhance system performance.
- Types of RAM:**
- Dynamic Random Access Memory (DRAM)
  - Static Random Access Memory (SRAM)
  - Fast Page Mode DRAM (FPM Memory)

- Extended Data Out RAM (EDO Memory)
- Synchronous DRAM (SDRAM)
- Double Data Rate SDRAM (DDR SDRAM)
- Double Data Rate 2 SDRAM (DDR2 SDRAM)
- RAMBus DRAM (RDRAM)

- 1 Kilobyte (KB) =1024 Bytes
- 1 Megabyte (MB)=1024 Kilobytes
- 1 Gigabyte (GB)=1024 Megabytes
- 1 Terabyte (TB)=1024 Gigabytes

**Processors & Memory (Fig 10)**

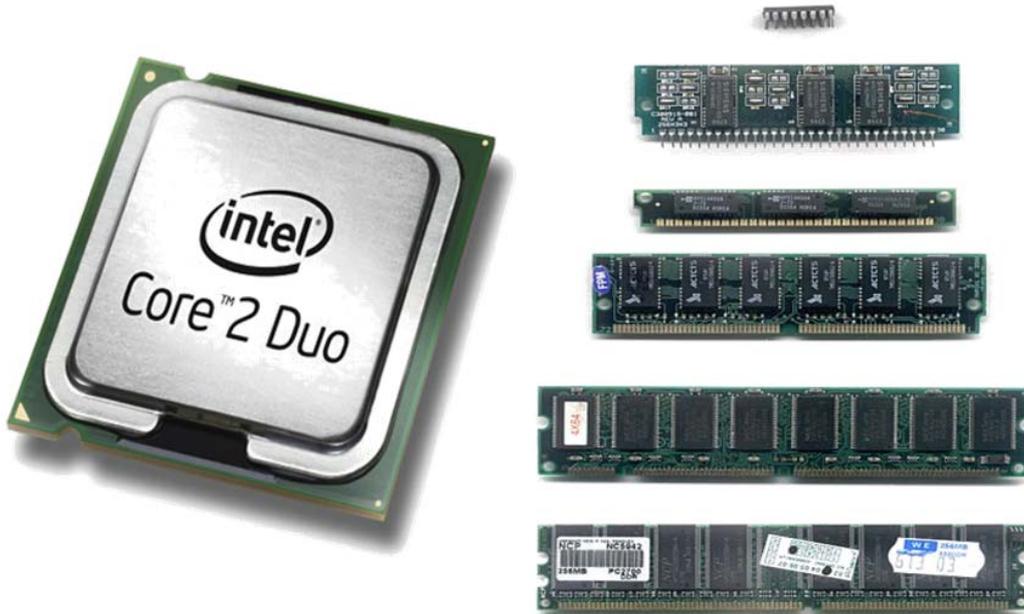
**Data Representation**

- Byte-one character of data (8 bit)

**Read-only Memory (ROM)**

- Basic instructions for booting the computer and loading the operating system are stored in ROM.

Fig 10



ROM Types	ROM Types	Description
ROM	Read-only memory chips	Information is written to a ROM chip when it is manufactured. A ROM chip cannot be erased or re-written and can become obsolete.
PROM	Programmable read-only memory	Information is written to a PROM chip after it is manufactured. A PROM chip cannot be erased or re-written.
EPROM	Erasable programmable read-only memory	Information is written to an EPROM chip after it is manufactured. An EPROM chip can be erased with exposure to UV light. Special equipment is required.
EEPROM	Electrically erasable programmable read-only	Information is written to an EEPROM chip after it memory is manufactured. EEPROM chips are also called Flash ROMs. An EEPROM chip can be erased and re-written without having to remove the chip from the computer.

**Power Supply (Fig 11)**

The computer gets its power from the external power supply to system through SMPS (Switch Mode Power Supply) which acts as a AC to DC converter and step down the volts to 3 - 12 DC. The external power card is to be connected to the power supply plug in system and the power supply on/off switch is switched on and the power

switch in the front side of the system is also switched on then the power supply fan must run, if it is not running then there may be a problem of power supply, if it runs properly then we can assure that we got power to our system.

Fig 11



### Application of Computer

**Word Processing:** Word Processing software automatically corrects spelling and grammar mistakes. Copy and paste features repeats the content of the document. Images can be added to your document.

**Internet:** A network of almost all the computers in the world., we can browse through much more information than you could do in a library because computers can store enormous amounts of information. It is very fast and convenient access to information. Through E-Mail you can communicate with a person sitting thousands of miles away in seconds. Chat software enables one to chat with another person on a real-time basis. Video conferencing tools are becoming readily available to the common man.

**Digital video or audio composition:** Audio or video composition and editing have been made much easier by computers. The Graphics engineers use computers to generate short or full-length films or even to create three-dimensional models. Special effects in science fiction and action movies are created using computers.

**Desktop publishing :** The desktop publishing, we can create page layouts for entire books on the personal computer.

**Computers in Medicine :** Computer can diagnose diseases. we can learn the cures. Software is used in magnetic resonance imaging to examine the internal organs of the human body. Software is used for performing surgery. Computers are used to store patient data.

**Mathematical Calculations :** Large calculations are made easy in computer.

**Banks :** All financial transactions are done by computer software. They provide security, speed and convenience.

**Travel :** We can book air tickets or railway tickets and make hotel reservations online. So The time wastage and travel time are saved

**Telecommunications :** All mobile phones have software embedded in them for maintaining customer details and also sending message, audio and video through the mobile software.

**Defence :** Software embedded in almost every weapon. Software is used for controlling the flight and targeting in ballistic missiles. Software is used to control access to atomic bombs.

**E-Learning :** Book it is easier to learn from E-learning software. It not only contains text also contain image and animation

**Gambling :** Gamble online instead of going to a casino.

**Examinations :** Online exams and get instant results. The results online.

**Computers in Business :** Shops and supermarkets use software, which calculate the bills. Taxes can be calculated and paid online. Accounting is done using computers. One can predict future trends of business using artificial intelligence software. Software is used in major stock markets. One can do trading online. There are fully automated factories running on software.

**Certificates :** Different types of certificates can be generated layouts can be prepared.

**ATM machines :** The computer software authenticates the user and dispenses cash.

**Marriage :** There are matrimonial sites through which one can search for a suitable groom or bride.

**News :** There are many websites through which you can read the latest or old news.

**Classmates :** There are many alumni websites through which you can regain contact with your classmates.

**Robotics :** Robots are controlled by software.

**Washing Machines :** Operate using software.

**Microwave Oven :** They are operated by software.

**Planning and Scheduling :** Software can be used to store contact information, generating plans, scheduling appointments and deadlines.

**Plagiarism :** Software can examine content for plagiarism.

**Greeting Cards :** We can send and receive greetings pertaining to different occasions.

**Sports :** Software is used for making umpiring decisions. There are simulation software using which a sportsperson can practice his skills. Computers are also employed to identify flaws in technique.

**Aeroplanes :** Air Pilots trained on software, which simulates flying operation.

**Weather analysis :** Supercomputers are used to analyse and predict weather, and issue warning signals/ warning siren specifically for fisherman.

## Practice on Basic Operation of Computer

**Objectives:** At the end of this exercise you shall be able to

- view and identify the input and output devices connected to the computer in the lab
- disconnect the devices from the computer and reconnect them to the computer
- practice on switching on and shutting down of computer.

### Requirements

#### Hardware & Software

- Intel core i3 or higher with Windows 7 operating system

### PROCEDURE

#### TASK 1: View and Identify the input and output devices of the computer

- 1 Identify the various devices of the computer by referring. (Fig 1)
- 2 Label the identified devices with numbers.

Fig 1



3 Write the name of the devices in Table-1.

**TABLE - 1**

Sl. No.	Label	Name of the Device
1	1	
2	4	
3	2	
4	3	
5	7	
6	5	
7	8	
8	12	
9	10	
10	11	

4 Get it checked with the instructor.



**TASK 2 : Disconnecting the devices from the computer and reconnecting them to the computer**

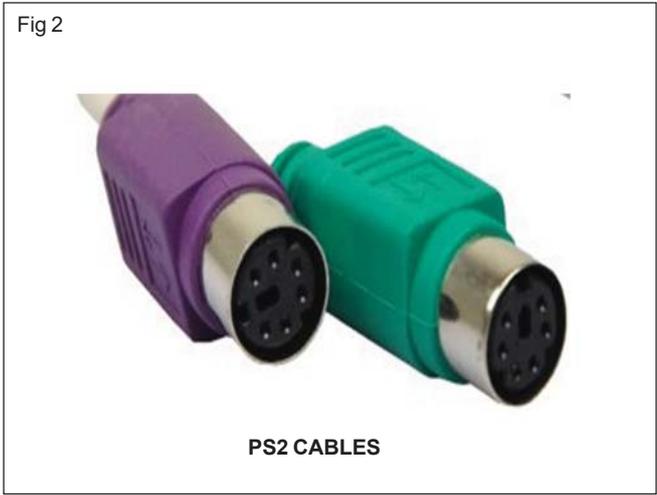
**Disconnecting the computer**

- 1 Switch 'OFF' the power supply.
- 2 Unplug all the power cables(CPU, Monitor, and Printer) from the wall socket.
- 3 Unplug all the interface (data) cables from back side of the computer.

**Reconnecting the computer**

**Note : Check whether the data cable is PS/2 or USB type for keyboard and mouse**

- 1 Connect the keyboard cable to the CPU as shown in Fig 2.



- 2 Connect the mouse cable to the CPU(Central Processing Unit) as shown in Fig 3.



- 3 Connect the monitor (interface cable) to the CPU as shown in Fig 4.

**Check the parallel cables weather male and female pins and screw it while connecting**

- 4 Connect the printer power cable to the wall socket and interface(data) cable to the CPU as shown in Fig 5.

Fig 4



MALE PIN INTERFACE CABLE

**Check male and female pins of the USB or parallel port screw it while connecting.**

- 6 Connect the USB device to the CPU as shown in Fig 7.

Fig 7



USB CABLE WITH PORT

Fig 5



INTERFACE CABLE WITH PORT

- 7 Connect the CPU and monitor power cable to the wall socket as shown in Fig 8.

- 5 Connect the network cable to the CPU as shown in Fig 6.

Fig 8



MALE AND FEMALE POWER CABLE

Fig 6



NETWORK CABLE WITH PORT

**TASK 3 : Booting the computer**

- 1 Switch 'ON' the power button in the CPU as shown in Fig 9.

- 2 Switch ON the power button in the Monitor as shown in Fig 10.
- 3 Check and record the following status in the given Table - 2 (with tick mark) while booting the computer.

Fig 9



CPU

**If the above status in the Table - 1 goes wrong recheck the connection**

- 4 Get it checked with the instructor.

Fig 10



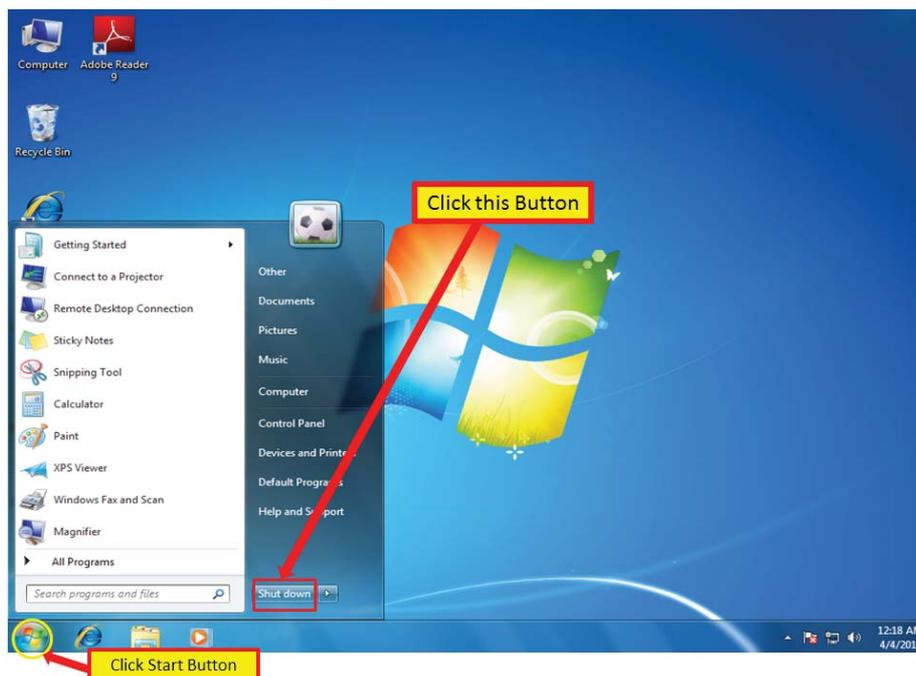
TABLE - 2

Sl. No.	Status While Booting	Put a tick mark [✓] (if your connections are correct)
1	Beep sound been heard when a computer get started	
2	Keyboard lights flashes	
3	Mouse lights glows	
4	Monitor lights glows (turn from yellow to green)	
5	CD/DVD/Floppy drive lights flashes (turn green)	
6	Power on LED and Hard disk LED glows on the CPU (turns green)	
7	Printer	
	a. Dot-matrix / Inkjet (The head moves from right to left and the lights glows)	
	b. Laser jet (and the light glows)	

**TASK 4 : Turning OFF the computer**

- 1 Save all of the data in the application.
- 2 Close all the software's and applications.
- 3 Click start button and click shutdown button as shown in Fig 11.
- 4 Get it checked with your instructor.

Fig 11



**Basics of Operating System, Windows, User Interface, Save, Edit & Delete file**

**Objectives:** At the end of this lesson you shall be able to

- explain about operating system
- describe start button and desktop management
- explain windows explorer (user interface of windows)
- state the control panel and its various services for customization
- explain how to select file or folders
- explain how to create, copy, move, delete and rename the folder or files
- explain common application of windows.

**The Windows Operating System**

Every computer needs an operating system for operate the computer. There are a few around and Microsoft Windows is just one of them.

Some of the functions the Windows operating system allows to do are:

- Access applications (programs) on the computer (word processing, games, spread sheets, calculators and so on)
- Load any new programs on to the computer
- Manage hardware such as printers, scanners, mike, digital cameras
- Manage how files are stored on computer (File Management, covered later in this module)
- Change computer settings such as colour schemes, screensavers, and the resolution of monitor.

There are several versions of Microsoft Windows in existence. You may have heard of Windows XP, Windows Vista, Windows 7 and Windows.

**The START Button**

The START button is located at the bottom of the screen on the left-hand side of the taskbar and access to most things available on the computer. When click on the START button (Fig 2).

**Documents:** The DOCUMENTS menu links to default saving location.

**Pictures:** This will link for pictures folder

**Music:** This links to a folder for storing music

**Computer:** Clicking this link will show the drives connected to this computer

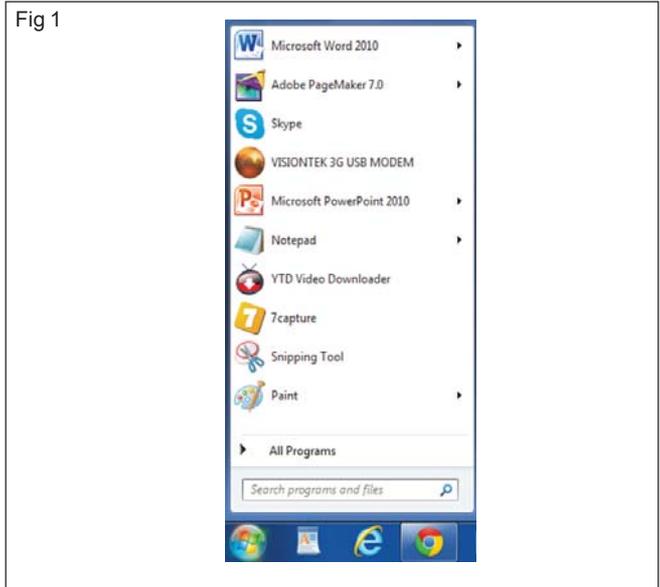
**Control Panel:** Allows to making changes to the current settings on the computer.

**Devices and Printers:** The Devices and Printers folder displays devices connected externally to the computer, including devices connected wirelessly or over the network.

The Devices and Printers folder allows to performing many tasks, which vary depending on the device. Here are the main tasks can do:

- View all the external devices and printers connected to the computer.

Fig 1



- Add a new device or printer to the computer.
- Check to see if a specific device is connected and working properly
- Display detailed information about the devices, such as make, model, and manufacturer
- See what tasks can do with a particular device.

**Search programs and files:** Allows to search for files, folders, printers, software applications etc. by entering search criteria

**Help and Support:** access to a help facility where can find out how to do certain things on the computer.

**Log Off:** Allows you to log off as a User without turning off the computer. This would allow someone else can log on.

**Desktop in Windows 7**

The desktop (Fig 2) is the main screen area that will see after turn on the computer and log on to Windows. Like the top of an actual desk, it serves as a surface for the work. When open programs or folders, they appear on the desktop. And can also put things on the desktop, such as files and folders, and arrange them.

The desktop is sometimes defined more broadly to include the taskbar. The taskbar sits at the bottom of the screen. It shows which programs are running and allows switching between them. It also contains the Start button, which can use to access programs, folders, and computer settings.

Fig 2



## Glossary of Desktop Icons:



### My Documents

MY DOCUMENTS is the default storage folder for the files to create. When you want to save or open a file, Microsoft Windows initially opens the MY DOCUMENTS dialog box.



### My Computer

MY COMPUTER displays information about the computer, such as the contents of the computer drives and which printers have installed. It also allows finding, viewing and organising files.



### The Recycle Bin

The computer's data files should be tidied up regularly and any unwanted files deleted from the system. Any file deleted from the hard drive will be placed first in the RECYCLE BIN.



### Internet Explorer

With INTERNET EXPLORER and Internet connection to search and view the information on the World Wide Web. It is used to search the Internet for people, businesses, and information about subjects, download music, copy graphics, stay in touch with or meet new friends, and a host of other activities.

## Working with desktop icons

Icons are small pictures that represent files, folders, programs, and other items. When starting Windows, it has

at least one icon on the desktop: The Recycle Bin (more on that later). The computer manufacturer might have added other icons to the desktop.

## Adding and removing icons from the desktop

You can choose which icons appear on the desktop—you can add or remove an icon at any time. Some people like a clean, uncluttered desktop with few or no icons. Others place dozens of icons on their desktop to give them quick access to frequently used programs, files, and folders.

User can have easy access from the desktop to the favourite files or programs, and can create shortcuts to them. A shortcut is an icon that represents a link to an item, rather than the item itself. When double-click a shortcut, the item opens. If delete a shortcut, only the shortcut is removed, not the original item. Identification of shortcuts by the arrow on their icon (Fig 3).

## Selecting multiple icons

To move or delete a bunch of icons at once, must first select all of them. Click an empty area of the desktop and drag the mouse. Surround the icons to select with the rectangle that appears (Fig 4). Then release the mouse button. Drag the icons as a group or delete them.

## Taskbar History

The first thing that notice when start using Windows 7 is that the Windows taskbar (Fig 5) has been given its first major revision since Windows 95. Instead of using boxes with text and an icon to indicate an open task, the new taskbar uses icons only. The taskbar also no longer shows every single task that is open - instead, tasks are grouped by program, and all instances of an open program are displayed by hovering over a program's icon.

Fig 3

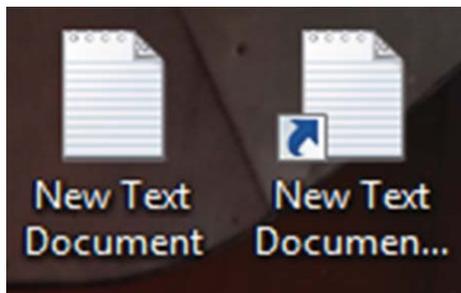


Fig 4

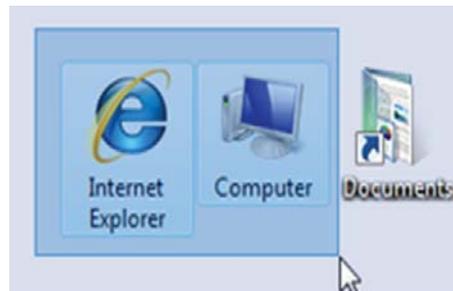


Fig 5

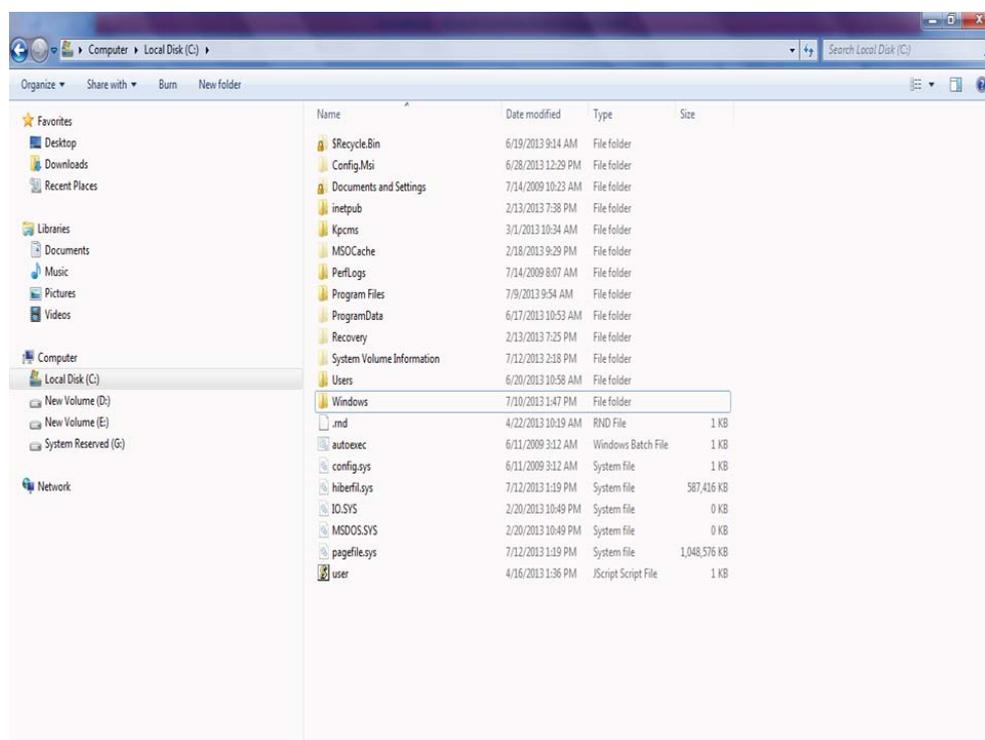


## Windows Explorer (Fig 6)

Windows Explorer has become a very powerful utility for navigation and searching directories for files of the system.

The field at the top used to contain an address like C:\Documents and Settings\Directory. This address is now much more functional.

Fig 6



## Windows Explorer

Windows Explorer is the file management tool that comes with Windows . It gives the ability to rename, copy, move or delete the folders and files on the computer's drives.

Folders and files are displayed hierarchically within Windows Explorer. Folders can contain subfolders as well as files.

To navigate through the directory structure and locate files that you want to open, copy, move or delete, you would do as follows:

- 1 Double-click on the required drive or removable device (floppy disk or flash drive) to display its contents.

- 2 Within the selected drive or device, double-click on any folder to view the subfolders and files that it contains.

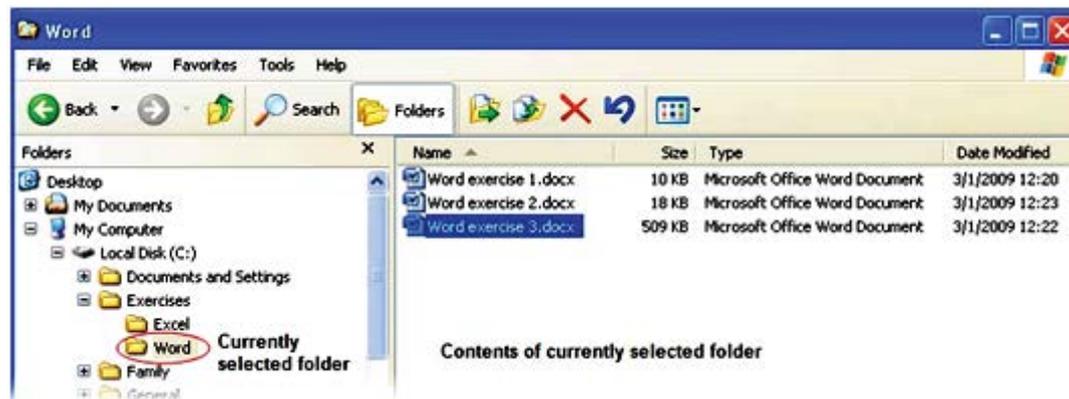
The title bar at the top of the window will then display the name of the currently selected folder as on Fig 7. On the left side of the window is a list of all the drives and folders on your computer.

- On the right side of the window is a list of all the folders and files located inside the drive or folder that is currently selected in the left pane.

### Selecting folders or files

Click on a drive or folder that want to select. Its contents will be displayed in the right. Similarly, you would click on a file in the right to select it.

Fig 7



### To select a group of adjacent files or folders

- Click on the first file (or folder) in the group that want to select. It will become highlighted.
- Hold down the [SHIFT] key and click on the last file (or folder) in the group that want to select. All the items between the first and the last file (or folder) selected will also be highlighted.
- Release the [SHIFT] key.

### To select separate files and folders

- Click on the first file (or folder) that want to select. It will become highlighted.
- Hold down the [CTRL] key and click on each of the other files (or folders) that want to select. All the items that have been selected will be highlighted.
- Release the [CTRL] key.

### Creating a new folder

To create a new folder in Windows Explorer:

- 1 In the left pane, highlight the folder within which you want to create a new folder. If you don't want the new folder to be a sub-folder of an existing folder, then select the Drive (such as F:) that the new folder should be in.
- 2 Select the File menu and hold the mouse pointer over the arrow on the right of the New command. Choose Folder from the sub-menu that appears as on Fig 8. A highlighted folder icon called [New Folder] will appear at the bottom of the right pane.

Fig 8



- 3 Type the name that you want to give the new folder, and press [ENTER] as on Fig 9. Your new folder has been created!

Fig 9



### Renaming folders or files

- 1 Highlight the folder or file that you want to rename.
- 2 Select the File menu and choose the Rename command. Alternatively, you can right - click on the current file name to get a pop-up menu, and then select Rename.
- 3 The current folder or file name is highlighted. Type the new name and press [ENTER].

Be careful when renaming files that you keep the appropriate file extension (such as ".docx" for an MS Word 2007 file). If you change or delete a file extension then you may not be able to re-open the file.

### Copying folders or files

Within Windows Explorer, there are lots of different options for copying folders and files! Commonly used methods for doing this are: right-clicking, using a menu, using the keyboard, and dragging with the mouse.

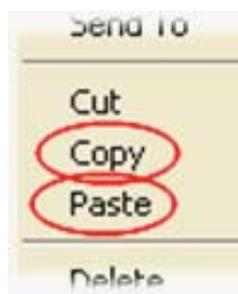
### Using Right-clicking

- 1 In the right pane, select the folders or files you want to copy.
- 2 Right-click to display the pop-up menu, and select Copy as on Fig 10.
- 3 Move the mouse pointer to the folder in the left pane that you want to copy to.
- 4 Right-click and select Paste from the pop-up menu.

### Menu bar

- 1 In the right pane, select the folders or files you want to copy.

Fig 10



- 2 Click Edit on the menu bar, and choose Copy from the list of options as on Fig 11.

Fig 11



- 3 Select the destination folder. Click Edit on the menu bar and then Paste. (Alternatively, you can choose Copy to Folder, which opens the dialog box shown under the preceding Toolbar option.)

### Keyboard

- 1 In the right pane, select the folders or files you want to copy. Press [CTRL] + [C] on your keyboard.
- 2 Select the destination folder. Press [CTRL] + [V] on your keyboard.

### Dragging

- 1 In the right pane, select the folders or files you want to copy. Click and hold down the left mouse button.
- 2 If you are copying them to another location on a different drive, then drag them to the destination folder and release the mouse button.
- 3 If you are copying them to another location on the same drive, then hold down the letter [C] on the keyboard while you drag them to the destination folder. You can then release the letter [C] and the mouse button.

Ensure that you drop the copied files exactly on the destination folder - this will be highlighted as you drag over it. If you "lose" your files, it's a good idea to check in the folders above and below the destination folder, to see if the copied files landed there.

**Remember that you can use the Undo function to undo a command you have just executed, including copying files.**

### Moving folders or files

Using Windows Explorer, you can move folders and files using similar methods to those shown above for copying:

- Right-click, and select Cut (instead of Copy) followed by Paste.
- Use the Cut and Paste icons on the toolbar.
- Use the Cut and Paste options on the Edit menu.
- Use [CTRL]+[X] followed by [CTRL]+[V] on your keyboard
- Drag your files to the new location. If the new location is on a different drive then hold down the [SHIFT] key while dragging, otherwise Windows will make a copy, and you will still need to delete the original file.

Again, your task will be easier if you first make the destination folder visible in the left pane before you select the files that you want to move from the right pane.

### Deleting folders or files

Deleting files and folders is dangerously easy! Here again, you have several options:

- Select the file or folder, and click the Delete icon on your toolbar.
- Select the file or folder, and click the [DEL] key on your keyboard.
- Click File on the menu bar and select Delete.
- Right-click the file or folder and select Delete from the pop-up menu.
- Select the file or folder and drag it to the Recycle bin on your desktop.

When you delete a file or folder, Windows will ask you to confirm the deletion. Make sure that you have the right file before clicking Yes.

### Windows Search (Fig 12)

Windows helps to searches the files from any directory. It just navigates to the folder and initiate search from the search field in the upper-right corner of the window. Next, Windows Explorer now gives the ability to preview documents as select them from search results. This is an option which can be enabled and disabled on the right side of the Menu Toolbar.

### Control Panel (A graphical user interface of windows) (Fig 13)

The Control Panel in Windows 7 is the place to go when need to make changes to various settings of the computer system. To control most Windows commands and features using the various options and sliders in the Control Panel.

To open the Control Panel, click the Start button on the taskbar and then click Control Panel on the Start menu. Windows 7 gives three different views for looking at the computer's Control Panel and customize window operating system: To switch views, click the View By drop-down button (labelled Category by default) in the upper-right corner of the Control Panel and then choose one of the views from the button's drop-down menu.

Fig 12

**Educational Qualification:**

Sno.	Name of the Diploma/Degree	University	Year of passing	Percentage Scored
1.	M.E (Engg. Design)	Anna University	2011	73%
2.	B.E. (Mechanical)	Bharathiar University	1992	60%
3.	Diploma in Mechanical Engineering	Board of Technical Education	1984	73%

**Professional Experience:**

Sno.	Designation	Institution/Industry	Sector	Period	No. of Years
1.	Asst. Training Officer	Govt.ITI., Coimbatore. Department of Employment and Training, Govt. of TamilNadu	Govt.	2000 - Till date	12 Yrs
2.	Works Manger in Machine Shop and Foundry	Alagendran Alloys Pvt. Ltd., Coimbatore	Private	1998 - 2000	2 Yrs
3.	Works Manger in Machine Shop	Sri Ranga Alloys Pvt. Ltd., Coimbatore	Private	1984 - 1998	14 Yrs

**Job Profile**

Fig 13

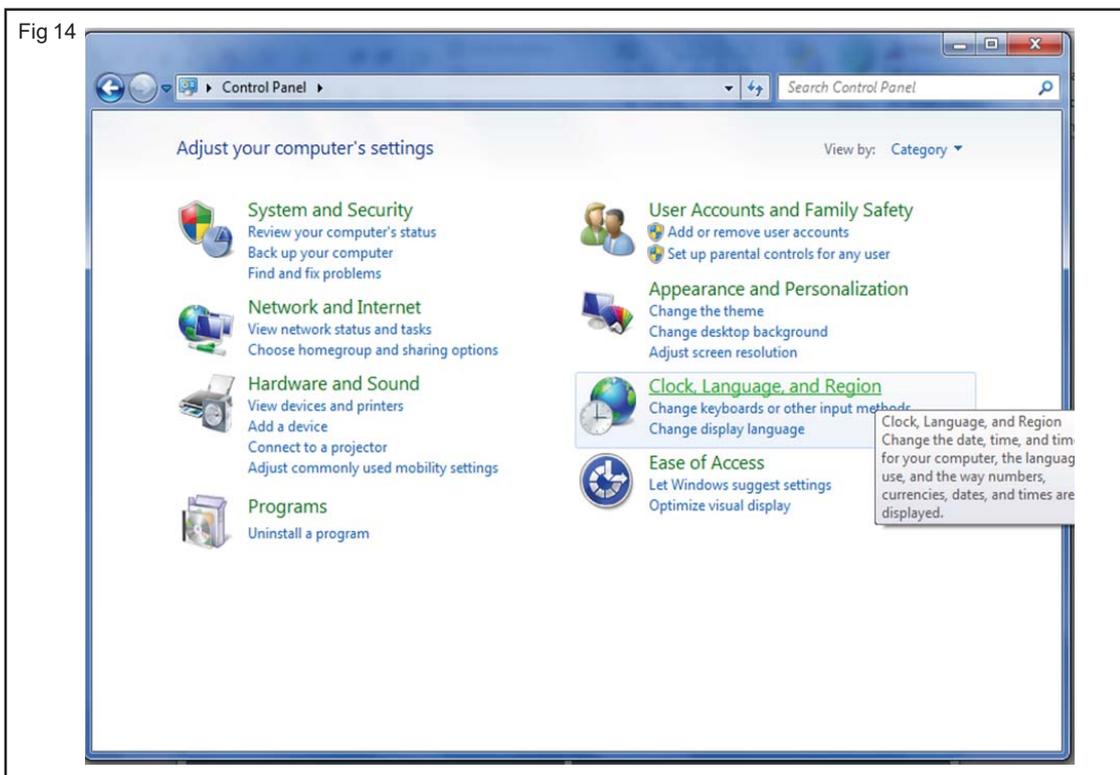
### Category view (Fig 14)

By default, the Control Panel is displayed in Category view, which is separated into eight categories, ranging from System and Security to Ease of Access. To open a window with the Control Panel options for any one of these categories, simply click the category's hyperlink.

### Some Important Tools of Controls panel for customizing window operating system

#### Administrative Tools

This control panel is for Very Advanced Users only. It allows Partitioning a Hard Drive, Stop/Start System Services, Schedule System Tasks, Manage Windows Firewall Settings and so on.



### Backup And Restore Center

Allows to back up (and then restore) Picture files, Music files, Videos files, E-Mails, Documents, Windows Media Center, Recorded TV Shows and Compressed files either as a custom backup or as part of a full (hard drive image) backup. System files, Program/Executable files and Temporary files will also be backed up alongside the own personal data files.

### Date and Time

As well as the obvious changing of the Date and Time this control panel also allows to change the Time Zone (i.e. to Hong Kong), Synchronize the time with a time server (internet clock) and have two additional times (clocks) as part of the notification area clock.

### Device Manager

Allows to Install or uninstall the driver software for a particular piece of hardware. Device Manager is good if a piece of hardware is not working correctly and needs to be uninstalled. Or when a piece of hardware cannot be installed because no Installation CD for it, that contains its driver software, and therefore need to check the Internet for its driver software. Even if the hardware is working fine sometimes you might want to disable the hardware, for whatever reason(s) - Device Manager allows you to Enable or Disable hardware as well.

### Devices Printer

Allows to set the default Printer, adjust Keyboard and Mouse properties, control Windows Fax And Scan software as well as view/control other aspects of the hardware (i.e. the computer and a flash drive).

### Display

Allows to adjust certain aspects of the display screen, such as its Resolution (Desktop Size), its Clear Type (Font

Readability), Text Size, Brightness and so on.

### Internet Options

Allows to change the Internet Settings - Settings such as Security, Privacy, Content, History, Connections and so on. This control panel is for Very Advanced Users only.

### Keyboard

Allows to change the speed of the keyboard and the speed of the flashing cursor.

### Mouse

Allows to change Mouse and Mouse Pointer settings. For example, change the look of the mouse pointer, the speed of the mouse, whether or not the mouse is left-handed or right-handed, the number of lines scrolled when using a wheel mouse and so on.

### Network and Sharing Centre

Manages the Network side of Windows 7. setup and then connect to a network, check a network's status, change network settings and set preferences for sharing files and printers amongst other things.

This control panel is for Very Advanced Users only.

### Sound

Allows to configure the Sound and Audio Devices (Sound Themes, Volume and so on).

### Taskbar and Start Menu

Allows to configure the Taskbar and Start Menu settings - Their appearance mainly.

### User Accounts

Allows to configure the User Accounts. Their Rights, Password, Picture and so on. This control panel is for Very Advanced Users only.

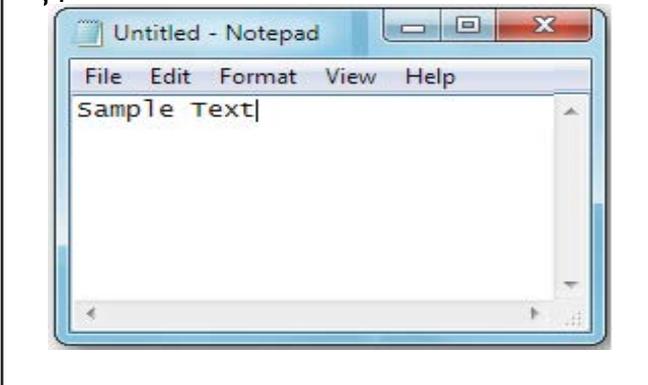
## Windows Firewall

Allows to configure Windows 7's, built-in, Firewall settings. This control panel is for Advanced Users only.

## Notepad (Software)

Notepad is a simple text editor for Microsoft Windows as in Fig 15. It has been included in all versions of Microsoft Windows since Windows 1.0 in 1985.

Fig 15



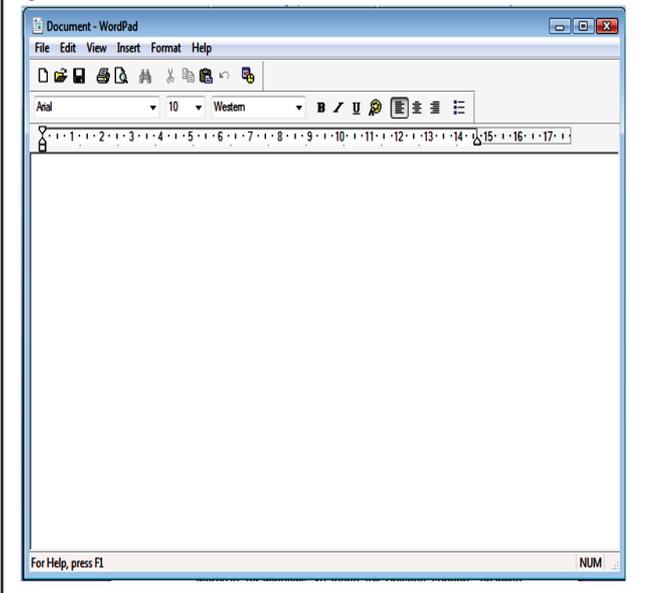
### Features of notepad

Notepad is a common text-only editor. The resulting files-typically saved with the .txt extension.

## WordPad

WordPad is a basic word processor that is included with almost all versions of Microsoft Windows.(Refer Fig. 16) It is more advanced than Notepad but simpler than Microsoft Word.

Fig 16



## Paint (Software)

Paint (formerly Paintbrush for Windows) is a simple graphics painting program that has been included with all versions of Microsoft Windows. It is often referred to as MS Paint or Microsoft Paint as in Fig 17.

The program opens and save files as windows bitmap.

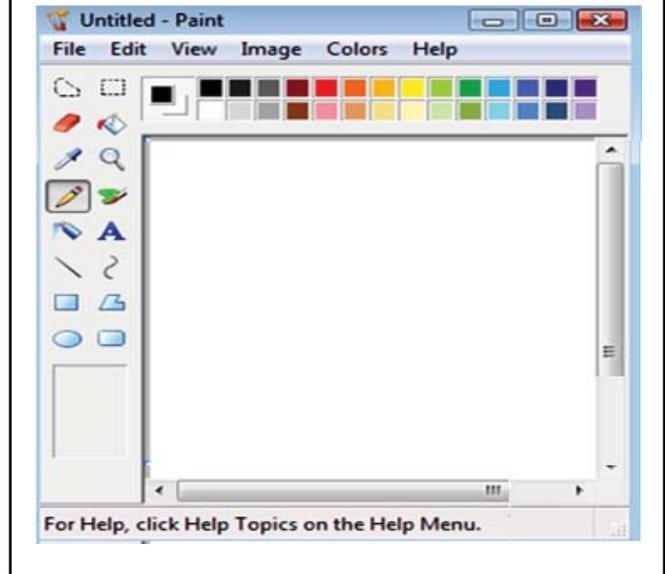
JPEG - Joint Photographic Experts Group

GIF - Graphics Interchange Format

PNG - Portable Network Graphics

TIFF - Tagged Image File Format

Fig 17



## Management of files in Windows 7

**Objectives:** At the end of this exercise you shall be able to

- start with windows
- create and save a text file in wordpad
- open and edit a text file in wordpad
- copy a text file in a folder
- move and rename a file
- delete and restore a file
- create a file in paint and print.

### Requirements

#### Hardware & Software

- Intel core i3 or higher with Windows 7 operating system

### TASK 1: Start with Windows

- 1 Push the computer's power button.

**Note:** then if the monitor is not turned on, press its power button to turn it on and wait till the windows7 user account appears as on Fig 1

Fig 1

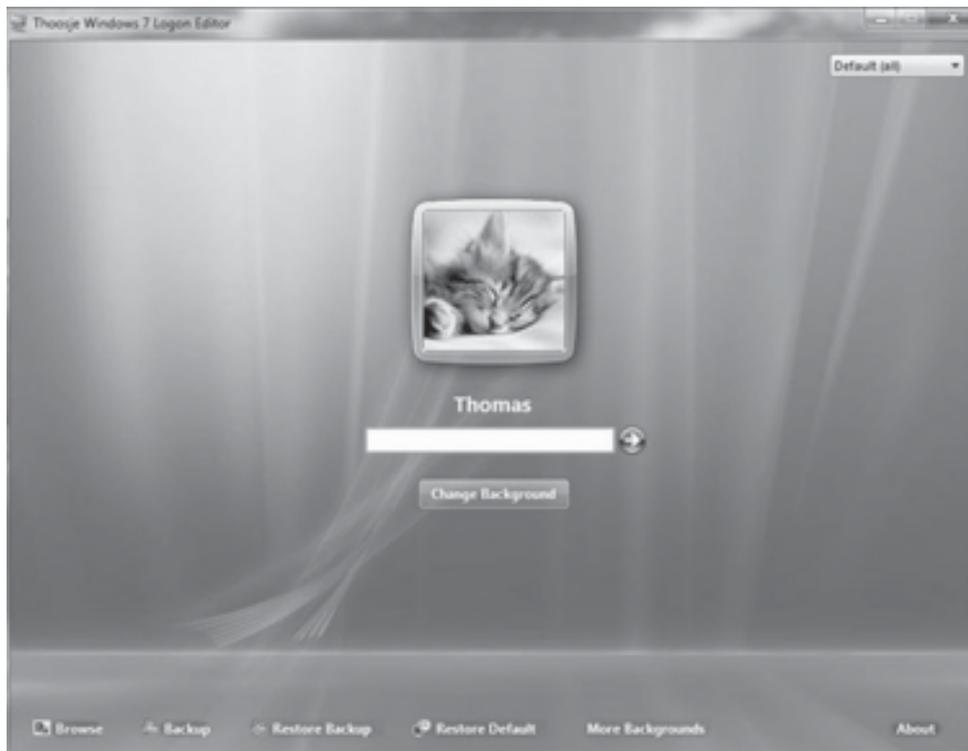


- 2 Click a user name if necessary

**Note:** If there is only one user then there is no need to choose a user account, go to Step 3.

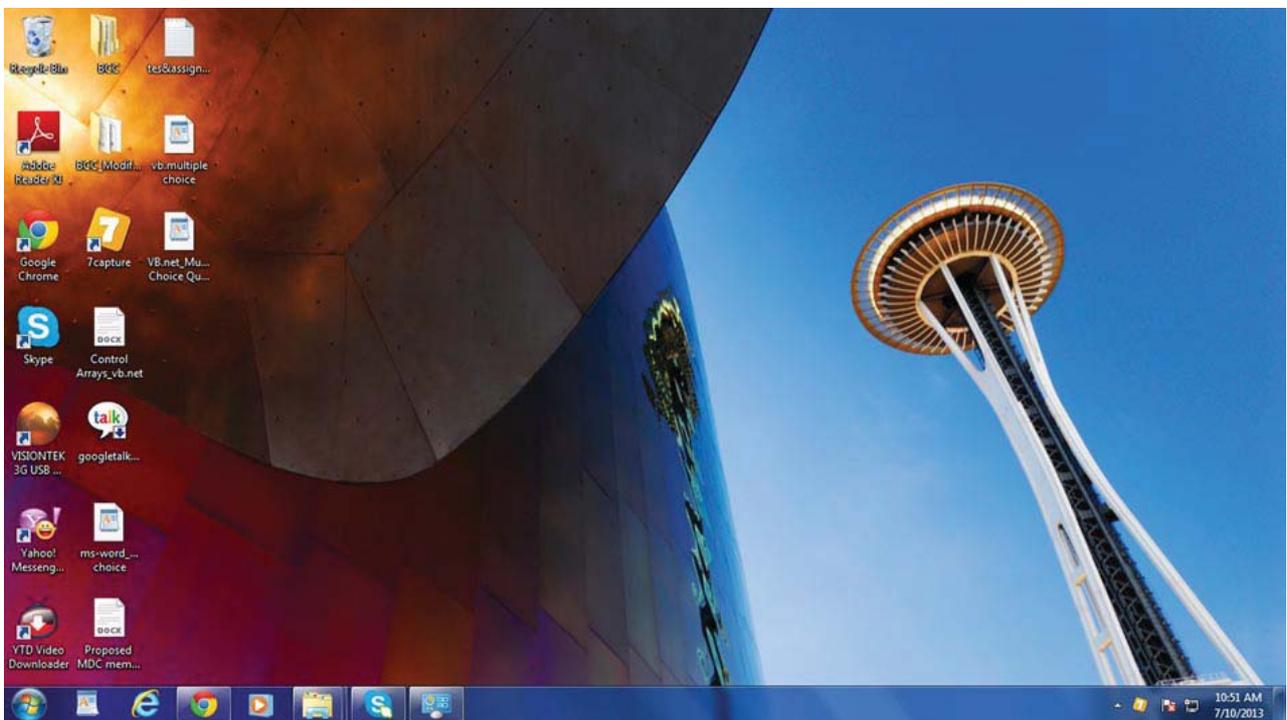
- 3 Type the password using uppercase and lowercase letters as necessary, as shown in (Fig. 2).
- 4 Click the “Go” button

Fig 2



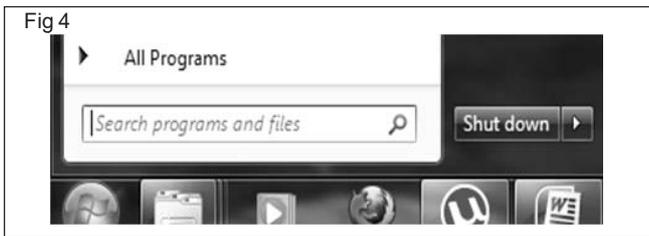
If the password is incorrect, "The user name or password is incorrect" message will display. After entering correct user name and password, the Windows 7 desktop will appear as shown in (Fig 3)

Fig 3



## TASK 2: Create and Save a text file in Wordpad

- 1 Click the "Start button" on the "Taskbar", point to "All Programs" and click "Accessories", then click "WordPad" as shown in (Fig.4 & 5).



- 2 Type "Meeting Notes, October 11", then press [Enter]

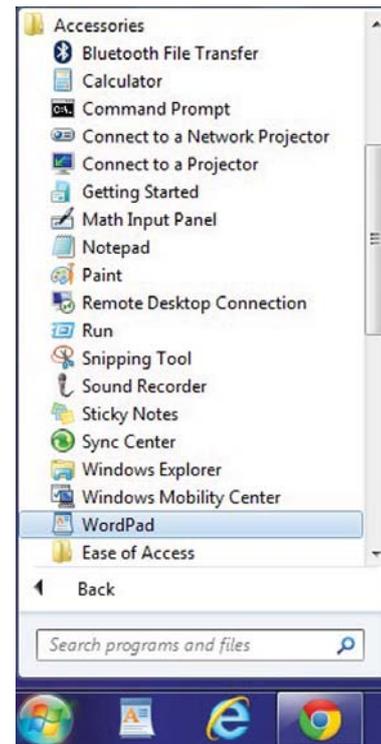
**WordPad inserts a new blank line and places the insertion point at the beginning**

- 3 Type "The 2013 tour will visit:", press [Enter], type "Australia", press [Enter], type "Micronesia", press [Enter], type "New Zealand", press [Enter], then type "Your name"; as shown in (Fig.6).
- 4 Click the WordPad button on the upper-left side of the window below the title bar, then click Save on the WordPad menu

**The first time save a file using the Save button, the Save As dialog box opens. Use this dialog box to name the document file and choose a storage location for it.**

- 6 Click the Down scroll arrow in the Navigation pane scroll bar, as needed to see computer and any storage devices listed under it
- 7 Click the name of the drive

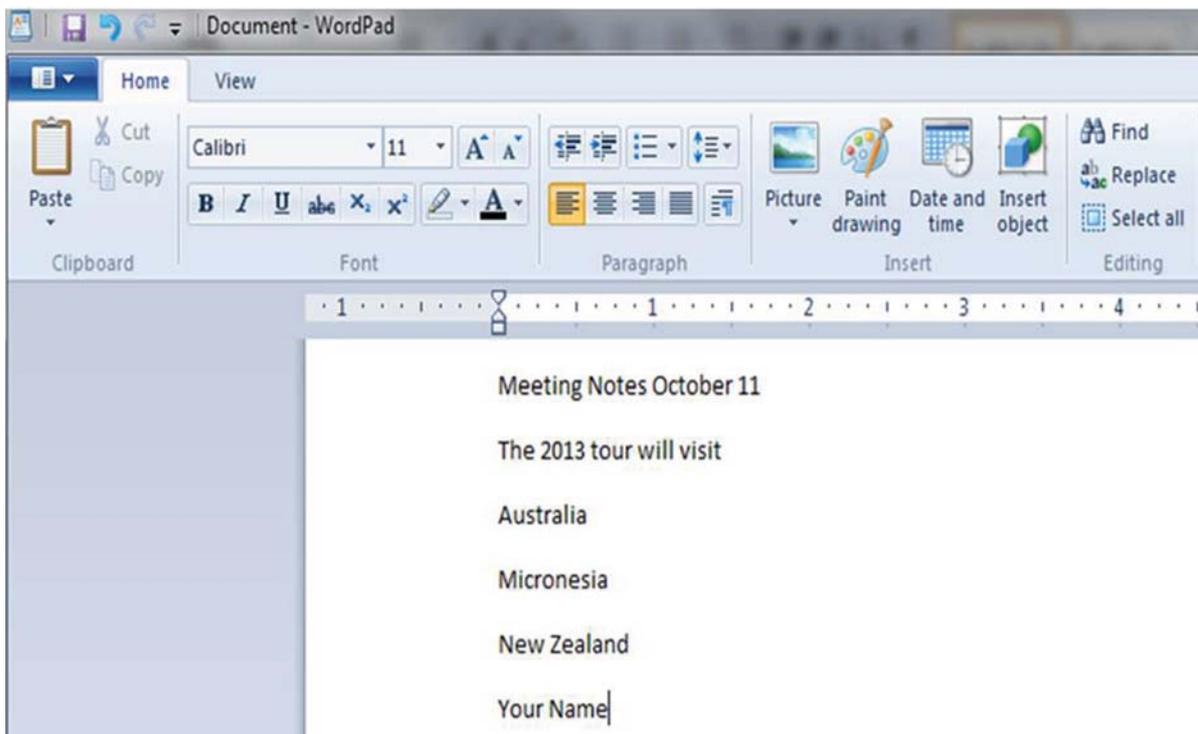
Fig 5



**Under Computer, the storage locations available on the computer, such as Local Disk (C:) (D:) (E:).**

- 8 Click in the Filename text box to select the default name Document, type Meeting, then click Save as shown in (Fig.7)

Fig 6

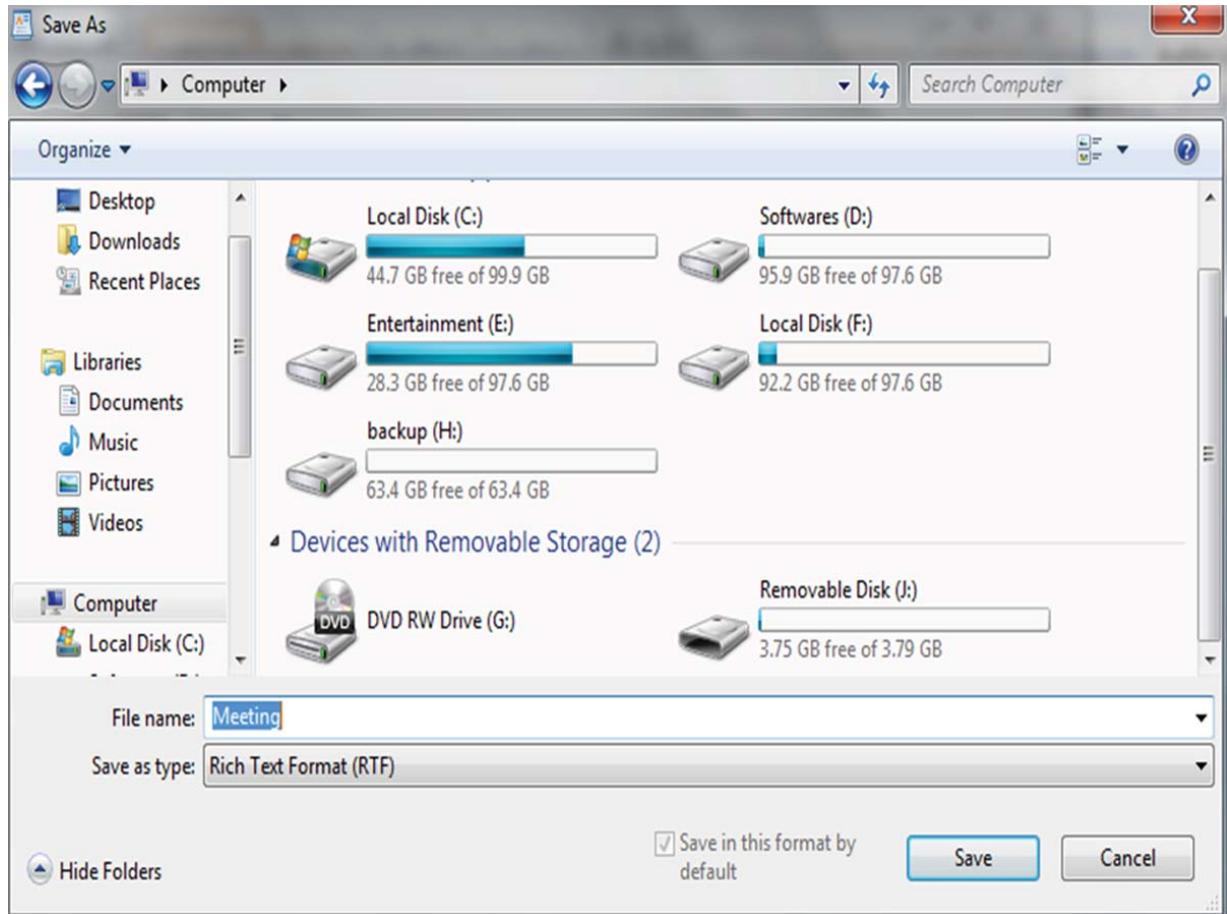


The document is saved as a file on drive. The WordPad program creates files using the RTF format. Windows adds the .rtf file extension automatically after you click Save.

- 9 Click the Close button on the WordPad window

The WordPad program closes. The WordPad file saved on the hard disk drive.

Fig 7



### TASK 3: Open and Edit a text file in Wordpad

- 1 Click the WordPad button , then click Open
- 2 Scroll down in the Navigation pane and select the drive

The contents of Hard disc drive appear in the File list as shown in (Fig 8).

- 3 Click Meeting in the File list, then click Open

The document you created earlier opens.

- 4 Click to the right of the "d" in New Zealand, press [Enter], then type "NIMI closed the meeting" as shown in (Fig.9).

Fig 8

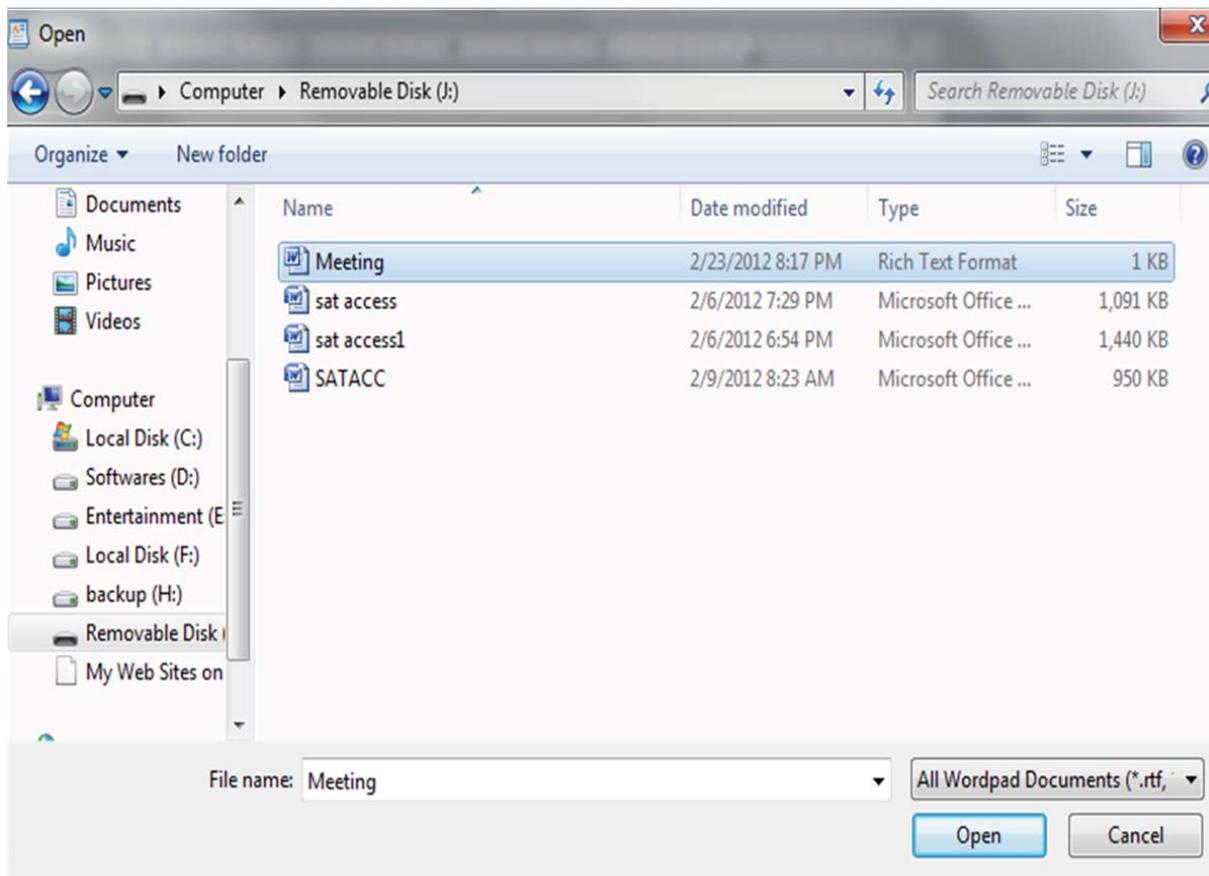
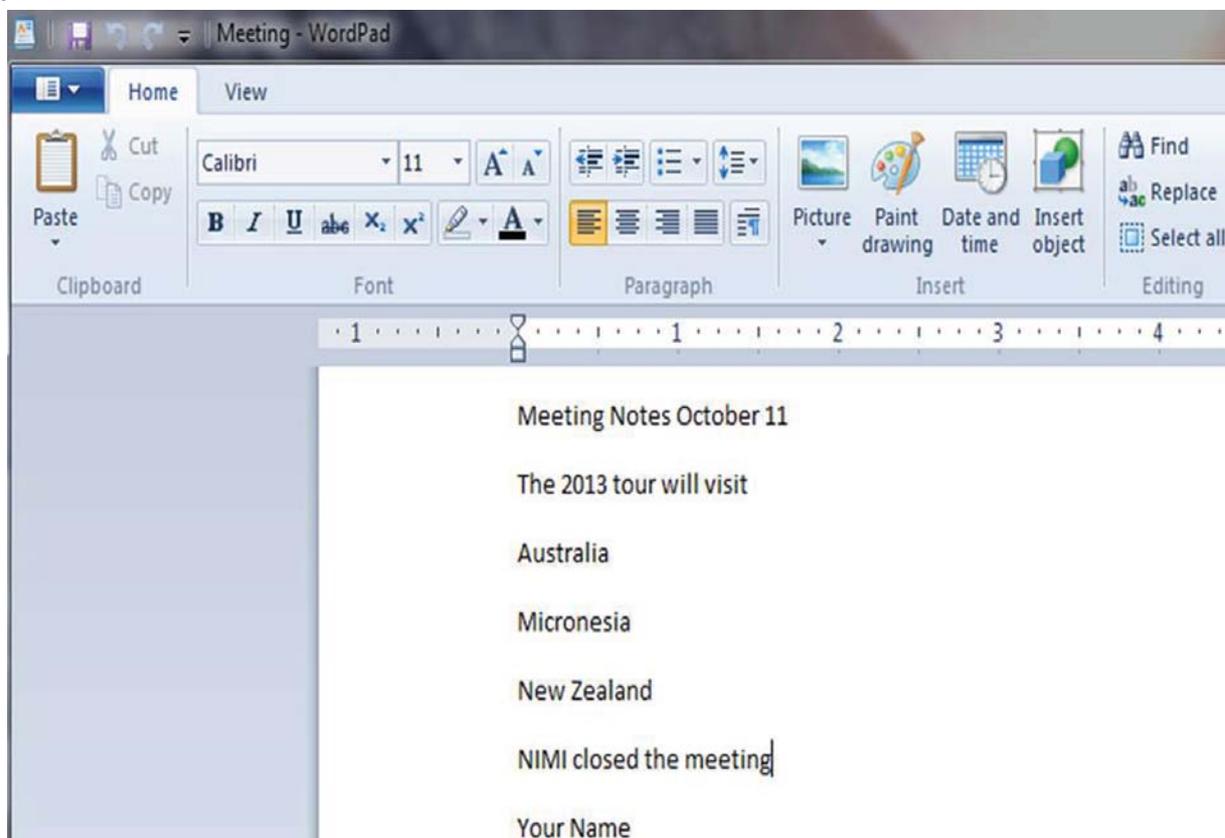


Fig 9



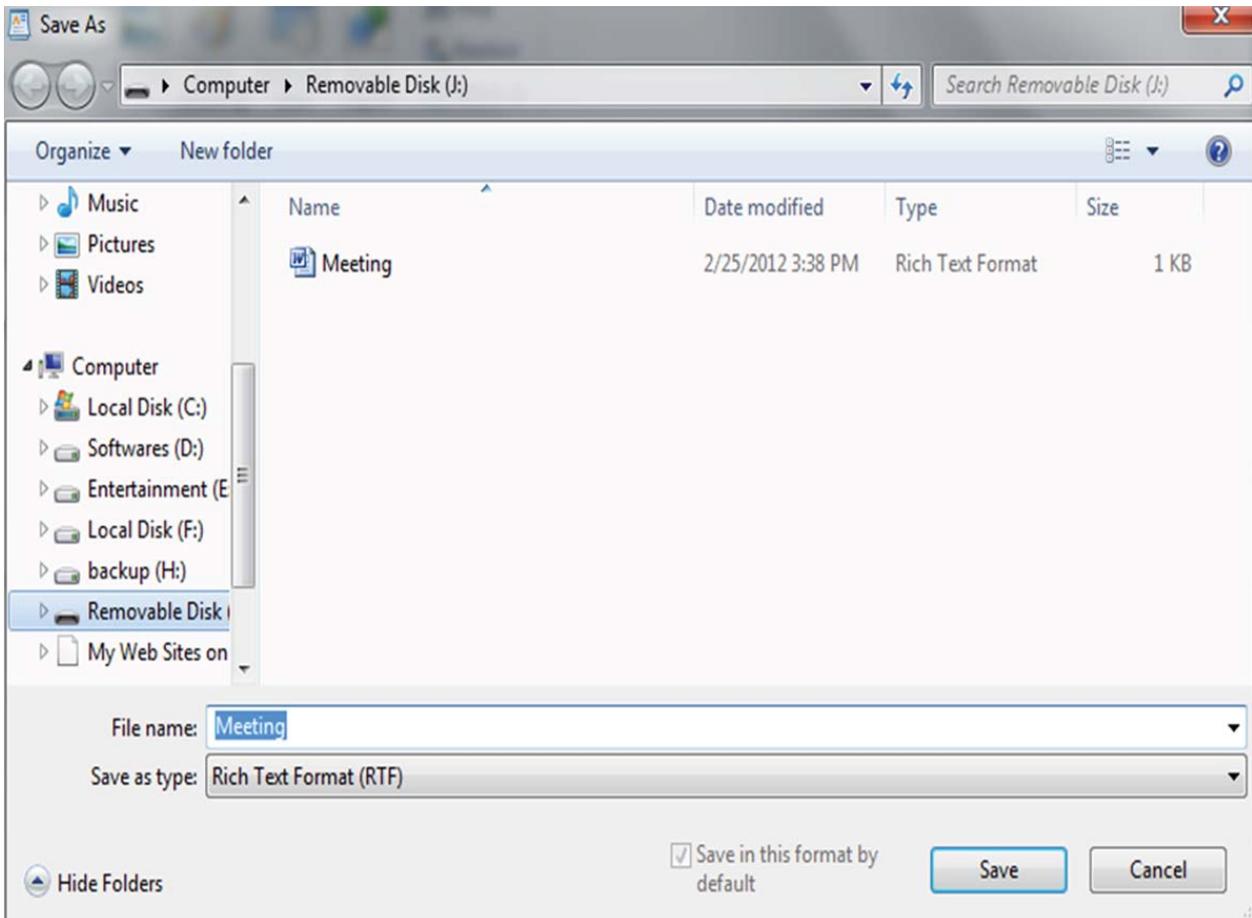
The edited document includes the text you just typed.

WordPad saves the document with your most recent changes, using the filename and location you specified.

- Click the WordPad button , then click Save As, as shown in (Fig.10)

- Click Exit

Fig 10



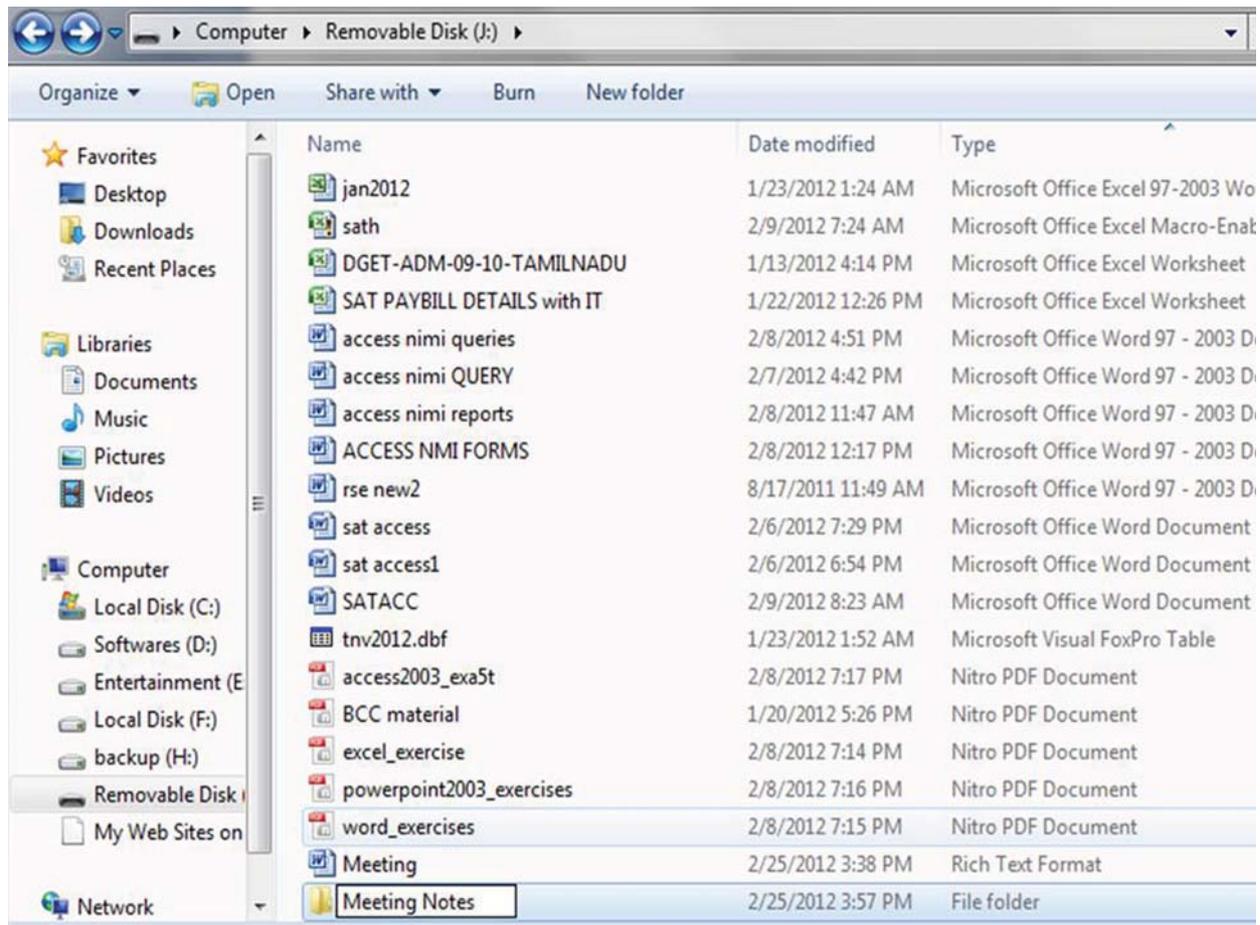
#### TASK 4: Copy a text file in a folder

- Click the "Start" button on the taskbar, then click "Computer"
- Double-click Hard disc drive in the file list
- Click the "New folder" button in the toolbar

A new folder appears in the File list, with its name, "New folder", selected. Because the folder name is selected, and type the text to replace the selected text as the folder name.

- Type Meeting Notes, then press [Enter] as shown in (Fig.11).

Fig 11



- Click the Meeting.rtf document in the File list, click the Organize button on the toolbar, then click Copy, as shown in (Fig. 12) (or) press Ctrl + C
- Double-click the Meeting Notes folder in the File list, the folder opens.
- Click the Organize button on the toolbar, then click Paste (or) Ctrl + V

**A copy of Meeting.rtf file is pasted into new Meeting Notes folder.**

Fig 12

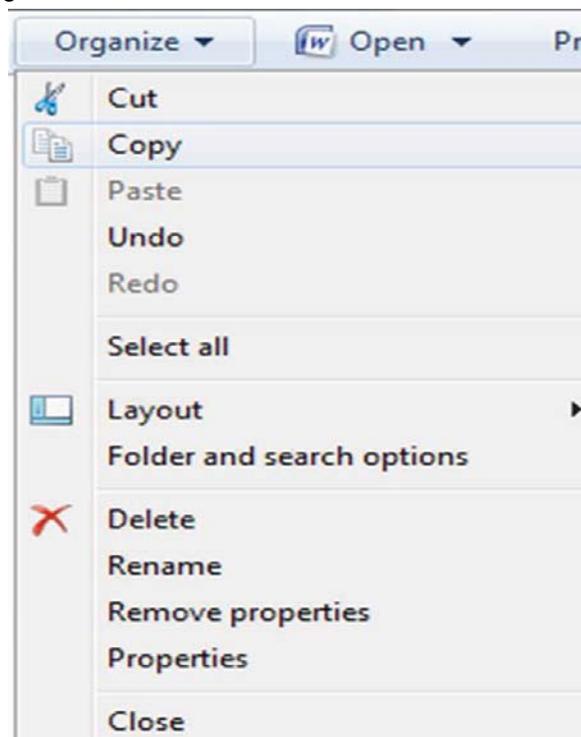
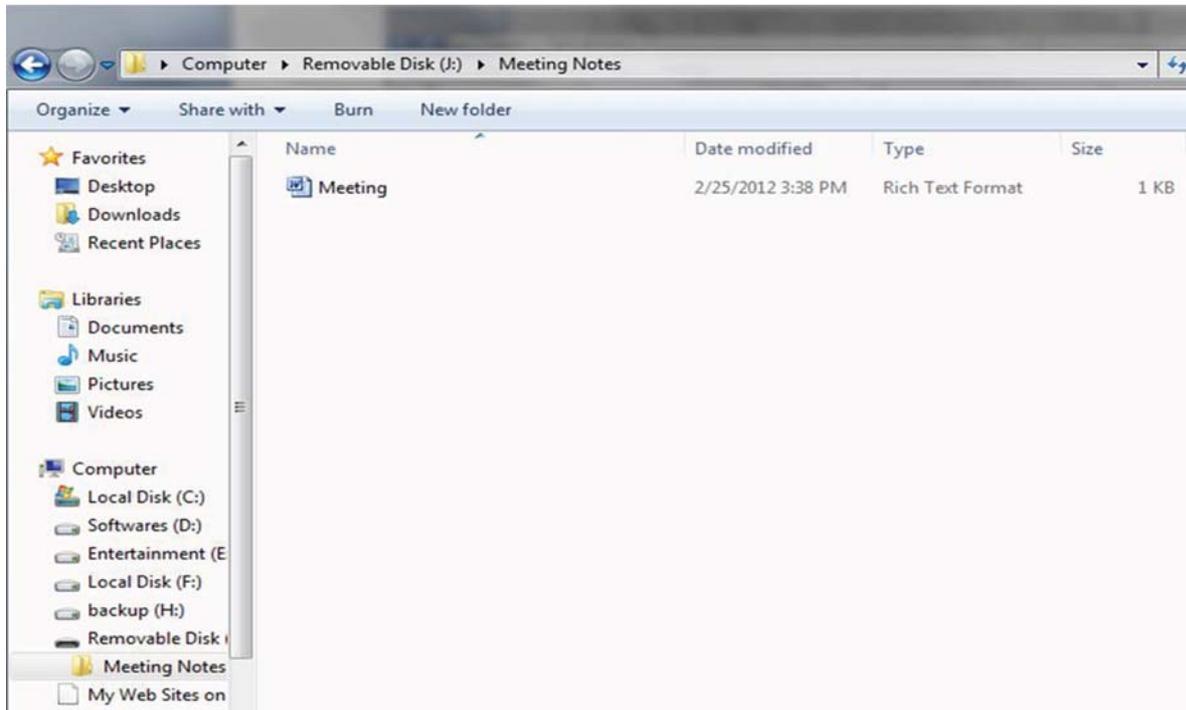


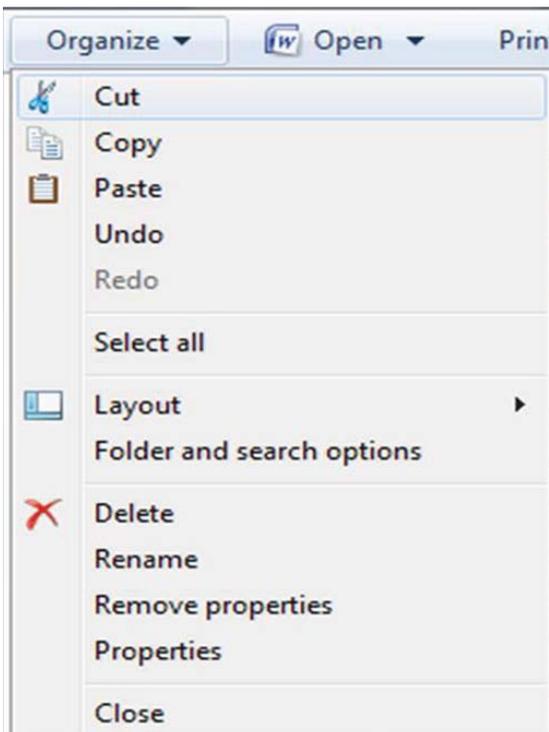
Fig 13



#### TASK 5: Move and Rename a file

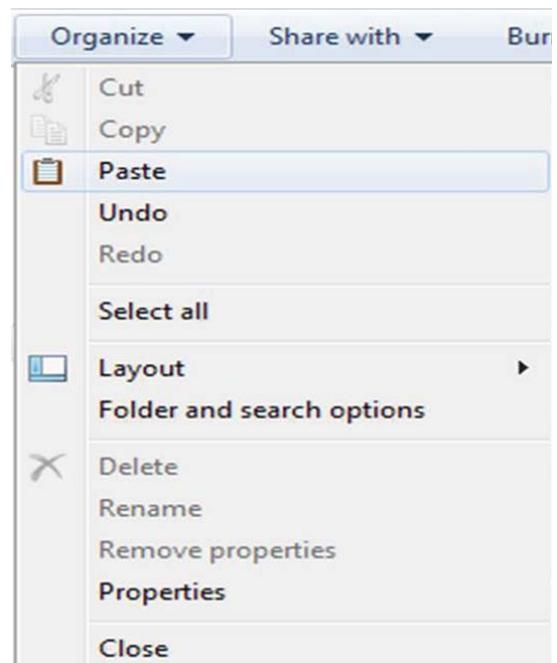
- 1 Click Hard disc drive.
- 2 Click the Meeting document to select it
- 3 Click the Organize button on the toolbar , then click Cut as shown in (Fig.14) (or) press Ctrl + X
- 4 Click Documents in the Navigation Pane, under Libraries.
- 6 Click the Organize button on the toolbar, then click Paste as shown in (Fig.15) (or) press Ctrl + V

Fig 14



**The Meeting.rtf document appears in your Documents library.**

Fig 15



- 7 Select the Meeting.rtf file , click the Organize button on the toolbar, then click Rename as shown in (Fig-16).

**The filename is highlighted. Just type a new name to replace the old one, but add the word "Notes" to the end of the filename instead.**

- 8 Click the mouse after the "g" in "Meeting", press [Spacebar], then type Notes, then press [Enter] as shown in (Fig.17).

**The changed name of the document copy in the Documents library. The filename now reads Meeting Notes.rtf.**

- 9 Close the window

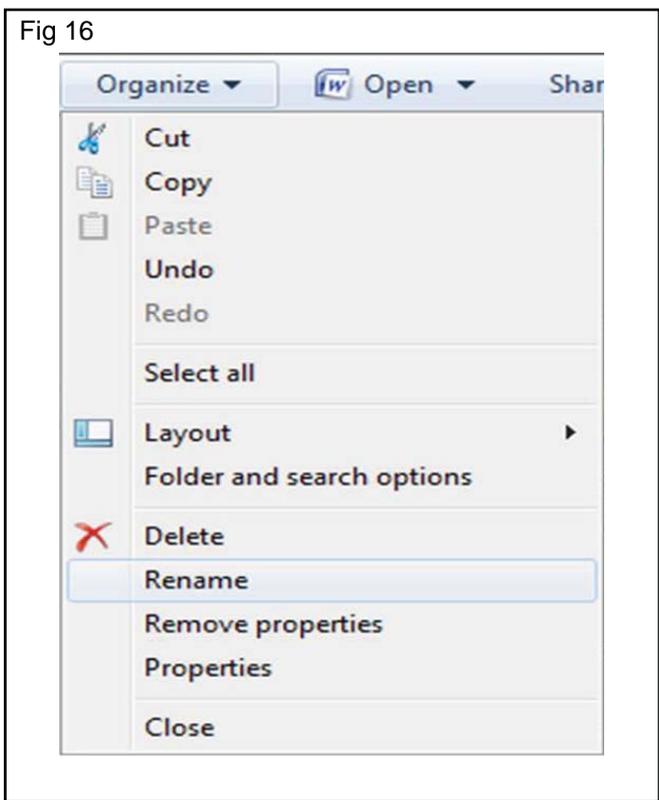
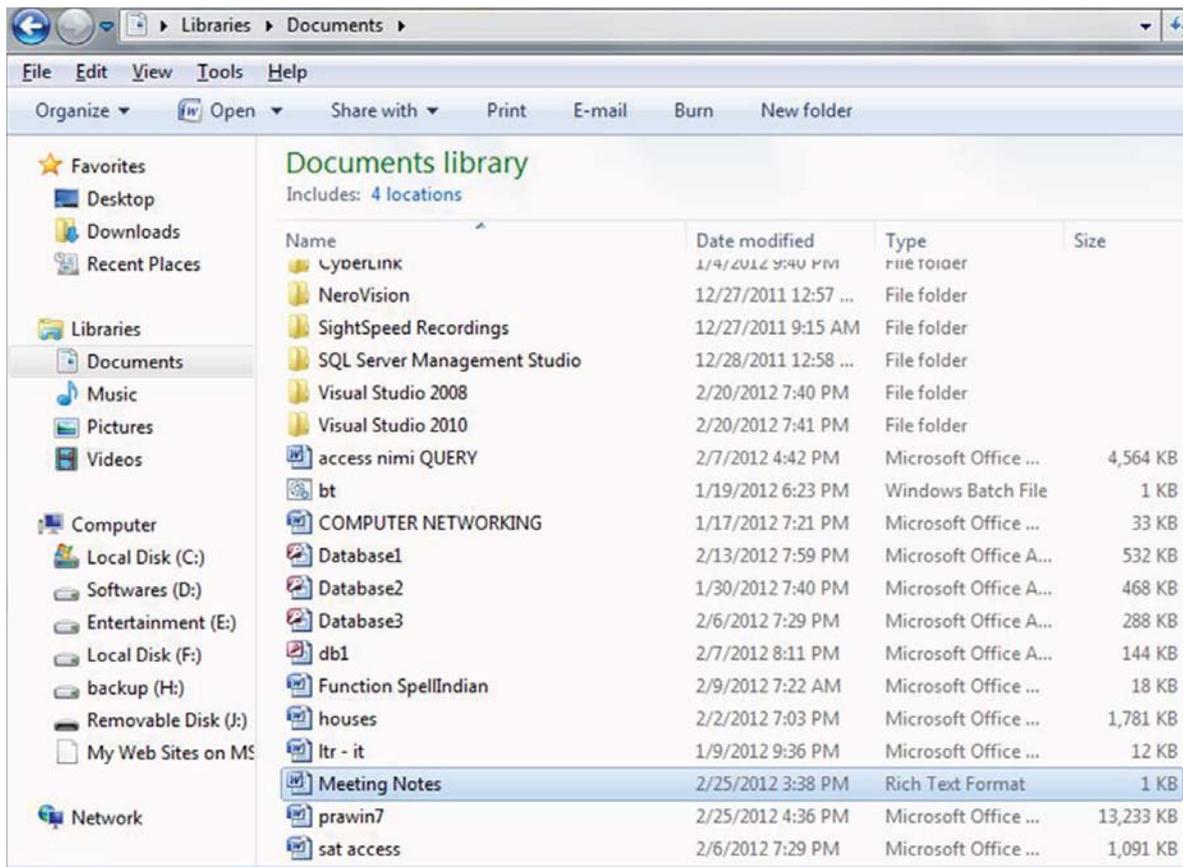


Fig 17



**TASK 6: Delete and Restore a file**

- 1 Click the Start button on the taskbar, then click Documents.

**Your Documents library opens.**

- 2 Click Meeting Notes.rtf to select it, click the Organize button on the toolbar, then click Delete.

**The delete file dialog box will display for confirmation of file deletion.**

- 3 Click Yes for the confirmation as shown in (Fig 18)

**The deleted file was moved to Recycle Bin.**

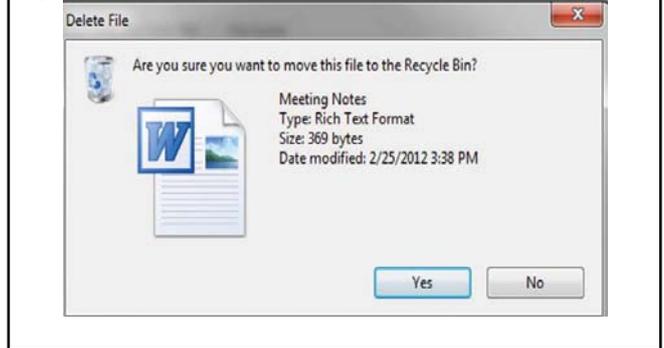
- 4 Click the Minimize button on the window's title bar and examine the Recycle Bin icon

**The Recycle Bin contains deleted folders and files.**

- 5 Double-click the Recycle Bin icon on the desktop

**The Recycle Bin window opens and displays any previously deleted folders and files, including the Meeting Notes.rtf file as shown in (Fig 19)**

Fig 18



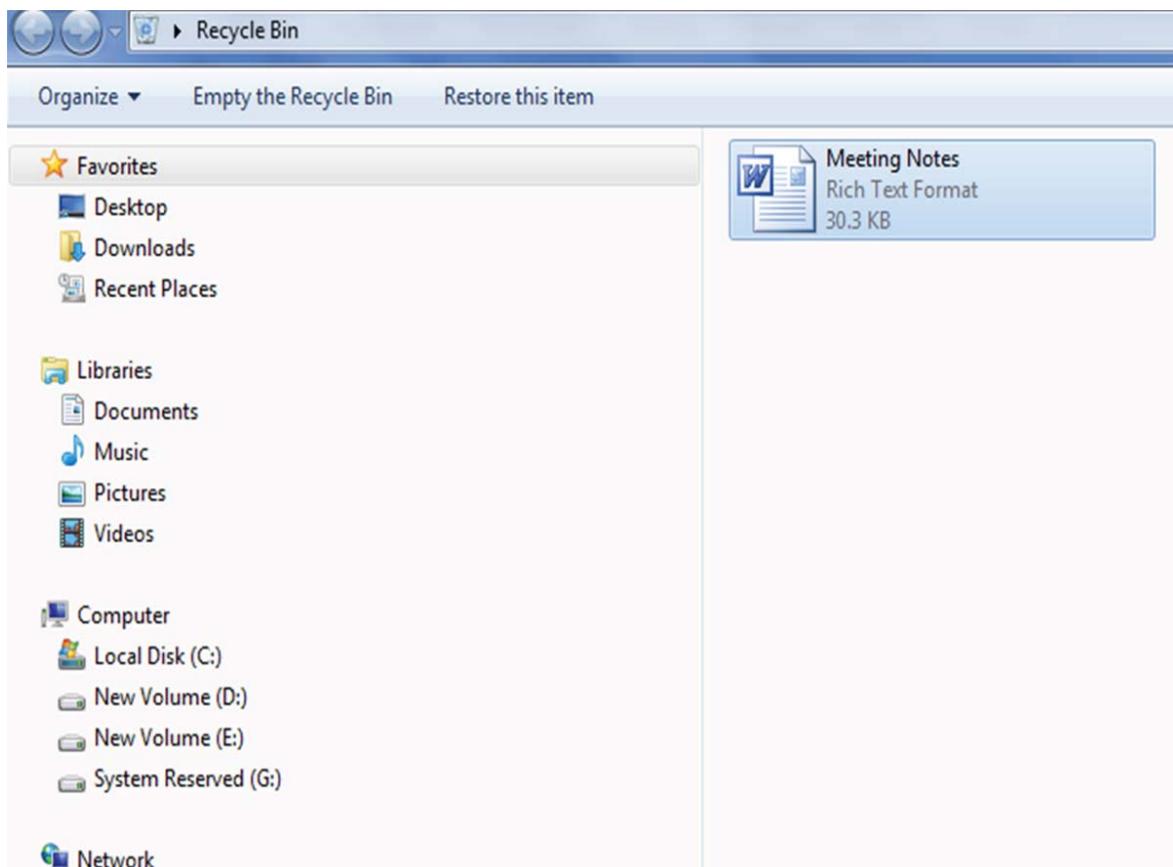
- 6 Click the "Meeting Notes" file to select it, then click the "Restore this item" button on the Recycle Bin toolbar

**The file returns to its original location and no longer appears in the Recycle Bin window**

- 7 Click the Documents library in the Navigation pane

**The Documents library window contains the restored file.**

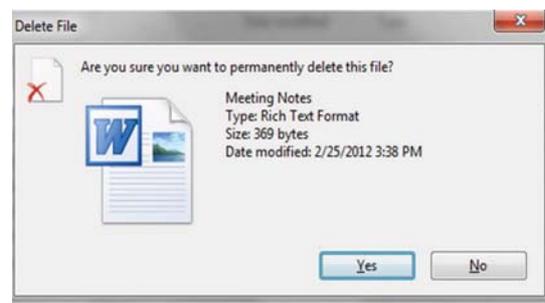
Fig 19



- Click the Meeting Notes file, press the [Shift]+[Delete] key on your keyboard, then click Yes in the Delete File dialog box as shown in (Fig. 20).

**The Meeting Notes.rtf file is permanently deleted from the Documents library. The file will not be stored in Recycle Bin. So you cannot restore back.**

Fig 20

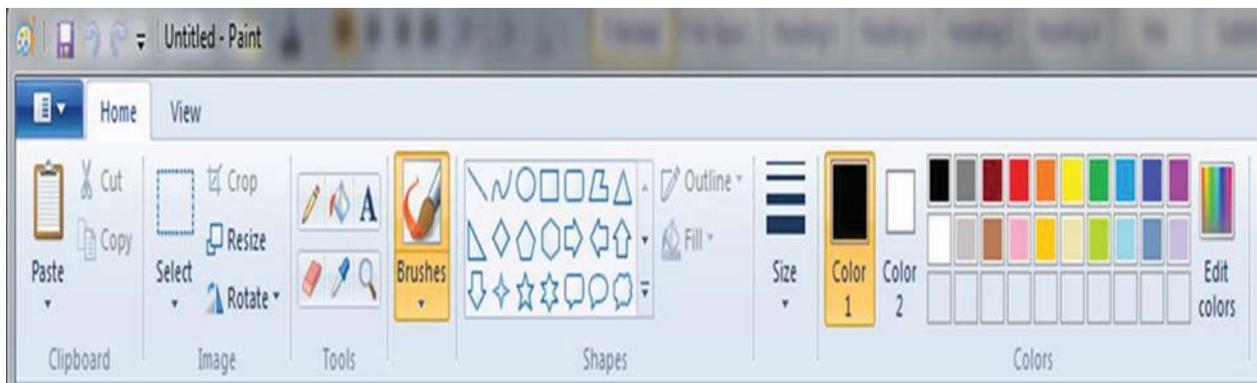


#### TASK 7: Create a file in MS Paint and print

- Click the "Start button", Point to "All Programs", Click the "Accessories" folder
- Move the pointer over Paint and click once

**The Paint program window opens on the screen, as shown in (Fig 21).**

Fig 21

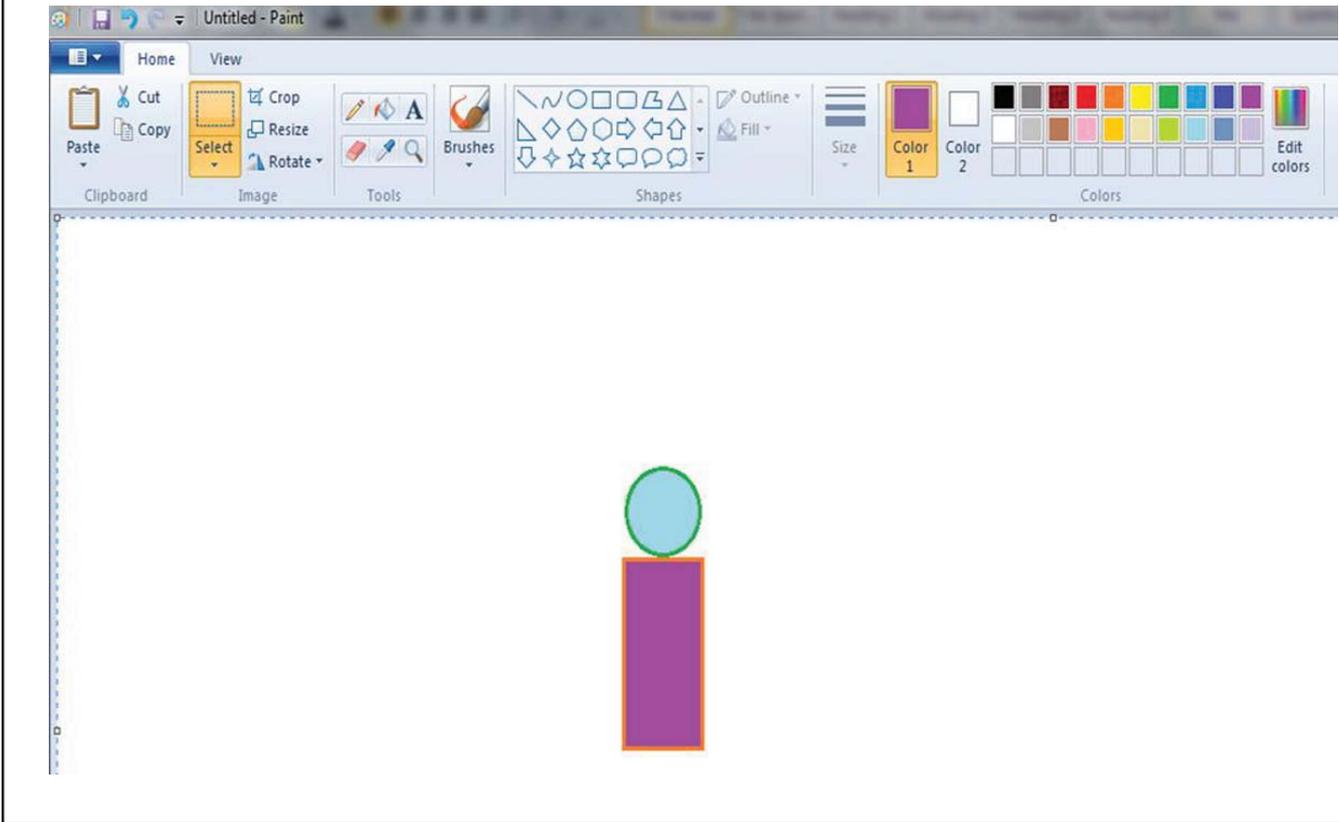


- Click the Gold button in the Colors group, move the pointer over the white drawing area, called the canvas, then drag to draw a rectangle
- Click the Fill with color icon in the Tools group, click the Light turquoise color button in the Colors group.
- Click inside the oval, click the Purple color button, then click inside the rectangle, and compare the drawing to (Fig. 22)
- Click the Select list arrow in the Image group, then click Select 'All'.

**The Select menu has several menu commands. The Select all command selects the entire drawing, as indicated by the dotted line surrounding the white drawing area.**

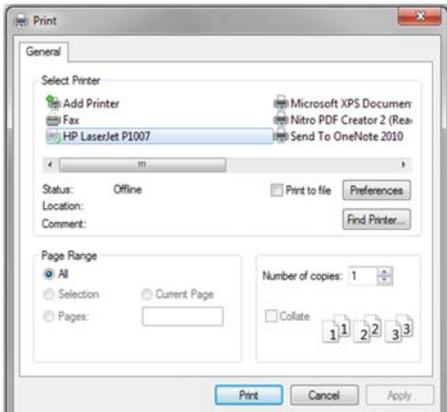
- Click the Rotate or flip button in the Image group, then click Rotate right 90°
- Click the Paint menu button just below the title bar, then click "Print"

Fig 22



The Print dialog box opens, as shown in (Fig 23). This dialog box lets us choose a printer, specify which part of the document or drawing to print, and choose how many copies to print.

Fig 23

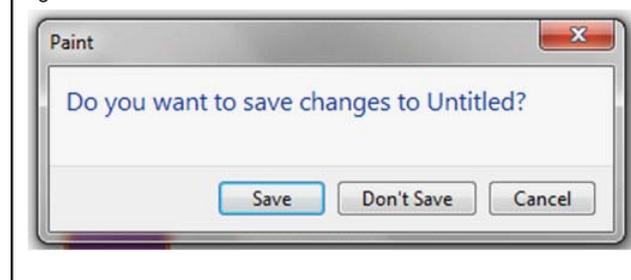


10 Click "Print"

The drawing prints on the printer. Now close the program without saving the drawing.

11 Click the Paint menu button just below the title bar, then click Exit, then click Don't Save as shown in (Fig 24).

Fig 24



11 Get it checked with the instructor

## Basic operating of Word Processing

**Objectives:** At the end of this lesson you shall be able to

- state about the basic word processing
- list the useful keyboard shortcuts
- explain how to create, open, save and close the document
- describe how to select and edit the text
- state formatting and enhancing procedure
- explain how to insert and create tables
- explain to print the document.

A word processing program is a software program that includes tools for entering, editing, and formatting text and graphics. Microsoft Word is a powerful word processing program that allows you to create and enhance a wide range of documents quickly and easily. The electronic files you create using Word are called documents. One of the benefits of using Word is that document files can be stored on a hard disk, CD, flash drive, or other storage device, making them easy to transport, exchange, and revise.

You can use Word to accomplish the following tasks:

### Type and edit text

The Word editing tools make it simple to insert and delete text in a document. Replace text with other text, undo an editing change, and correct typing, spelling, and grammatical errors with ease.

### Copy and move text from one location to another

You can copy or move text from one location and insert it in a different location in a document. You also can copy and move text between documents.

### Format text and paragraphs with fonts, colors, and other elements

You can change the size, style, and color of text, add lines and shading to paragraphs, and enhance lists with bullets and numbers.

### Format and design pages

The page-formatting features in Word give you power to design attractive newsletters, create powerful résumés, and produce documents such as research papers, business cards, CD labels, and books. You can change the paper size and orientation of your documents, organize text in columns, and control the layout of text and graphics on each page of a document. For quick results, Word includes preformatted cover pages, pull quotes, and headers and footers, as well as galleries of coordinated text, table, and graphic styles that you can rely on to give documents a polished look. If you are writing a research paper, Word makes it easy to manage reference sources and create footnotes, endnotes, and bibliographies.

### Enhance documents with tables, charts, diagrams, and graphics

Using the powerful graphics tools in Word, you can spice up your documents with pictures, photographs, lines, shapes, and diagrams. You also can illustrate your

documents with tables and charts to help convey your message in a visually interesting way.

### Use Mail Merge to create form letters and mailing labels

The Word Mail Merge feature allows you to send personalized form letters to many different people. You can also use Mail Merge to create mailing labels, directories, e-mail messages, and other types of documents.

### Share documents securely

The security features in Word make it quick and easy to remove comments, tracked changes, and unwanted personal information from your files before you share them with others. You can also add a password or a digital signature to a document and convert a file to a format suitable for publishing on the Web.

### The Elements of Word 2010 Screen

#### The elements are shown in (Fig 1)

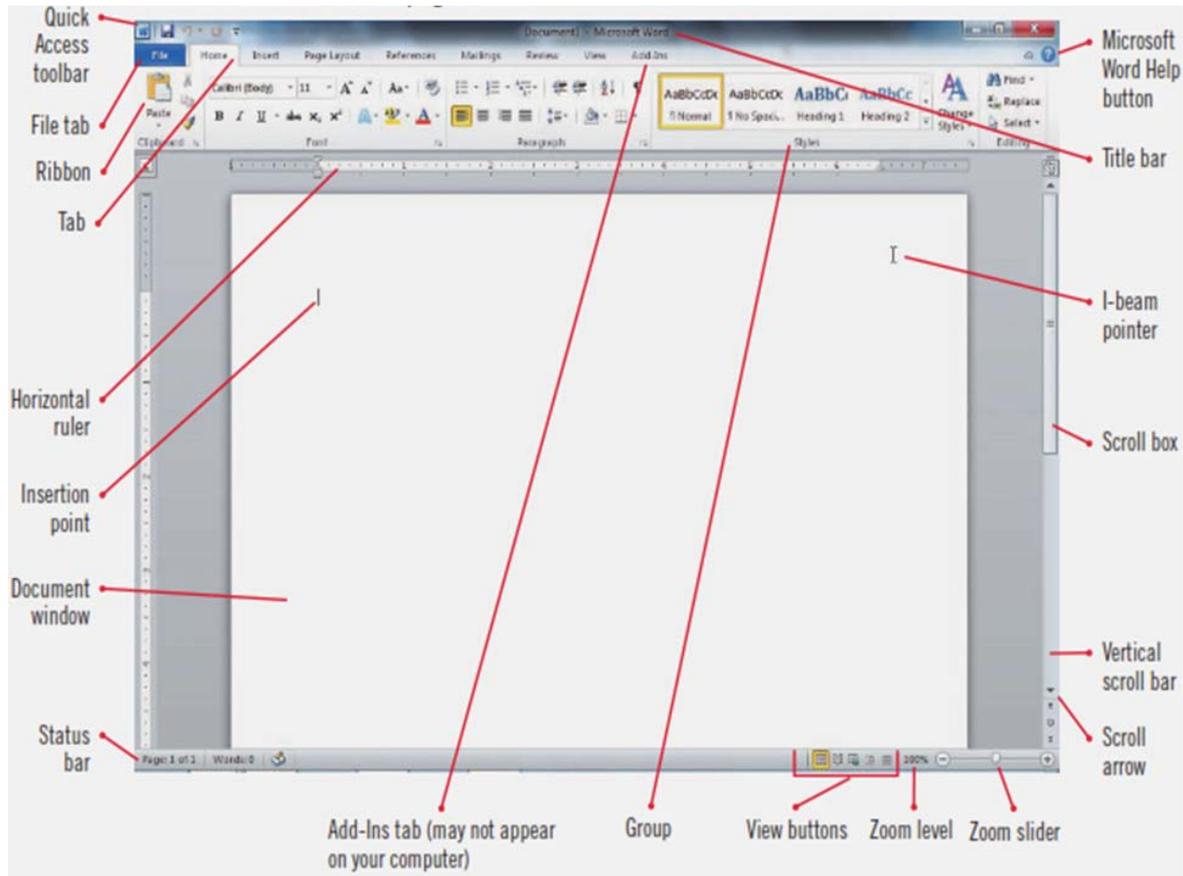
- The **title bar** displays the name of the document and the name of the program. Until you give a new document a different name, its temporary name is Document1. The title bar also contains resizing buttons and the program Close button.
- The **Quick Access toolbar** contains buttons for saving a document and for undoing, redoing, and repeating a change. You can modify it as per our requirement.
- The File tab commands related to working with documents, such as opening, printing, and saving a document.
- **Ribbons :** Across the top of the Ribbon is a series of tabs. You can click one of these tabs to expose a set of controls specific to that tab. Initially, the Ribbon displays these seven tabs:

**Home:** Basic commands for creating and formatting documents. You can find controls for working with the Clipboard, setting the font, formatting paragraphs, applying styles, and using Find and Replace.

**Insert:** Commands for inserting various items into your document, including new pages, tables, pictures, shapes, and other types of illustrations, headers and footers, specially formatted text etc

**Page Layout:** Commands that let you adjust the layout of your document's pages. You can apply a theme to

Fig 1



your document to set the overall look of the document or control details such as the page margins and background colors.

**References:** Commands that let you create tables of contents, footnotes, bibliographies, indexes, and other elements.

**Mailings:** Commands for creating mail merges.

**Review:** Commands for proofing and adding comments to your documents and tracking changes.

**View:** Commands that let you change the view. You can use this tab to switch to different document views, to show or hide certain types of information (such as paragraph marks), and to zoom in for a closer look at your document.

- The **document window** displays the current document. You enter text and format your document in the document window.
- The **rulers appear** in the document window in Print Layout view. The horizontal ruler displays left and right document margins as well as the tab settings and paragraph indents, if any, for the paragraph in which the insertion point is located. The vertical ruler displays the top and bottom document margins.
- The **vertical scroll bar** and the horizontal scroll bar are used to display different parts of the document in the document window. The scroll bars include scroll boxes and scroll arrows, which you can use to scroll through a document.

- The **status bar** displays the page number of the current page, the total number of pages and words in the document, and the status of spelling and grammar checking. It also includes the view buttons, the Zoom level button, and the Zoom slider. You can customize the status bar to display other information.
- The view buttons on the status bar allow you to display the document in Print Layout, Full Screen Reading, Web Layout, Outline, or Draft view.
- The Zoom level button and the Zoom slider provide quick ways to enlarge and decrease the size of the document in the document window, making it easy to zoom in on a detail of a document or to view the layout of the document as a whole.

### Word 2010 Keyboard Shortcuts

#### Word 2010 Editing Shortcuts

Command	Shortcut	Ribbon Location
Undo	Ctrl+Z	Quick Access toolbar
Cut	Ctrl+X	Home tab, Clipboard group
Copy	Ctrl+C	Home tab, Clipboard group
Paste	Ctrl+V	Home tab, Clipboard group
Select All	Ctrl+A	Home tab, Editing group
Find	Ctrl+F	Home tab, Editing group
Replace	Ctrl+H	Home tab, Editing group

## Word 2010 File and Document Shortcuts

Command	Shortcut	Ribbon Location
New	Ctrl+N	File tab, New command
Open	Ctrl+O	File tab, Open command
Save	Ctrl+S	File tab, Save command
Print	Ctrl+P	File tab, Print command
Help	F1	Help button at top right of Ribbon
New Page	Ctrl+Enter	Insert tab, Pages group

## Word 2010 Formatting Shortcuts

Command	Shortcut	Ribbon Location
Bold	Ctrl+B	Home tab, Font group
Italic	Ctrl+I	Home tab, Font group
Underline	Ctrl+U	Home tab, Font group
Center	Ctrl+E	Home tab, Paragraph group
Left Align	Ctrl+L	Home tab, Paragraph group
Right Align	Ctrl+R	Home tab, Paragraph group
Justify	Ctrl+J	Home tab, Paragraph group
Clear Formatting	Ctrl+Space bar	Home tab, Font group

## Open a Document in Word 2010

There are several ways to open a Word 2010 document that was previously saved as a file on disk.

- 1 Choose the Open command from the File tab menu: Alternatively, you can use the keyboard shortcut Ctrl+O. Either way, the Open dialog box opens
- 2 Locate the document you want to open: The Open dialog box, you can examine various folders on your PC's hard drive, and on any computer network your PC is connected to, for files to open.
- 3 When you find the file, select it: The file appears highlighted in the dialog box.
- 4 Click the Open button.

## Save a Document in Word 2010

- 1 **Click the File tab and select the Save as command:** The Save As dialog box appears. You need to use the Save As dialog box is when you first create a document and if you want to save a document with a new name or to a different location on disk.
- 2 **Type a name for your document in the File Name text box:** Word automatically selects the first line or first several words of your document as a filename and puts it in the Save dialog box. If that's okay, you can move to Step 4. Otherwise, type a name in the File Name box.

- 3 **Choose a location for your file (Optional):** In the Save As dialog box to choose a specific folder for your document.

- 4 Click the Save button.

## Using the Undo, Redo and Repeat commands

Word remembers the editing and formatting changes you make so that you can easily reverse or repeat them. You can reverse the last action you took by clicking the Undo button on the Quick Access toolbar, You can keep the change you just reversed by using the Redo button on the Quick Access toolbar. The Redo button appears only immediately after clicking the Undo button to undo a change.

## Selecting Text

One basic editing skill is selecting text. After you select some text, you can delete it, copy it, move it, apply formatting to it, change its capitalization etc. The easiest way to select text is to click and drag the mouse over the text you want to select. You can also use one of these mouse actions to select text:

- To select all text between two points: Click at the start of the block of text, hold down Shift, and click at the end of the block.
- To select a single word: Double-click anywhere on the word. Click, click.
- To select an entire paragraph: Triple-click anywhere on the paragraph. Click, click, click.
- To select an entire sentence: Hold down Ctrl and click anywhere in the sentence.

## Deleting Text

Deleting text is one of the basic skills of good editing. Word has many ways to delete text. The most basic deletion technique is to delete characters one at a time by pressing one of these two keys:

**Backspace:** Deletes the character to the left of the insertion point

**Delete:** Deletes the character to the right of the insertion point

Delete large amounts of text

**To delete a sentence:** Hold down the Ctrl key and click in the sentence to select it, and then press Delete or Backspace.

**To delete a paragraph:** Triple-click the paragraph to select it and then press Delete or Backspace.

**To delete the entire document:** Press Ctrl+A to select the entire document and then press Delete or Backspace.

## Cut, Copy, and Paste in Excel 2010

You can use the Cut, Copy, and Paste commands to move or copy information in an Excel 2010 worksheet. Because of this Clipboard arrangement, you can use these commands to move or copy information to any other worksheet open in Excel or even to other programs running in Windows (such as a Word document).

## Formatting Text using fonts

Formatting text with fonts is a quick and powerful way to enhance the appearance of a document. A font is a complete set of characters with the same typeface or design. Arial, Times New Roman, Courier, Tahoma, and Calibri are some of the more common fonts.

### Font & Size selection

Font refers to the manner or style in which text is displayed in the document.

### Follow these steps to change fonts and font styles

- Open the File group.
- Use Bold(B), italics(I), Underline(U) buttons on the format toolbar.
- To add bold formatting to the text, follow these steps:
- Select the text and click on the Bold button.
- Alternatively, click on the bold button and type the text. Similarly, the characters can be underlined and italicized.

### Changing Font Size:

Font size is measured in points and picas are used for measuring spacing, line thickness, and so on. There are 12 points to a pica.

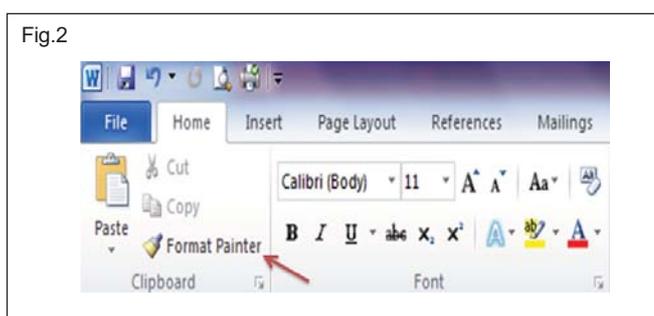
### Use any of these keyboard shortcuts to increase or decrease the font size

To increase the Font size select the matter and press Ctrl+Shift+> keys.

decrease the font size select the matter and press Ctrl+Shift+< keys. Alternatively

you can use Ctrl+] or Ctrl+[ to increase or decrease the font size.

### Format Painter (Fig 2)



The Format Painter is a very useful option, it copies the formatting from specific portions of the document and applies it to other portions of your document with a few clicks. The process is very simple, select the portion of the document, hit the Format Painter option and then select the new paragraph upon which you wish to apply the format of the first paragraph.

### Justification (Fig 3)

You can set the paragraph alignment to Align Left, Align Right, Center, or Justify by using the first four buttons at

the bottom of the Paragraph group on the Home tab on the Ribbon. The different ways you can align text using the Ribbon are :

Fig 3

Toolbar Button	Keyboard Shortcut	Alignment
	Ctrl+L	Left
	Ctrl+E	Center
	Ctrl+R	Right
	Ctrl+J	Justify

### Line spacing

In the Paragraph group on the Home tab on the Ribbon, you find the Line and Paragraph Spacing button, which you use to add space between the lines of text in a paragraph. Click the dialog box launcher to open the Paragraph dialog box, where you can select one of these options from the Line Spacing drop-down list:

**At Least:** Specify a minimum measurement for the line spacing, such as At Least 14 Points.

**Exactly:** Set an exact measurement.

### Indenting

Some publications require that you indent the first line of every paragraph. Others require that you indent all lines by moving them to the right - useful for nested paragraphs (a paragraph within a paragraph). Place the insertion point somewhere in the paragraph you want nested and click the Increase Indent button in the Paragraph group on the Home tab. If you continue to click it, you increase the indent. To unindent an indented paragraph, use the Decrease Indent button.

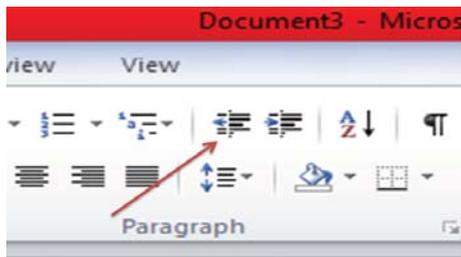
- 1 Open the Paragraph dialog box by using the dialog box launcher in the Paragraph group on the Home tab on the Ribbon.
- 2 In the Indentation area, select the First Line option from the Special drop-down list.
- 3 If you want, change the amount in the By box. The box automatically says 0.5" and can be changed by typing over the figure or using the spinner buttons to the right of the text.
- 4 Click OK.

### To Use the Indent Commands

If you want to indent all of the lines in a paragraph, you can use the Indent commands on the Home tab.

- 1 Select the text you wish to indent.
- 2 Make sure you are on the Home tab.
- 3 Click the Increase Indent command to increase the indent by increments of 1/4 inch (Fig 4).

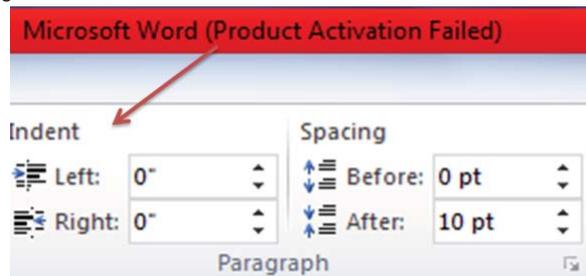
Fig 4



Increasing the indent

- Click the Decrease Indent command to decrease the indent by increments of 1/2 inch. If you would prefer to type in your indent amounts, you can use the Indent fields on the Page Layout tab (Fig 5).

Fig 5



Typing an indent amount

### Spell Check

Word checks your spelling and grammar as you type. Spelling errors display with a red wavy line under the word. Grammar errors display with a green wavy line under the error. If you want to spell check your entire document, press F7 and click the spelling icon, or choose Spelling and Grammar from the review group.

### Using the Thesaurus

One effective Word feature is a built-in thesaurus that can quickly show you synonyms for a word you type.

- Right-click a word you typed and choose Synonyms from the menu that appears. A menu that lists synonyms for the word appears. (Sometimes, Word throws an antonym into the list, just to be contrary.)
- Click the word that you want to replace your word.

Word replaces the original word with your selection.

### Inserting a Table

A table is a grid made up of rows and columns of cells that you can fill with text and graphics. A cell is the box formed by the intersection of a column and a row. You can create a table in a document by using the Table command in the Tables group on the Insert tab. Once you have created a table, you can add text and graphics to it.

**Insert Table:** Create a table with any number of columns and rows and select an AutoFit behavior

**Draw Table:** Create a complex table by drawing the table columns and rows

**Convert Text to Table:** Convert text that is separated by tabs, commas, or another separator character into a table

**Excel Spreadsheet:** Insert a blank Excel worksheet into the document as an embedded object

**Quick Tables:** Insert a preformatted table template and replace the placeholder data with your own data

### Manipulating a Word table with the mouse

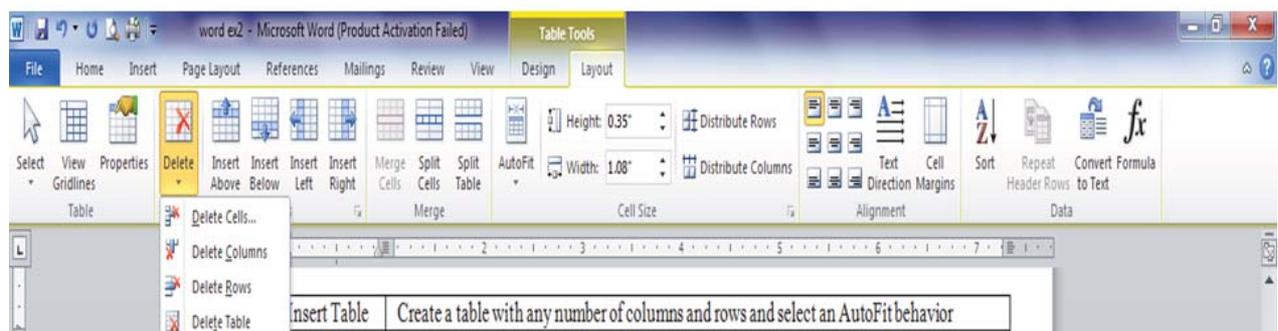
- Clicking-and-dragging the mouse on a vertical line in the table's grid allows you to adjust the line left or right, and resize the surrounding cells.
- You can also adjust cell width by using the Ruler, by pointing the mouse at the Move Table Column button that appears above each table cell gridline.
- Clicking-and-dragging the mouse at a horizontal line allows you to adjust the line up or down, and change the row height of surrounding cells.

### Adjusting the Word table (Fig 6)

It's the Table Tools Layout tab that contains many of the command buttons and items that let you manipulate and adjust a table. Start your table design by placing the insertion pointer somewhere within the table itself, which makes the Table Tools Layout tab appear:

**Deleting cells, columns, or rows:** Position the insertion pointer in the part of the table you want to remove, then choose the table element to remove from the Delete button's menu.

Fig 6



**Note:** When you choose the Delete Cells command, you see a dialog box asking what to do with the other cells in the row or column: move them up or to the left. Yes, deleting a cell may make your table asymmetrical.

**Inserting columns or rows:** Four commands in the Rows & Columns group make this task possible: Insert Above, Insert Below, Insert Left, and Insert Right. The row or column that's added is relative to where the insertion pointer is within the table.

**Adjusting row and column size:** Cell Size group let you fine-tune the table's row height or column width. The Distribute Rows and Distribute Columns command buttons, found in the Cell Size group, help clean up uneven column or row spacing in a table.

**Aligning text:** Text within a cell can be aligned just like a paragraph: left, center, or right. Additionally, the text can be aligned vertically: top, middle, or bottom.

**Reorienting text:** The Text Direction button in the Alignment group changes the way text reads in a cell or group of selected cells. Normally, text is oriented from left to right. By clicking the Text Direction button once, you change the text direction to top-to-bottom. Click the button again and direction is changed to bottom-to-top. Clicking a third time restores the text to its normal direction.

## Designing a Word table (Fig 7)

The Table Tools Design tab is used to help you quickly format your table. The tab shows up whenever the insertion pointer lies somewhere in a table

**Using Quick Styles:** The Table Styles group can quickly apply formatting to any table. Choose a style or click the menu button to see a whole variety of styles.

The Quick Styles don't work when you have a table in a document created by or saved in an older version of Word.

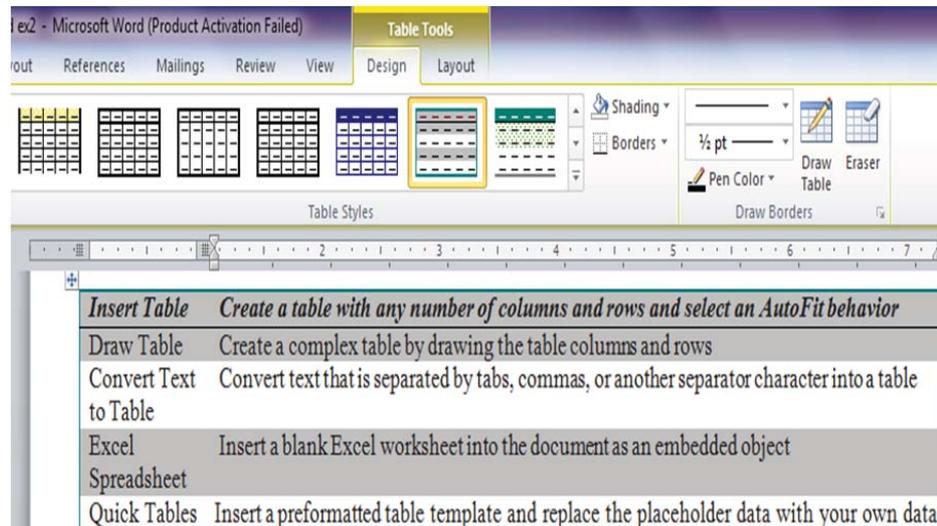
**Merging cells:** You can combine two or more cells in a table by simply erasing the line that separates them. To do so, click the Eraser command button found in the Draw Borders group. The mouse pointer changes to an eraser. Click a line and it's gone. Click the Eraser button again when you finished merging.

**Splitting cells:** To turn one cell into two, you simply draw a line, horizontally or vertically, through the cell. Click the Draw Table command button in the Draw Borders group, and then draw new lines in the table. Click the Draw Table button again to turn off this feature.

## Deleting a Word table

To remove the table from your document, click the mouse inside the table and then choose Delete → Table from the Rows & Columns group on the Layout tab.

Fig 7



## Add Borders To Text:

Following are the simple steps to add border to any text or paragraph.

- 1 Select the text or paragraph to which you want to add border. You can use any of the text selection method to select the paragraph(s).
- 2 Click the Border Button to display a list of options to put a border around the selected text or paragraph. You can select any of the option available by simply clicking over it (Fig 8).

- 3 Try to add different borders like left, right top or bottom by selecting different options from the border options
- 4 To delete the existing border, simply select No Border option from the border options.

## Add Borders To Page:

You can add borders of your choice to word pages by following the simple steps given below.

- 1 Click the Border Button to display a list of options to put a border. Select Border and Shading option available at the bottom of list of the options. This will display a

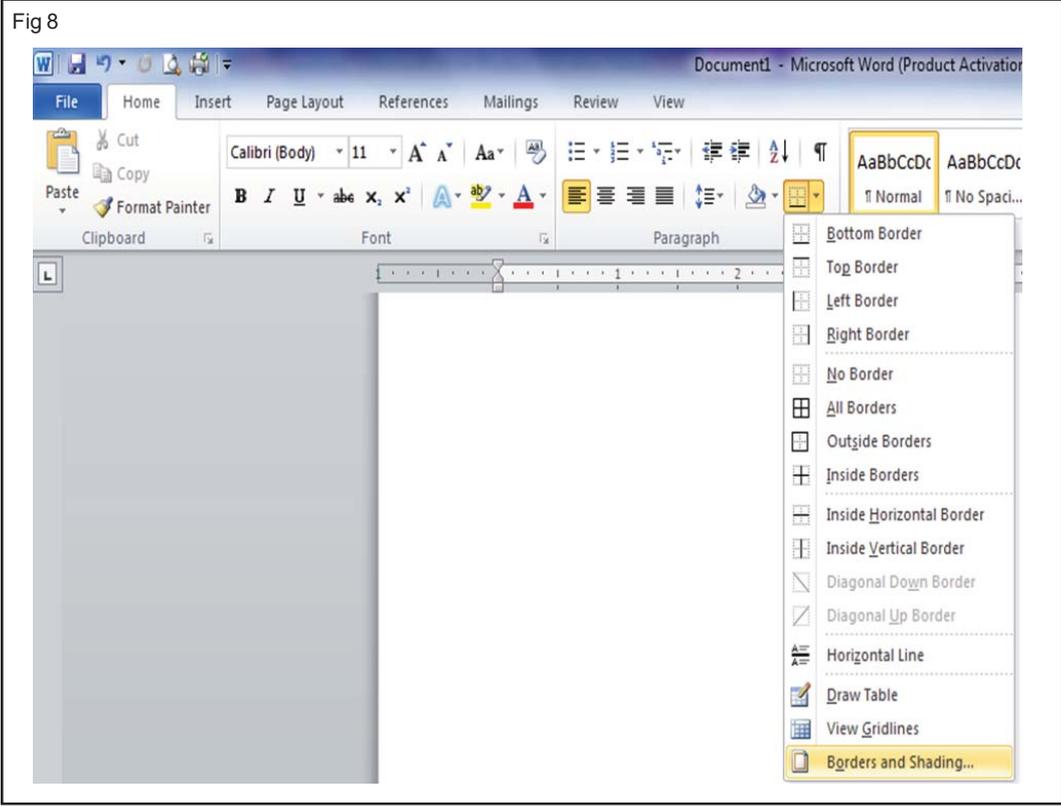


Fig 8

Border and Shading dialog box. This dialog box can be used to set borders and shading around a selected text or page borders (Fig 9).

- 2 Click Page Border tab which will display a list of border settings, styles and options whether this border should be applied to the whole document or just one page or first page.
- 3 You can use Preview section to disable or enable left, right, top or bottom borders of the page.
- 4 You can customize your border by setting its color, width by using different art available under style section

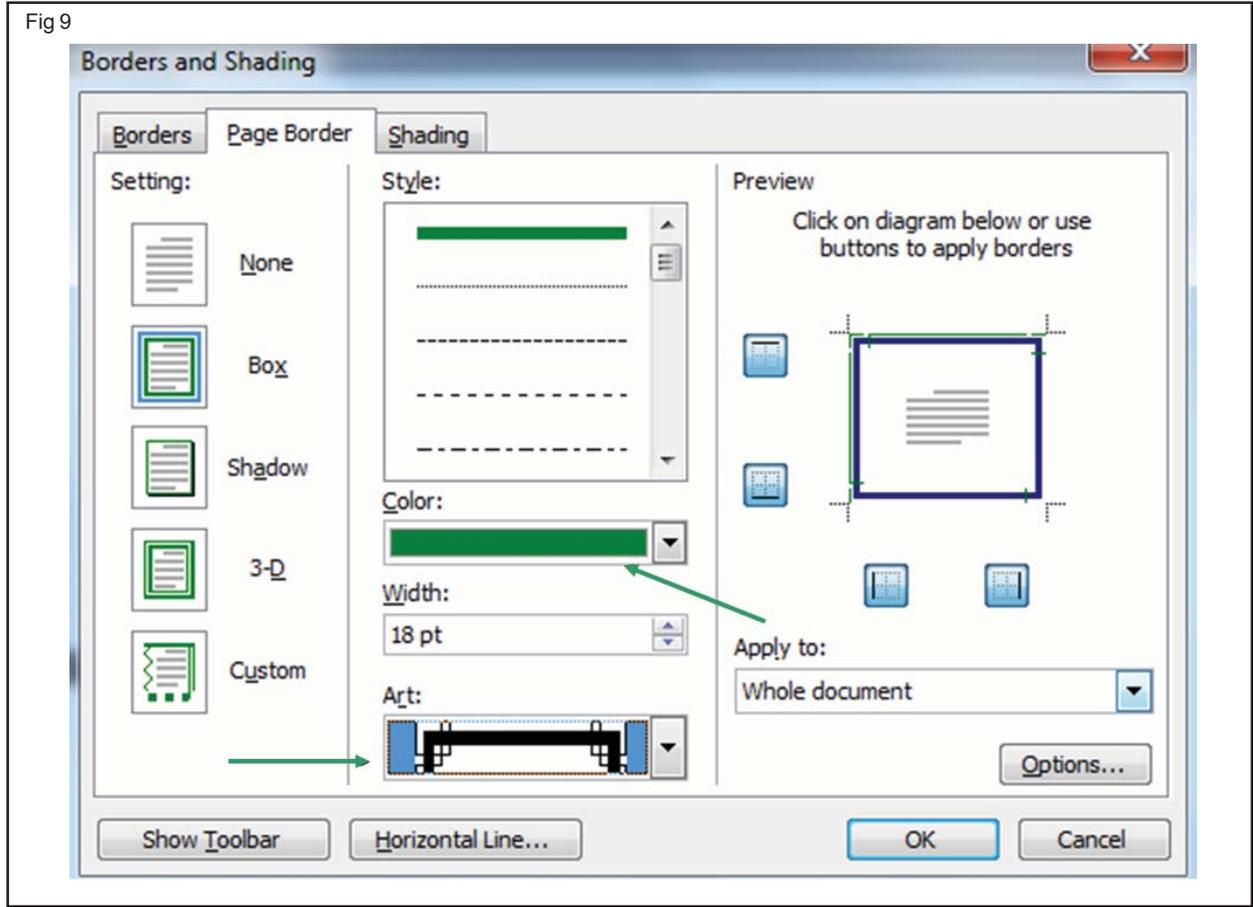


Fig 9

You can have similar or even better borders as given below in Fig 10.

### Add Shades To Text:

- 1 Click the Border Button to display a list of options to put a border. Select Border and Shading option available at the bottom of list of the options as shown in Fig 11. This will display a Border and Shading dialog box. This dialog box can be used to set borders and shading around a selected text or page borders.

- 2 Click Shading tab which will display options to select fill, color and style and whether this border should be applied to Paragraph or Text.
- 3 You can use Preview section to have an idea about the expected result. Once you are done, click OK button to apply the result.

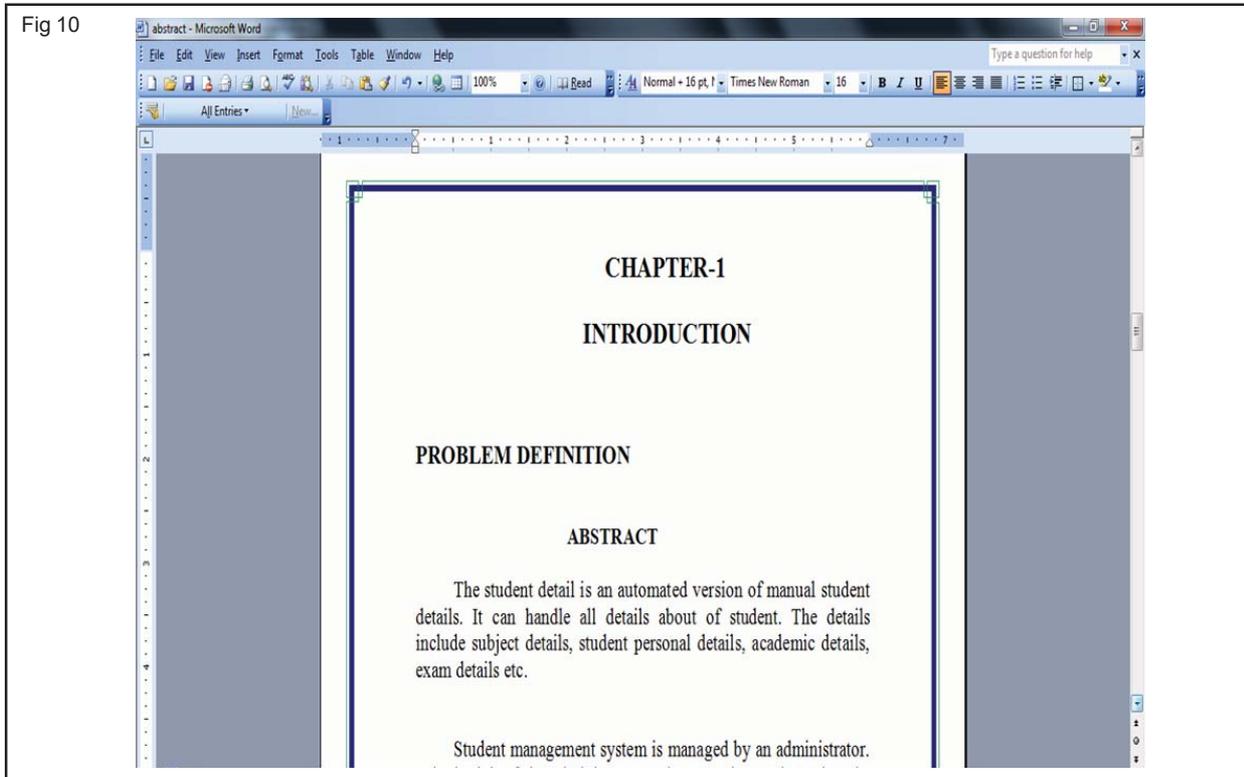
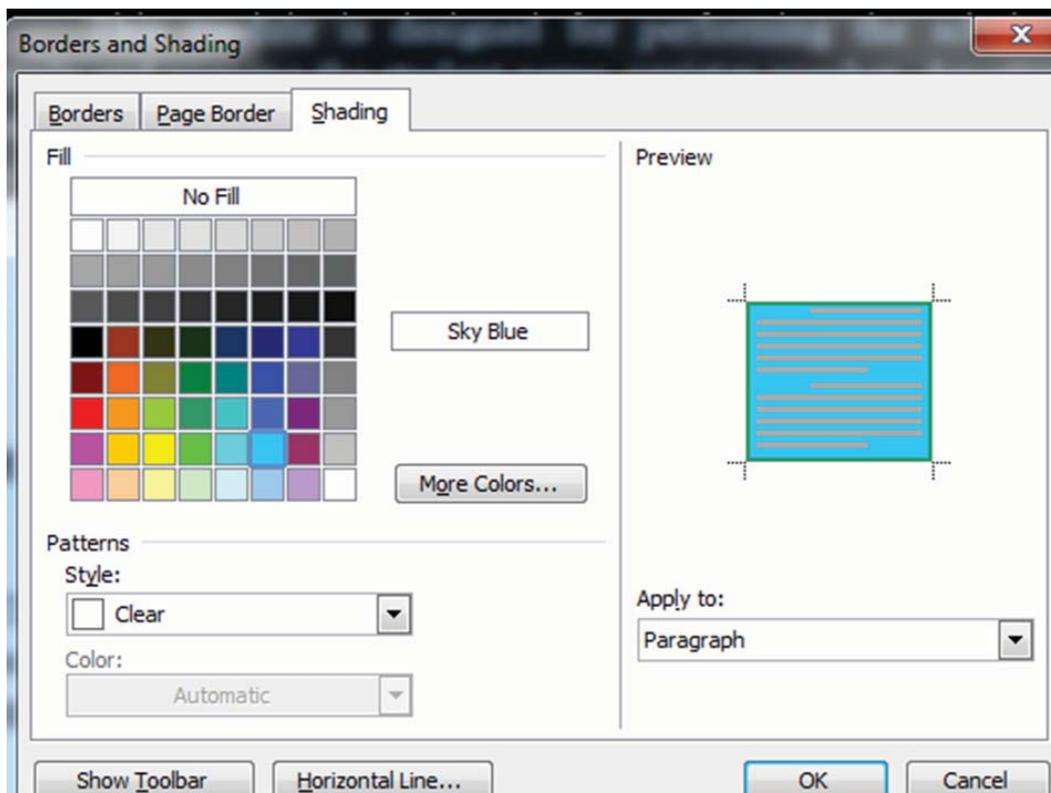


Fig 11



## Page Setup

Page setup can be used to change page orientation, set left, top, bottom margins, pages sizes etc. To change page size and orientation

- 1 Select the Page layout group
- 2 Select the Margins tab.
- 3 In the orientation area, select Portrait of Landscape.

### Print Preview:

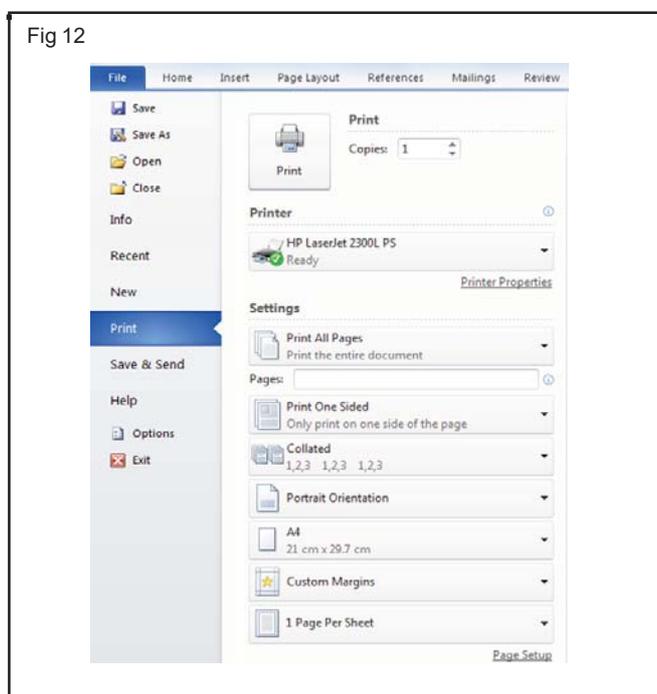
Previewing a document means viewing a screen representation of one or more pages before you print them.

### Printing a document

#### Printing more than one copy

The Copies box on the Print page lets you print more than one copy of your document.

The Collate setting, which lets you choose between collated and uncollated printing. (Fig 12)



#### Printing part of a document

The Print All Pages drop-down list lets you choose how much of (or what part of) your document you want to print.

**Print Selection:** Print just the portion of the document you selected before entering Backstage view.

**Print Current Page:** Print just the current page.

**Print Range:** Select specific pages for printing. You can print a range of pages separated by a hyphen, as in 5-8 to print pages 5, 6, 7, and 8. Or, you can list individual pages, separated by commas, as in 4,8,11 to print pages 4, 8, and 11. And, you can combine ranges and individual pages, as in 4,9-11,13 to print pages 4, 9, 10, 11, and 13.

**Document Properties:** Print information about your document.

**List of Markup:** Print a list of revisions made to the document.

**Styles:** Print the styles in the document.

**AutoText Entries:** Print any AutoText entries in the document.

**Key Assignments:** Print any custom shortcut keys that are assigned.

**Print Markup:** You can enable the Track Changes feature and then use this option to print your document along with any revision marks.

**Only Print Odd Pages:** Print pages 1, 3, 5, and so on.

**Only Print Even Pages:** Print pages 2, 4, 6, and so on.

#### Other settings

**The Print page of Backstage view has several other options:**

**Print One Sided:** Most printers print on only one side of the paper. This option lets you manually print on both sides of the paper, if you want. If you choose to print manually on both sides of the paper, Word prompts you to reinsert each page to print the next page on its backside.

**Collated:** This option is useful when printing multiple copies of a document.

**Portrait Orientation:** Portrait orientation refers to printing on the paper so that the longest side of the paper is the height and the shorter side is the width. Landscape orientation flips the page so that the long side is the width and the short side is the height.

**Letter:** Change the paper size. The default is usually Letter (8.5 x 11), but you can select different paper sizes.

**Margins:** You can change the margin settings from the Print page.

**1 Page Per Sheet:** Print more than one page on each sheet of paper.

**Page Setup:** This hyperlink near the bottom of the page opens the Page Setup dialog box, from which you can adjust the document margins again before you print.

## Practice with Word Document

**Objectives:** At the end of this exercise you shall be able to

- create, edit, save and close the document
- format a word document
- add, format and delete the table in a word document.

### Requirements

#### Hardware & Software

- Intel core i3 or higher with Windows 7 operating system
- MS Office 2010

### PROCEDURE

#### TASK 1 : Create, edit, save and close a document

1 Press the  button on the task bar, select



and click it

2 Choose MSOFFICE, select Microsoft word 2010 as on (Fig. 1)

**Note:** A new Document appears on the screen as on (Fig 2)

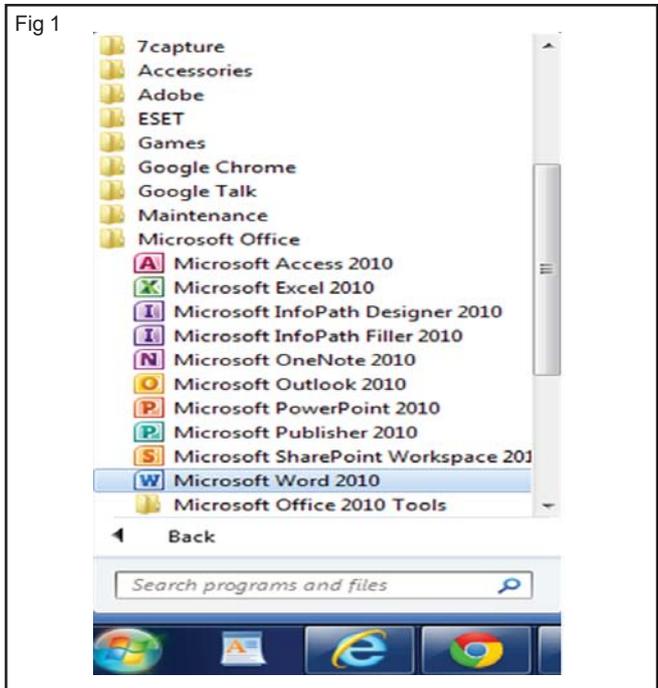


Fig 2



- 3 Type the following passage in the opened new document.

**Note : For starting line of the paragraph “Press Tab” on the keyboard for indentation.**

**“Sarah, Plain and Tall is a book by Patricia McLachlan. It won the Newbery medal in 1986. This book is about a family that lives in the Midwest. Caleb and Anna are the main characters. Their mother died when they were young. Their father places and ad for a wife in a newspaper. A lady named Sarah answers the ad and comes to live with the family”.**

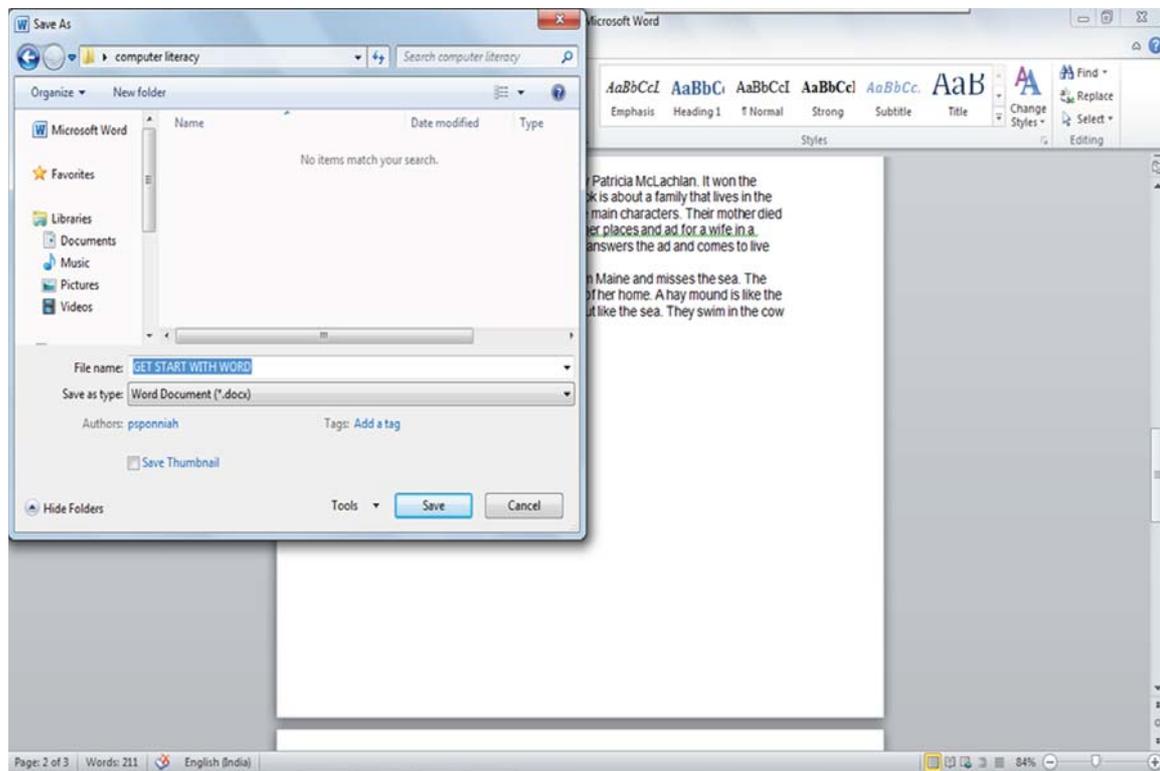
**“Sarah is nice but she is from Maine and misses the sea. The family finds things to remind her of her home. A hay mound is like the sand dunes. The plains stretch out like the sea. They swim in the cow pond”.**

- 4 Press File, choose save option a screen appears as on.  
5 Click save.

**Note: A default document and library folder in C: appears.**

- 6 Change the location to desktop by clicking the location bar.  
7 Select the folder computer literacy, and type as word exercise 1.docx and click save button as on (Fig. 3)

Fig 3



- 8 Select file menu and click close menu item as on Fig 4.  
9 Open the saved file by pressing file menu and choose the "exercise word 1" click open button as on Fig 5.  
10 Type the following passage to the created file.

**“But Sarah still misses Maine and decides to go back. Caleb and Anna are afraid she will not return. But Sarah does come back. She adjusts to her new life. So do Anna and Caleb and Father. After a terrible hailstorm, they all help repair the damage. They become a family”.**

- 11 Save it by clicking  tool.

Fig 4

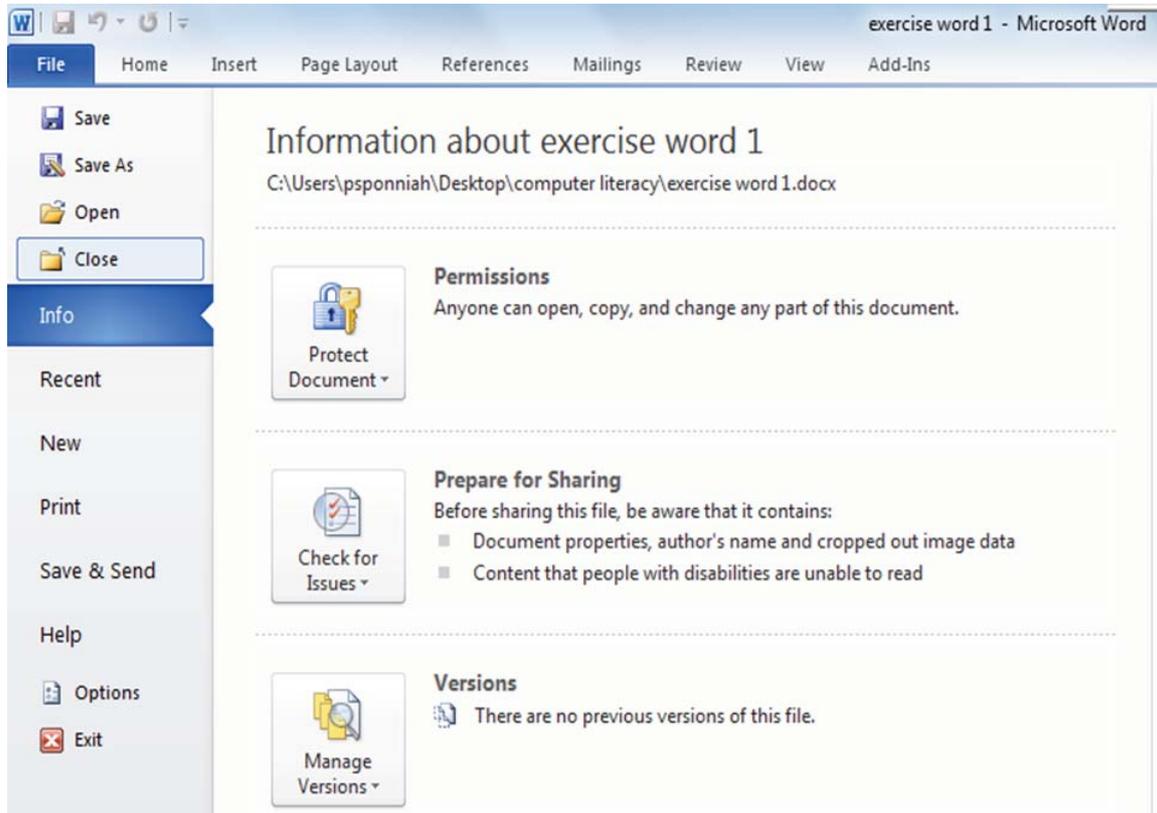
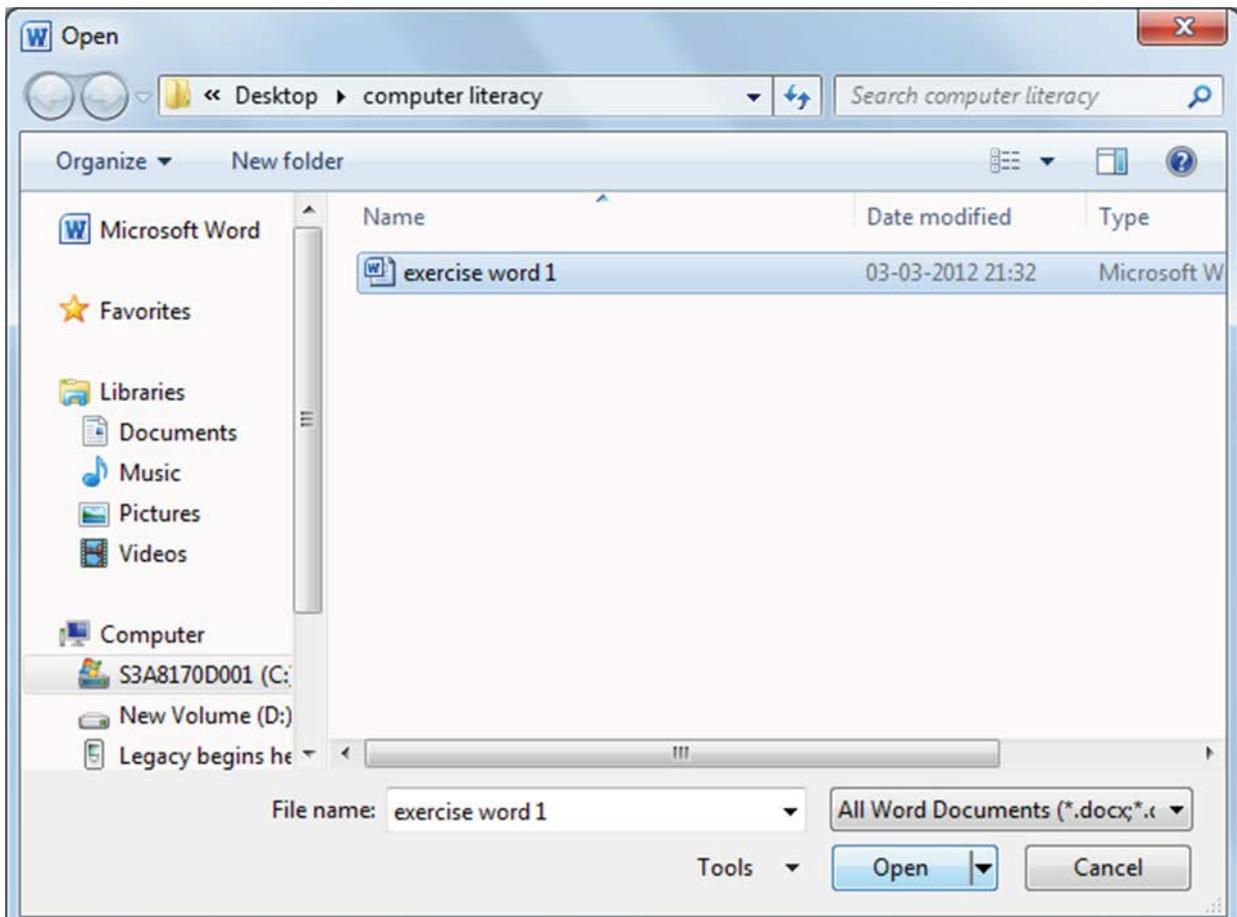


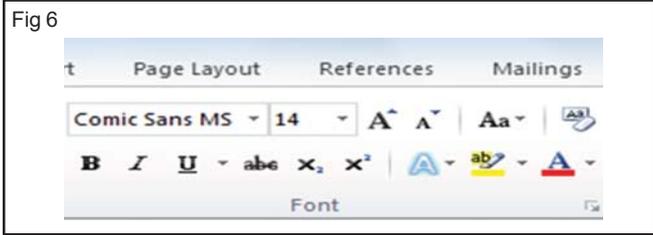
Fig 5



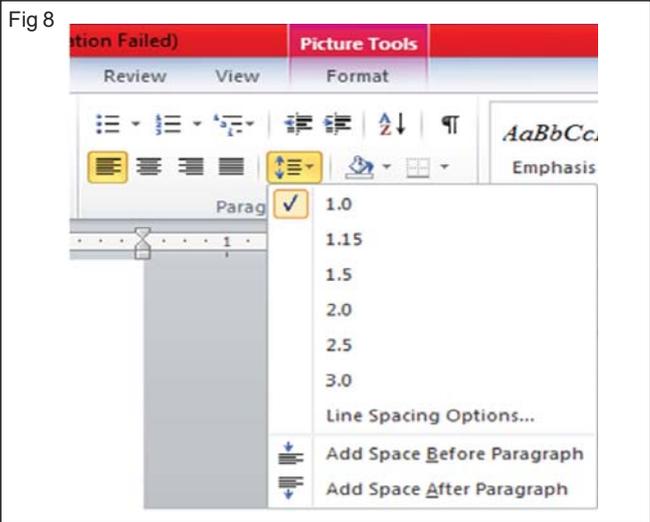
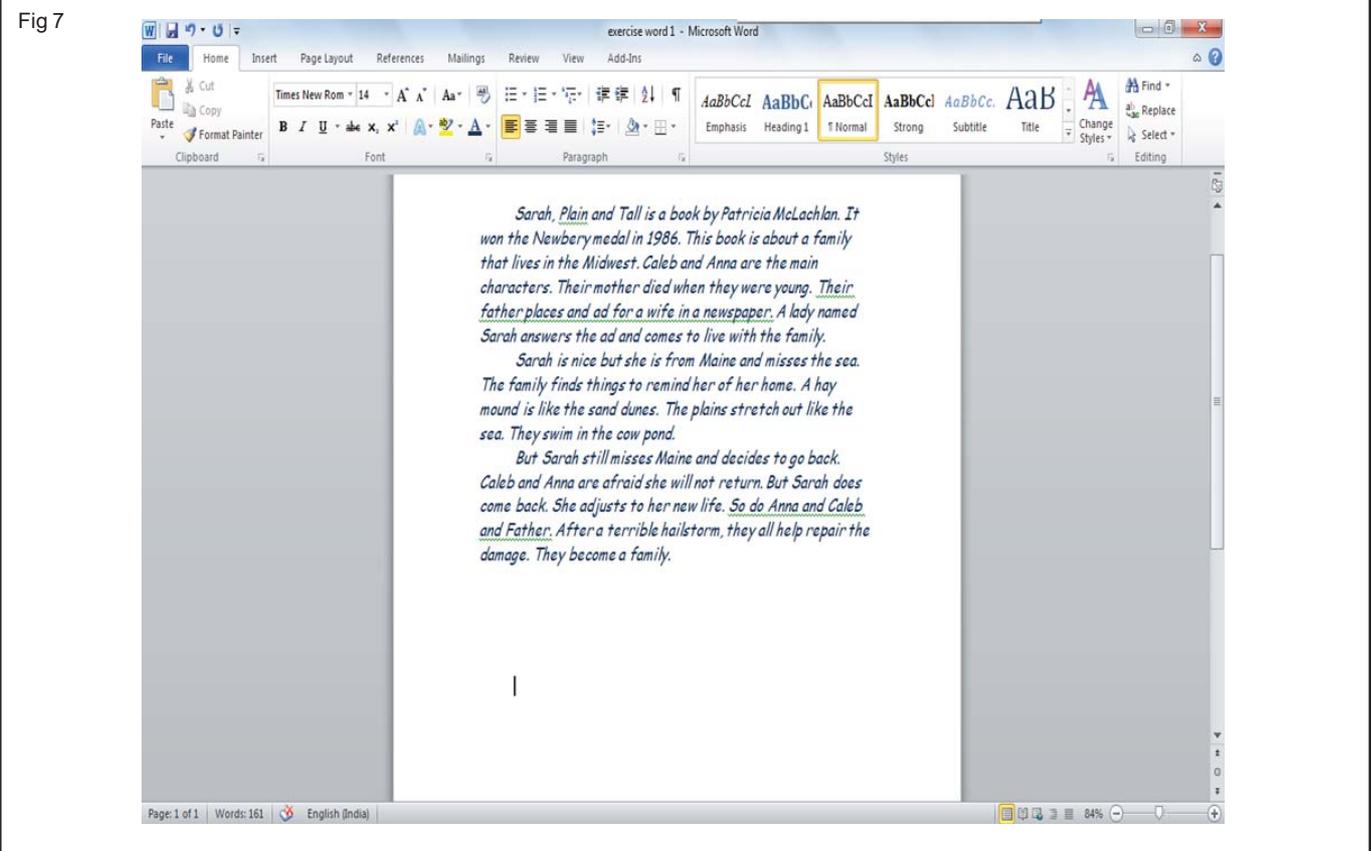
**TASK 2 : Format a word document**

- 1 Open file Word ex1 from the computer literacy folder in Desktop
- 2 Select the entire document by pressing Ctrl+A
- 3 Choose Font style as "Comic sans MS" and font size as 14, and apply italic by clicking the font style, font size and Italic from font group of the ribbon as shown in (Fig 6)

**The text changes to chosen font style, size and Italic as shown in (Fig 7). Note the right side of the paragraph is not justified and lines are close to each other.**



- 4 Select the entire document and apply 1.5 for line spacing option 
- 5 Click justify button  to justify it from paragraph group as shown in Fig 8.



**Note :** The aligned texts appear as on (Fig 9.) Note that a green squiggly line appears. Word indicates Green for flagged grammatical errors, such a subject/verb agreement. Red for flagged spelling errors (or words that MS Word doesn't know). Blue for flagged contextual errors. A word spelled correctly but used out of context. Example : I "no" you "no" what that means.

- 6 Change 'and' as 'an' on the fourth line from the top. (Their father places and ad for a wife in a newspaper.)
- 7 Change 'and' with ',' on the third line from the bottom. (So do Anna and Caleb and Father.)

Fig 9

*Sarah, Plain and Tall is a book by Patricia McLachlan. It won the Newbery medal in 1986. This book is about a family that lives in the Midwest. Caleb and Anna are the main characters. Their mother died when they were young. Their*

*father places an ad for a wife in a newspaper. A lady named Sarah answers the ad and comes to live with the family. Sarah is nice but she is from Maine and misses the sea. The family finds things to remind her of her home. A hay mound is like the sand dunes. The plains stretch out like the sea. They swim in the cow pond.*

*But Sarah still misses Maine and decides to go back. Caleb and Anna are afraid she will not return. But Sarah does come back. She adjusts to her new life. So do Anna and Caleb and Father. After a terrible hailstorm, they all help repair the damage. They become a family.*

**Now the green lines disappear. Word only use this as a flagged indicator, and it doesn't get printed in hard copy**

10 Select the second paragraph as shown in the (Fig 10)

Fig 10

*Sarah, plain and tall is a book by Patricia McLachlan. It won the Newbery medal in 1986. This book is about a family that lives in the Midwest. Caleb and Anna are the main characters. Their mother died when they were young. Their father places an ad for a wife in a newspaper. A lady named Sarah answers the ad and comes to live with the family.*

*Sarah is nice but she is from Maine and misses the sea. The family finds things to remind her of her home. A hay mound is like the sand dunes. The plains stretch out like the sea. They swim in the cow pond.*

*But Sarah still misses Maine and decides to go back. Caleb and Anna are afraid she will not return. But Sarah does come back. She adjusts to her new life. So do Anna, Caleb and Father. After a terrible hailstorm, they all help repair the damage. They become a family.*

11 Click Cut from the clipboard group in Home tab of MS Word.

**The selected second paragraph is cleared.**

12 Click the insertion point at the end and click Paste.

**The second paragraph is pasted as third paragraph as shown in (Fig 11)**

Fig 11

*Sarah, plain and tall is a book by Patricia McLachlan. It won the Newbery medal in 1986. This book is about a family that lives in the Midwest. Caleb and Anna are the main characters. Their mother died when they were young. Their father places an ad for a wife in a newspaper. A lady named Sarah answers the ad and comes to live with the family.*

*But Sarah still misses Maine and decides to go back. Caleb and Anna are afraid she will not return. But Sarah does come back. She adjusts to her new life. So do Anna, Caleb and Father. After a terrible hailstorm, they all help repair the damage. They become a family.*

*Sarah is nice but she is from Maine and misses the sea. The family finds things to remind her of her home. A hay mound is like the sand dunes. The plains stretch out like the sea. They swim in the cow pond.*

13 Select the third paragraph as shown in (Fig 12)

Fig 12

*Sarah, plain and tall is a book by Patricia McLachlan. It won the Newbery medal in 1986. This book is about a family that lives in the Midwest. Caleb and Anna are the main characters. Their mother died when they were young. Their father places an ad for a wife in a newspaper. A lady named Sarah answers the ad and comes to live with the family.*

*But Sarah still misses Maine and decides to go back. Caleb and Anna are afraid she will not return. But Sarah does come back. She adjusts to her new life. So do Anna, Caleb and Father. After a terrible hailstorm, they all help repair the damage. They become a family.*

*Sarah is nice but she is from Maine and misses the sea. The family finds things to remind her of her home. A hay mound is like the sand dunes. The plains stretch out like the sea. They swim in the cow pond.*

14 Click Copy from the Clipboard group

15 Click the insertion point before the second paragraph and click paste from the clipboard group.

**The Second paragraph gets to its original place and it also appears as the fourth paragraph as shown in (Fig 13)**

Fig 13

*Sarah, plain and tall is a book by Patricia McLachlan. It won the Newbery medal in 1986. This book is about a family that lives in the Midwest. Caleb and Anna are the main characters. Their mother died when they were young. Their father places an ad for a wife in a newspaper. A lady named Sarah answers the ad and comes to live with the family.*

*Sarah is nice but she is from Maine and misses the sea. The family finds things to remind her of her home. A hay mound is like the sand dunes. The plains stretch out like the sea. They swim in the cow pond.*

*But Sarah still misses Maine and decides to go back. Caleb and Anna are afraid she will not return. But Sarah does come back. She adjusts to her new life. So do Anna, Caleb and Father. After a terrible hailstorm, they all help repair the damage. They become a family.*

*Sarah is nice but she is from Maine and misses the sea. The family finds things to remind her of her home. A hay mound is like the sand dunes. The plains stretch out like the sea. They swim in the cow pond.*

16 Select the fourth paragraph

17 Click delete key or click cut from clipboard group.

**The Fourth paragraph gets deleted**

18 Get it checked with the Instructor

19 Click file and choose print option from the ribbon.

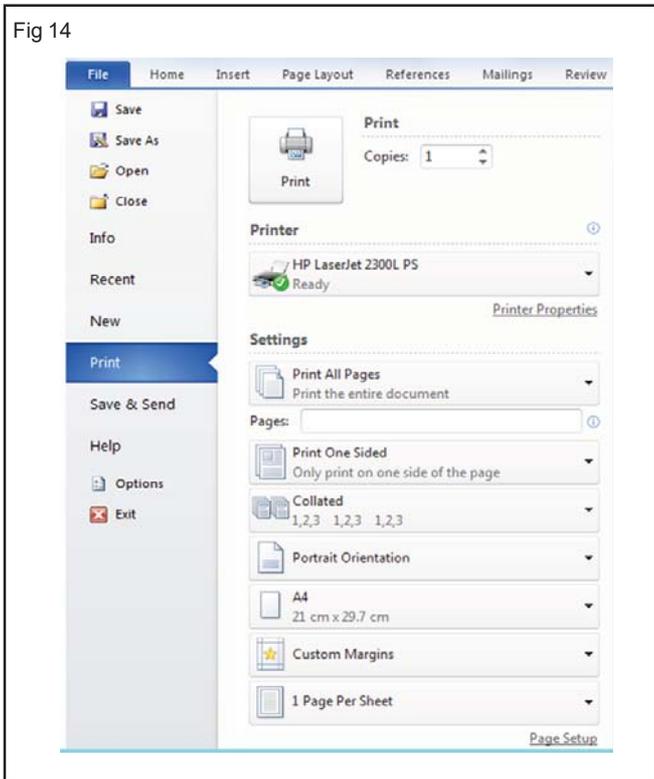
**Note : A default printer will be selected and the preview of the page is shown as on (Fig 14)**

20 Click print



21 Get check it with the instructor.

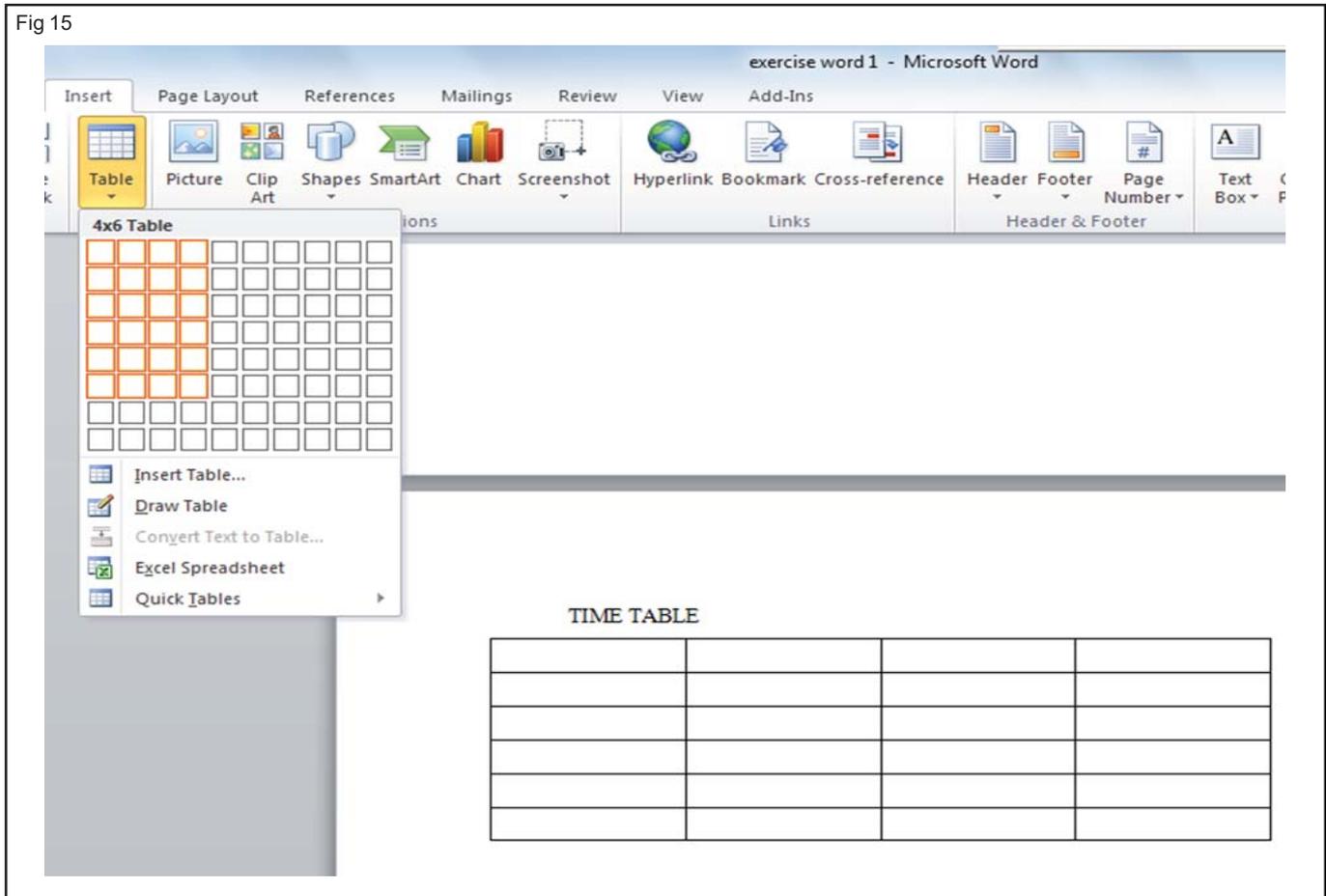
Fig 14



**TASK 3 : Add, format and delete table in a word document**

- 1 Create a new file in word
- 2 Type Heading as "TIME TABLE"
- 3 Click insert tab and choose 6 rows and 4 columns from Table and click it as shown on (Fig 15)
- 4 Type the following in table

Fig 15



To move to next column press tab key. The typed text appears as on Table 1

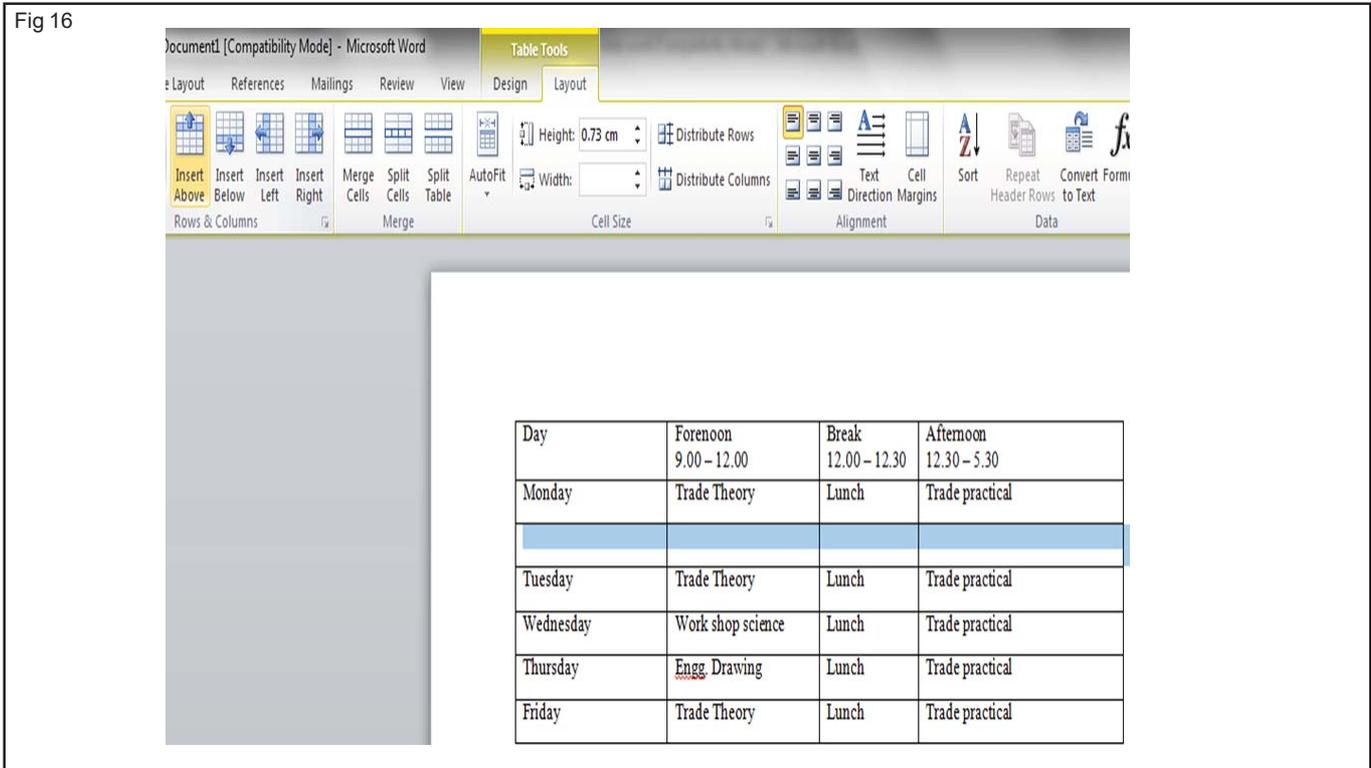
Day	Forenoon	Break	Afternoon
	9.00 - 12.00	12.00 - 12.30	12.30 - 5.30
Monday	Trade Theory	Lunch	Trade practical
Tuesday	Trade Theory	Lunch	Trade practical
Wednesday	Work shop science	Lunch	Trade practical
Thursday	Engg. Drawing	Lunch	Trade practical
Friday	Trade Theory	Lunch	Trade practical

**Table 1**

Day	Forenoon 9.00 – 12.00	Break 12.00 – 12.30	Afternoon 12.30 – 5.30
Monday	Trade Theory	Lunch	Trade practical
Tuesday	Trade Theory	Lunch	Trade practical
Wednesday	Work shop science	Lunch	Trade practical
Thursday	Engg. drawing	Lunch	Trade practical
Friday	Trade Theory	Lunch	Trade practical

- 5 Click the Print Layout button ( or the Web Layout button ) from View tab.
- 6 Keep the mouse over the bottom of the row.
- 7 Drag the row edge down to lengthen the row height.
- 8 Keep the mouse pointer over the right side of the column to change.
- 9 Drag the column edge right to widen or left to narrow the column width.
- 10 Click in the cursor on Tuesday row above for insert a new row.
- 11 Click the Layout tab.
- 12 Click Insert Above.

**A new row appears as shown in the Fig 16. Similarly use the Insert Below option to add a new row below and get it checked with the Instructor.**



13 Click on the empty row above Tuesday to delete.

14 Click the Layout tab.

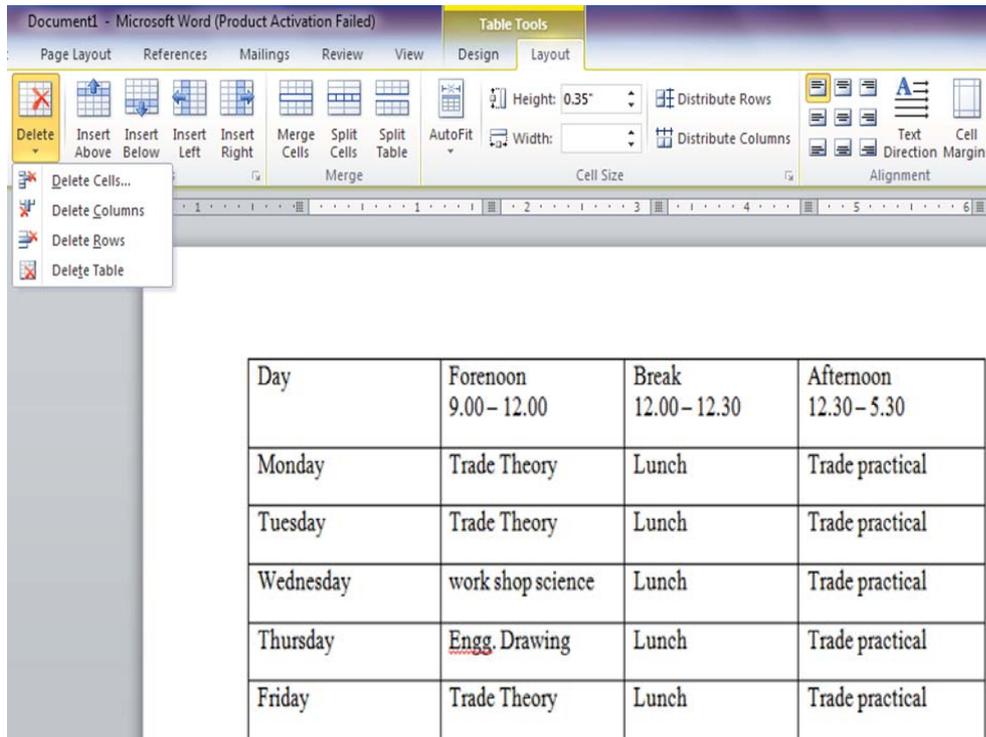
15 Click Delete.

16 Click Delete Rows

**The row is deleted as shown in Fig 17.**

17 Get it checked with the instructor

Fig 17



## MS-Excel - Basic of Worksheet, Understanding Commands use of Formulas and Functions

**Objectives:** At the end of this lesson you shall be able to

- state the work sheet software
- explain how to enter data into worksheet
- state the method of select cells, copy, delete & move data
- describe how to insert, delete, set width for rows and columns
- state how to work with formulas and functions
- explain the steps to print and save excel worksheet.

### Spreadsheet Software

Microsoft Excel is the electronic spreadsheet program within the Microsoft Office suite. An electronic spreadsheet is an application you use to perform numeric calculations and to analyze and present numeric data. One advantage of spreadsheet programs over pencil and paper is that your calculations are updated automatically, so you can change entries without having to manually recalculate. The In Excel, the electronic spreadsheet you work in is called a worksheet, and it is contained in a file called a workbook, which has the file extension .xlsx.

When you use Excel, you have the ability to:

- Enter data quickly and accurately
- Recalculate data easily
- Perform what-if analysis
- Change the appearance of information
- Create charts

- Share information
- Build on previous work

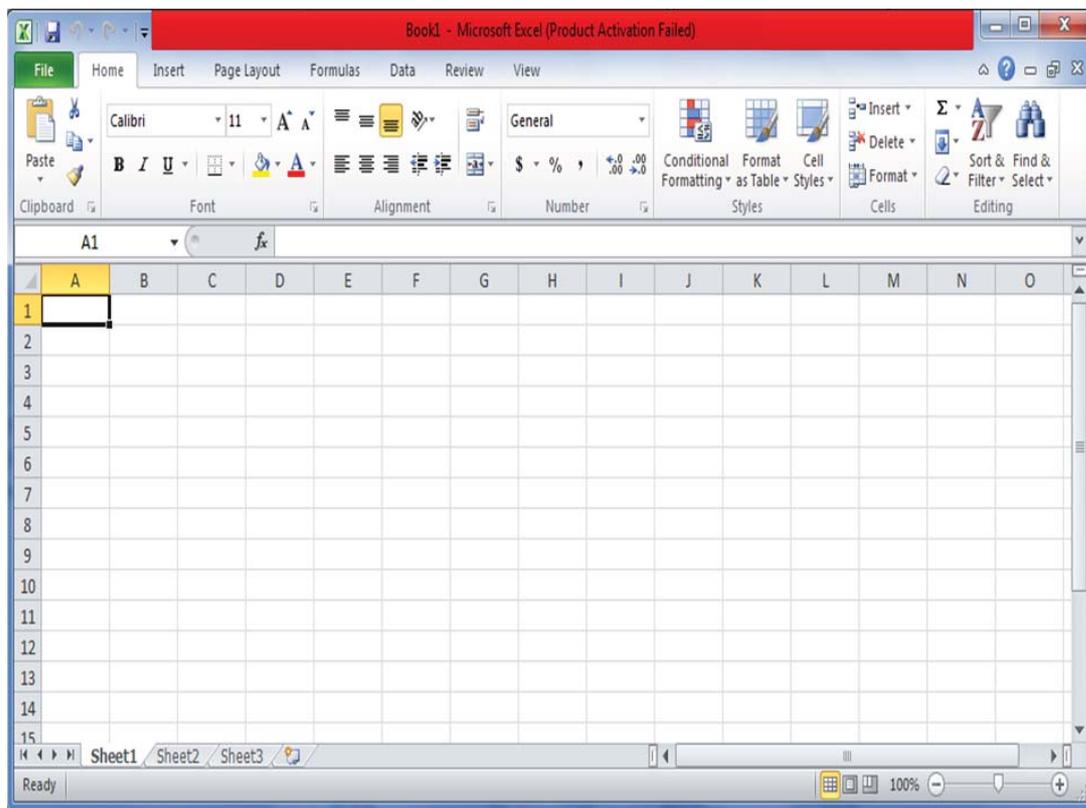
Cells is the basic unit for storing data. In any spreadsheet program such as Excel, each rectangular box is referred to as a cell. A cell is the intersection point of a column and a row.

Data entered into an Excel spreadsheet is entered into a cell. Each cell can hold only one piece of data at a time.

### Opening of spreadsheet

- 1) Click on Start button
- 2) Select All Programs option from the start menu
- 3) Select Microsoft Office from the All Programs sub menu and select Microsoft Excel 2010 option. A blank spreadsheet gets opened as shown in Fig 1.

Fig 1



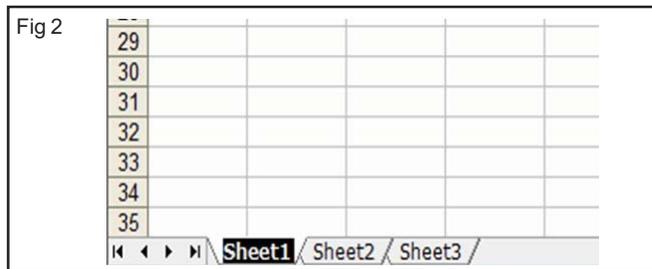
### Naming the sheet

1 Select the sheet whose tab you want to rename.

The selected worksheet is active and the current sheet name appears in bold letters.

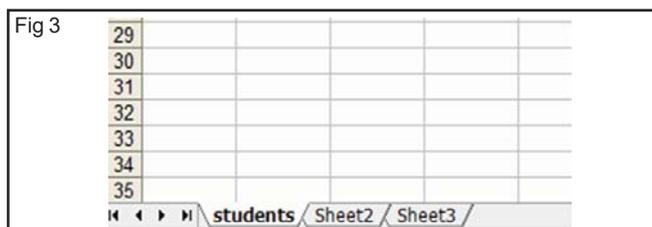
2 Double-click the sheet tab.

You also can right-click the sheet tab and select Rename on its shortcut menu. The current name on the sheet tab appears selected as shown in (Fig 2).



3 Replace the current name on the sheet tab by typing a new sheet name.

When you begin typing a new name (students), the previous name disappears as shown in Fig 3



4 Press Enter.

Excel displays the new sheet name on its tab at the bottom of the workbook window.

### Addressing of cells

Each worksheet is made up of cells, and cells are a result of intersection of rows and columns. They are the basic units for storing data. Each cell gets its name from this intersection. The address of a cell that is in column A and has its row number as 4 is referred to as cell A4. A group of contiguous cells is called a range. An example of a cell range would be G1:G3.

Cell A1, A2 contains the table Sachin, Rahul.

Cells B4 and B5 contain the value 300 and 900 respectively.

Cell E4 contains the formula = B4+B5 as shown in Fig 4.

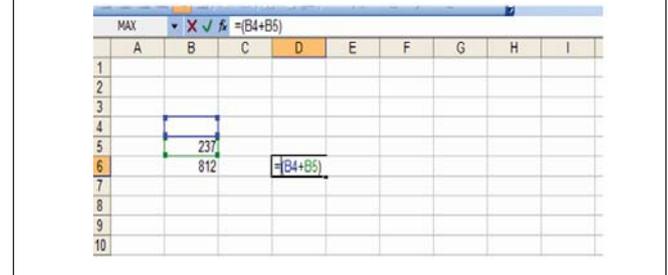
Pressing the Enter key will result in E4 holding the result of the formula = (B4+B5).

All formula entries should begin with an = (equal to) sign.

You can make a cell active by clicking on it. Files created by a spreadsheet package are known as worksheets. Automatic recalculation feature hastens the calculation tasks. If data in cell B4 is changed from 300 to 800, then the formula in cell E4 would calculate the result based on the new B4 cell content. This is due to the fact that, once the formula is created with cell references in it,

establishes a relationship with the specified cell references or address. You can move around in a worksheet with the aid of a mouse or the keyboard, or by using the menu bars. You can use the arrow keys, page up, page down and a host of other keys in combination, to move around in the worksheet

Fig 4



### Entering Spreadsheet Data

Because each Excel worksheet is such a huge grid of columns and rows with over 17 billion cells, you have plenty of places you can enter data. You can enter three types of data in the cells:

- Labels are traditionally descriptive pieces of information, such as names, months, or other identifying statistics, and they usually include alphabetic characters.
- Values are generally raw numbers or dates.
- Formulas are instructions for Excel to perform calculations.

### Text

Text entries can include any combination of letters, symbols, and numbers. You will mostly use text to describe the contents of your worksheets. This is very important because spreadsheet can become a confusing jumble of numbers. Most text entries are usually labels such as Sales or Salary that make a worksheet easier to read.

### Numbers

Numbers are the most common type of Excel data. The numbers you enter into a cell can be dollar values, weights, interest rates, temperatures, or any other numerical quantity.

### Dates and Times

Date entries appear in spreadsheets that include dated data, such as invoices and sales. You can either type out the full date such as August 23, 2010 or use either the forward slash (/) or the hyphen (-) as a date separator such as 8/23/2010 or 8-23-2010. Note that the order you enter the date values depends on your regional settings. For example, in the United States the format is month/day/year. For time values, you use a colon (:) as a time separator, followed by either AM or PM - such as 9:15 AM.

### Change the Active Cell

- 1 Open an Excel workbook. The Formula bar displays the active cell location. Columns display the letters from A to XFD, and rows display numbers from 1 to

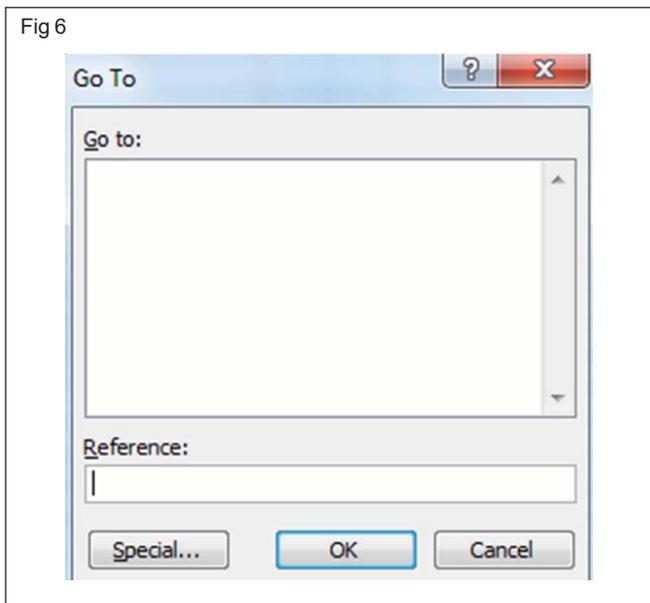
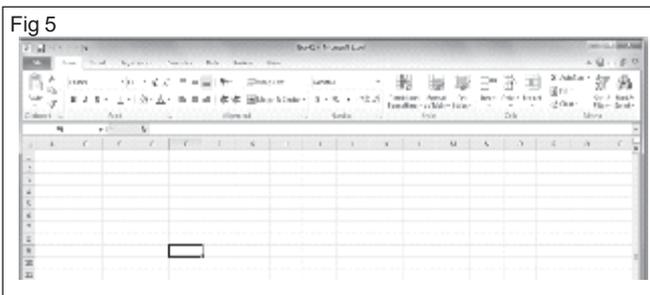
1,048,576. A cell address is the intersection of a column and a row, such as D23 (in which D is the column and 23 is the row).

2 Move the focus to an adjacent cell with one of the following techniques:

- **Down:** Press the Enter key or the down-arrow key.
- **Up:** Press the up-arrow key.
- **Right:** Press the right-arrow key.
- **Left:** Press the left-arrow key.

3 To move to a cell farther away, use one of these techniques:

- Click any cell to move the active cell location to that cell. You can use the scroll bars to see more of the worksheet. In (Fig. 5), the cell focus is in cell E9. Notice the border surrounding cell E9 and the name box that indicates the current cell.
- Choose Home Find & Select Go To in the Editing group. The Go To dialog box displays, as shown in (Fig 6). In the Reference box, enter the address of the cell you want to make active and then click OK.



Press the F5 key to display the Go To dialog box.

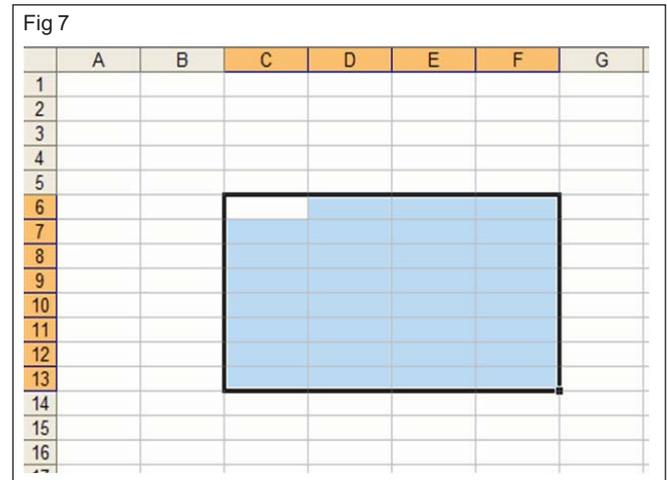
Press Ctrl+Home. Excel jumps to cell A1.

Press Ctrl+PageDown or Ctrl+PageUp. Excel moves to the next or preceding worksheet, respectively, in the workbook.

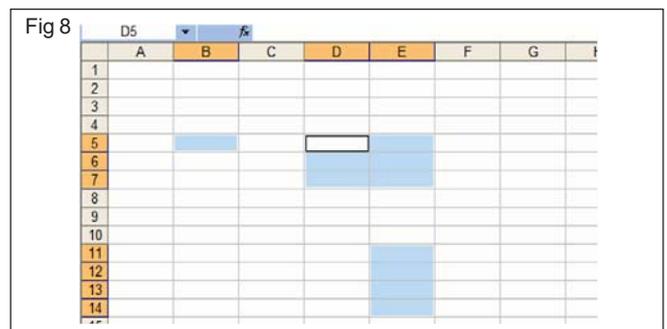
## Select Multiple Cells

- 1 Click the first cell in the group you want to select.
- 2 Depending on the cells you want to select, perform one of the following actions:
  - To select sequential cells, select a cell, hold down the Shift key, and select the last cell you want to include. All cells in the selected area are highlighted, with the exception of the first cell. (It's selected, too; it's just not highlighted.) (Fig 7) shows a sequential area selected from cells B4:F15. Notice the black border surrounding the selected area.

**Click any cell to clear the selection. Alternatively, click and drag the mouse over a group of cells to select a sequential area.**



- To select non-sequential cells, select a cell, hold down the Ctrl key, and click each additional cell you want to select. (Fig 8) shows the non-sequential cells A4, C7, and E4:E9, as well as all of row 2, selected.



- To select a single entire column, click a column heading.
- To select multiple columns, drag across multiple column headings.
- To select a single entire row, click the row number.
- To select multiple rows, drag across multiple row numbers.

**When making non-sequential cell selections, you can include entire rows and entire columns along with individual cells or groups of cells.**

- To select the entire worksheet, click the small gray box with a triangle located to the left of column A and above row 1. Alternatively, you can select all cells in a worksheet by pressing Ctrl+A.

**Edit or Delete Cell Data**

- To delete the entire contents of a cell, use one of the following methods:
  - Choose Home Clear in the Editing group; then select what you want to clear.
  - Press the Delete key.

**If you clear the wrong cell, use the Undo command**

- To edit cell contents, use one of these methods:
  - Delete the contents and retype new cell information.
  - Click the cell and edit contents in formula bar.

**Copy and Paste Data**

- Select the data you want to copy.
- Choose Home Copy in the Clipboard group. A marquee (which looks like marching ants) surrounds the cells as shown in (Fig 9).
- Click the cell to which you want to paste the copied data.
- Choose Home ⇒ Paste. The selected cells are pasted into the new location.
- Paste the cells into another location or press the Esc key to cancel the marquee.

Fig 9

	A	B	C	D	E	F
1						
2		Average Score	Test Date			
3	David	356.6	11-Jan			
4	Mary	325.15				
5	Tom	290				
6	Sam	460				
7						
8						
9						

**Alternatively, press Ctrl+C to copy the selected cells, Ctrl+X to cut the selected cells, or Ctrl+V to paste the selected cells.**

**Move Data**

- Select the data you want to move.
- Choose Home Cut in the Clipboard group. A marquee (which looks like marching ants) surrounds the cells.
- Click the first cell that you want to move the selected cells to(C9).
- Choose Home Paste in the Clipboard group. The selected cells are pasted into the new location. The cells originally in B2:B6 are now located in cells C9:C13 as shown in (Fig. 10).

Fig 10

	A	B	C	D	E	F
1						
2			Test Date			
3	David		11-Jan			
4	Mary					
5	Tom					
6	Sam					
7						
8						
9						
10						
11				Average Score		
12				356.6		
13				325.15		
14				290		
15				460		
16						
17						

**Drag and Drop Data**

- Select the data you want to move.
- Position the mouse pointer around any portion of the selection area edge, but not in the lower-right corner. The mouse pointer shows four arrowheads.
- Drag the borderline to the area you want the cells moved to. A border shows the new area. (Fig.11) shows in which cells C9:C13 are being moved to cell B2:B6.

Fig 11

	A	B	C	D	E	F
1						
2			Test Date			
3	David		11-Jan			
4	Mary					
5	Tom					
6	Sam					
7						
8						
9			Average Score			
10			356.6			
11			325.15			
12			290			
13			460.358			
14						
15						

- Release the mouse button. The data moves to the new location.

**Drag and drop works best if you're moving a small amount of cells to an area that isn't far from its original spot.**

**Add Rows and Columns**

- Select the row numbers or column letters where you want the new rows or columns. Excel highlights the entire rows or columns. Here we select the C column as shown in (Fig. 12).
- Choose Home ⇒ Insert in the Cells group.

**Excel inserts the same number of rows or columns that you selected in Step1.Data in the selected columns and columns to the right move to the right. Data in the selected rows and below move down.**

Fig 12

	A	B	C	D
1				
2		Average Score	Test Date	
3	David	356.6	11-Jan	
4	mary	325.15		
5	Tom	290		
6	Sam	460		
7				
8				
9				
10				

- Here the contents of entire C column moves to D, D to E and E to F as shown in ( Fig.13).
- Similarly select row(s) and insert row(s). Get it checked with the Instructor.

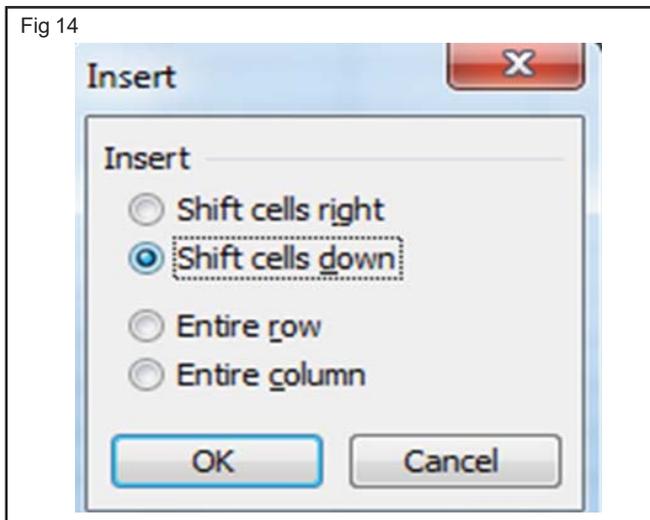
Fig 13

	A	B	C	D
1				
2			Average Score	Test Date
3	David		356.6	11-Jan
4	mary		325.15	
5	Tom		290	
6	Sam		460	
7				
8				
9				
10				
11				

### Insert Cells

- Select the cell area where you want to insert blank cells. Be sure you select the same number of cells as you want to insert. Excel highlights the selected area.
- Choose Home and in the Cells group, click the arrow on the Insert button. A menu of options appears.
- Choose Insert Cells. The Insert dialog box, as shown in (Fig 14), appears.

Fig 14



### 4 Make a selection:

- Shift Cells Right: Select this if you want data in the cells in the same row moved to the right. Excel doesn't move the data in the cells to the left of the selection.
- Shift Cells Down: Select this if you want data in the lower cells in the same column moved down. Excel doesn't move data in the cells above the selection.
- Entire Row: Select this if you want to add a new row and move down lower data.
- Entire Column: Select this if you want to add a new column and move data to the right.

### Remove Rows and Columns

- Select the row numbers or column letters you want to remove. Excel highlights the entire rows or columns. Here we select rows 5,6 and 7 as shown in (Fig 15).

Fig 15

	A	B	C
1			
2		Average Score	Test Date
3	David	356.6	11-Jan
4	mary	325.15	
5	Tom	290	
6	Sam	460	

- Choose Home Delete in the Cells group. Excel removes any data in the rows or columns and moves existing data up or left. This fills the void from the deleted rows or columns.

**Right-click the selected row numbers or column letters and choose Delete from the shortcut menu.**

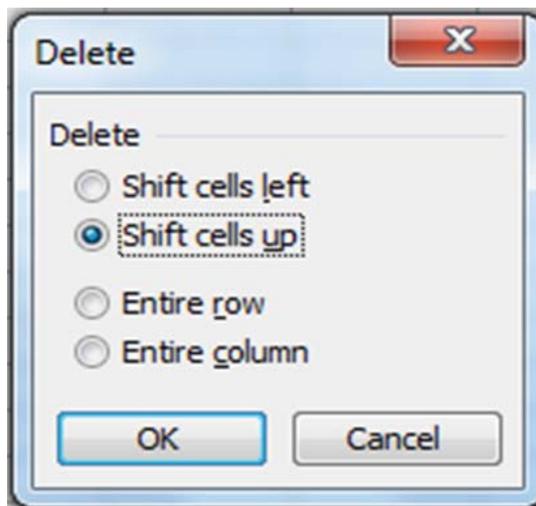
### Delete Cells

- Select the cells you want to remove.
- Choose Home and in the Cells group, click the arrow on the Delete button. A menu of options appears.

**Alternatively, right-click over the selected cells and choose Delete from the shortcut menu.**

- Choose Delete Cells. The Delete dialog box appears, as shown in (Fig 16).
- Select a deletion option:
  - Shift Cells Left: Select this if you want data in the cells in the same row moved to the left.
  - Shift Cells Up: Select this if you want data in the lower cells in the same column moved up.
  - Entire Row: Select this if you want remove a row and move lower data up.
  - Entire Column: Select this if you want to remove a column and move data to the left.

Fig 16



### Change Column Width and Row Height in Excel 2010

In Excel 2010, you can change any column widths or row heights in your worksheets to improve the readability and appearance of data. For example, if your worksheet contains many numbers, you can widen the columns to make the worksheet less cluttered. You should always widen columns that contain cells with truncated text entries or numbers that Excel shows as #####.

#### Adjusting column widths

To adjust the width of one or more columns, first select the columns whose width you want to change. (You select an entire column by clicking its column letter. If you want to adjust a single column, click any cell in that column.) then choose a method to adjust column width:

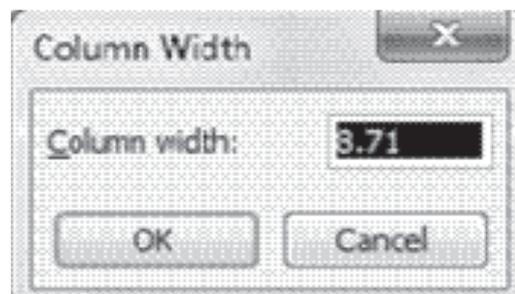
- To manually change the width of columns, position the mouse pointer on the right boundary of a column heading until it turns into a double-sided arrow. Drag left or right until the column is the width that you want as shown in (Fig 17)

Fig 17

	A	B	C	D	E	F
1						
2		Average Score	Test Date			
3	David	356.6	11-Jan			
4	mary	325.15				
5	Tom	290				
6	Sam	460				
7						
8						

- To set a column width to a specific setting, choose Format → Column Width on the Home tab. Type the exact width you want in the Column Width dialog box as shown in (Fig 18) then click OK.
- To automatically change the column width so it fits the widest entry, use AutoFit. Double-click the boundary on the right side of the column heading or choose Format → AutoFit Column Width on the Home tab.

Fig 18

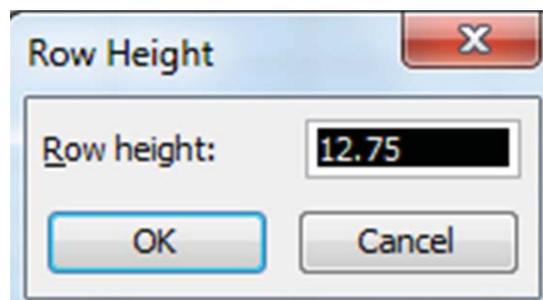


#### Changing row heights

To change the height of one or more rows, start by selecting the rows whose height you want to adjust. (To select an entire row, click on the row number on the left. If you want to adjust a single row, click any cell in that row.) Choose a method to adjust row height:

- To manually change the row height, position the mouse pointer on the bottom boundary of the row heading until it turns into a double-sided arrow. Drag until the row is the height that you want.
- To set a row height to a specific setting, choose Format?Row Height on the Home tab. Type the exact height you want in the Row Height dialog box as shown in (Fig 19) and then click OK.

Fig 19



- To automatically change the height of a row so it fits the tallest entry in the row, use AutoFit. Double-click the boundary on the bottom of the row heading or choose Format?AutoFit Row Height on the Home tab.

#### Formulas in excel

You can add a formula to a worksheet cell using a technique similar to adding data to a cell. To ensure that Excel treats the text as a formula, be sure to begin with an equal sign (=) and then type your operands and operators. When you add a formula to a cell, Excel displays the formula result in the cell, not the formula itself. For example, if you add the formula =C3+C4 to a cell, that cell displays the sum of the values in cells C3 and C4. To see the formula, click the cell and examine the Formula bar.

#### Functions

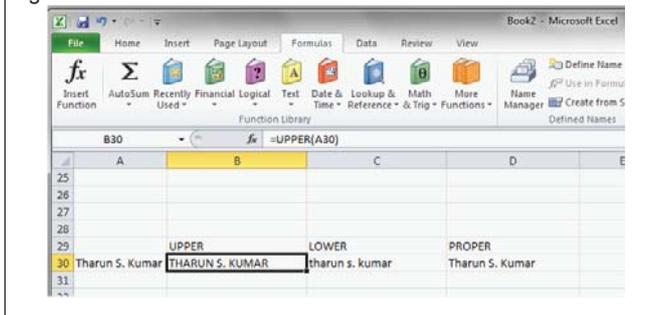
Excel includes almost 400 built-in calculations - or functions - in 12 categories. Functions contain arguments, which appear in parentheses following the function's name.

The arguments are the details you provide to Excel to indicate which numbers to calculate in the function. Some functions require several arguments to function correctly. Excel contains a Function Wizard to walk you through the entire process. Excel separates functions into categories, including Financial, Date & Time, Math & Trig, Statistical, Lookup & Reference, Database, Text, Logical, Information, Engineering, Cube, and Compatibility categories. For example, the SUM function is in the Math & Trig category, whereas AVERAGE, COUNT, MAX, and MIN are Statistical functions. Functions that calculate a payment value are considered Financial functions.

### Change the Cell Text Case

- From the cell where you want the function result, choose Formulas > Text and then choose one of the following:
  - UPPER:** Displays the referenced cell in all uppercase letters.
  - LOWER:** Displays the referenced cell in all lowercase letters.
  - PROPER:** Displays the referenced cell with the first letter of each word capitalized.
- Select the cell you want to change and then click OK. (See Fig 20 for resulting examples.)

Fig 20

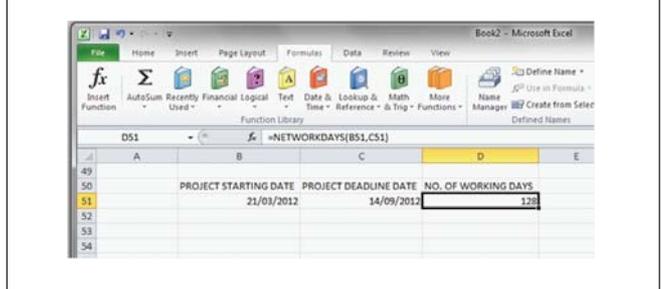


### Use Functions to Calculate Time

- From the cell where you want the function result, choose Formulas > Date & Time in the Function Library group.
- Choose NETWORKDAYS, which calculates the number of whole workdays (excluding weekends) between two dates you specify. The Function Arguments dialog box appears.
- From the Start\_date text box, select the cell containing the beginning date you want to evaluate.
- From the End\_date text box, select the cell containing the ending date you want to evaluate. The End\_date must be a date later than the Start\_date; otherwise, the function returns a negative value.
- Click OK. Excel calculates the number of working days between the two specified dates, as shown in Fig 21.

Two other useful Date & Time functions include TODAY, =TODAY(), which displays the current date or NOW, =NOW(), which displays the current date and time. Neither function contains an argument.

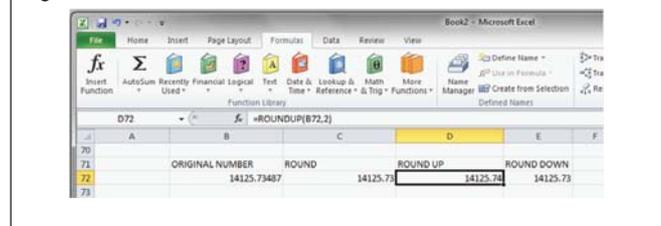
Fig 21



### Round Values with Math Functions

- From the cell where you want the function result, choose Formulas > Math & Trig in the Function Library group, and then choose one of the following:
  - ROUND:** Rounds a value to a number of digits you specify.
  - ROUNDUP:** Rounds a value up to a number of digits you specify.
  - ROUNDDOWN:** Rounds a value down to a number of digits you specify.
- From the Number text box of the Function Arguments dialog box, select or enter the cell you want to evaluate.
- In the Num\_digits text box, enter the number of decimal places you want the value rounded to. Enter zero if you want a whole number; if you want the number rounded to the left of the decimal point, enter the value as a negative number. Here 2 is entered for rounding to 2 decimal places
- Click OK. The results appear in your worksheet as shown in the Fig 22.

Fig 22



### Printing of Spread sheets

#### Print a partial or entire worksheet or workbook

- Do one of the following:
  - To print a partial worksheet, click the worksheet, and then select the range of data that you want to print.
  - To print the entire worksheet, click the worksheet to activate it.
  - To print a workbook, click any of its worksheets.
- Click File, and then click Print.
 

Keyboard shortcut You can also press CTRL+P.
- Under Settings, select an option to print the selection, the active sheet or sheets, or the entire workbook.

**Note : If a worksheet has defined print areas, Excel will print only those print areas. If you don't want to print only a defined print area, select the ignore print area check box.**

### Print several worksheets at once

- 1 Select the worksheets that you want to print.
- 2 Click File, and then click Print.

### Preview worksheet pages before printing

- 1 Click the worksheet or select the worksheets that you want to preview.
- 2 Click File, and then click Print.

Keyboard shortcut You can also press CTRL+F2.

**Note: Unless you are configured to print on a color printer, the preview window will display in black and white, regardless of whether your worksheet(s) includes color.**

- 3 To preview the next and previous pages, at the bottom of the Print Preview window, click Next Page and Previous Page.

**Note: Next Page and Previous Page are available only when you select more than one worksheet, or when a worksheet contains more than one page of data. To view multiple worksheets, under Settings, click Entire workbook.**

- 4 To exit print preview and return to your workbook, click any other tab above the preview window.
- 5 To view page margins, at the bottom of the Print Preview window, click the Show Margins button.

To change margins, you can drag the margins to the height and width that you want. You can also change the column widths by dragging the handles at the top or bottom of the print preview page.

**Note: To make page setup changes, including changing page orientation and page size, select the appropriate options under Settings.**

### Defining and clearing a print area

If you print a specific selection on a worksheet frequently, you can define a print area that includes just that selection. A print area is one or more ranges of cells that you designate to print when you don't want to print the entire worksheet. When you print a worksheet after defining a print area, only the print area is printed. You can add cells to expand the print area as needed, and you can clear the print area to print the entire worksheet.

A worksheet can have multiple print areas. Each print area will print as a separate page.

### Set one or more print areas

- 1 On the worksheet, select the cells that you want to define as the print area. You can create multiple print areas by holding down CTRL and clicking the areas that you want to print.

- 2 On the Page Layout tab, in the Page Setup group, click Print Area, and then click Set Print Area.

**Note: The print area that you set is saved when you save the workbook.**

Add cells to an existing print area

- 1 On the worksheet, select the cells that you want to add to the existing print area.

**Note: If the cells that you want to add are not adjacent to the existing print area, an additional print area is created. Each print area in a worksheet is printed as a separate page. Only adjacent cells can be added to an existing print area.**

- 2 On the Page Layout tab, in the Page Setup group, click Print Area, and then click Add to Print Area.

### Clear a print area

**Note: If your worksheet contains multiple print areas, clearing a print area removes all the print areas on your worksheet.**

- 1 Click anywhere on the worksheet for which you want to clear the print area.
- 2 On the Page Layout tab, in the Page Setup group, click Clear Print Area.

### Save an Excel 2010 Workbook

As you work in Microsoft Excel 2010, remember to save your work often or you risk losing your data if the computer crashes or the power goes out. When you save an Excel workbook for the first time, you see the Save As dialog box.

### Saving an Excel 2010 workbook on Windows 7 or Vista

Follow these steps to save your workbook when running Excel 2010 on Windows 7 or Vista:

- 1 Click the File tab and choose Save.  
The Save As dialog box appears.
- 2 Click the Browse Folders button (with the triangle pointing downward) to expand the Save As dialog box if necessary.

When you expand the Save As dialog box, the dialog box displays the Navigation pane, where you can select a folder.

- 3 In the Navigation pane, select the folder in which you want to save the file.
- 4 Type a descriptive name for the file in the File Name box.
- 5 Click the Save button to save the file in the selected folder.

### Saving as a Web Page

Excel 2010 allows you to publish your workbook data on the web and even move to other files by using hyperlinks. You can also save an excel worksheets as Web page file for publishing on the World Wide Web. To do so, you can select the Save as Web page option.

## Working with Excel Worksheet

**Objectives:** At the end of this exercise you shall be able to

- create new excel worksheet and enter data (text, number and date) into the cells
- create a table & save the worksheet
- open and edit an existing worksheet
- copy, paste, move and drag/drop the data
- add and remove columns/rows
- adjust column width and row height
- create simple formula
- work with function.

### Requirements

#### Hardware & Software

- Intel core i3 or higher with Windows 7 operating system
- MS Office 2010

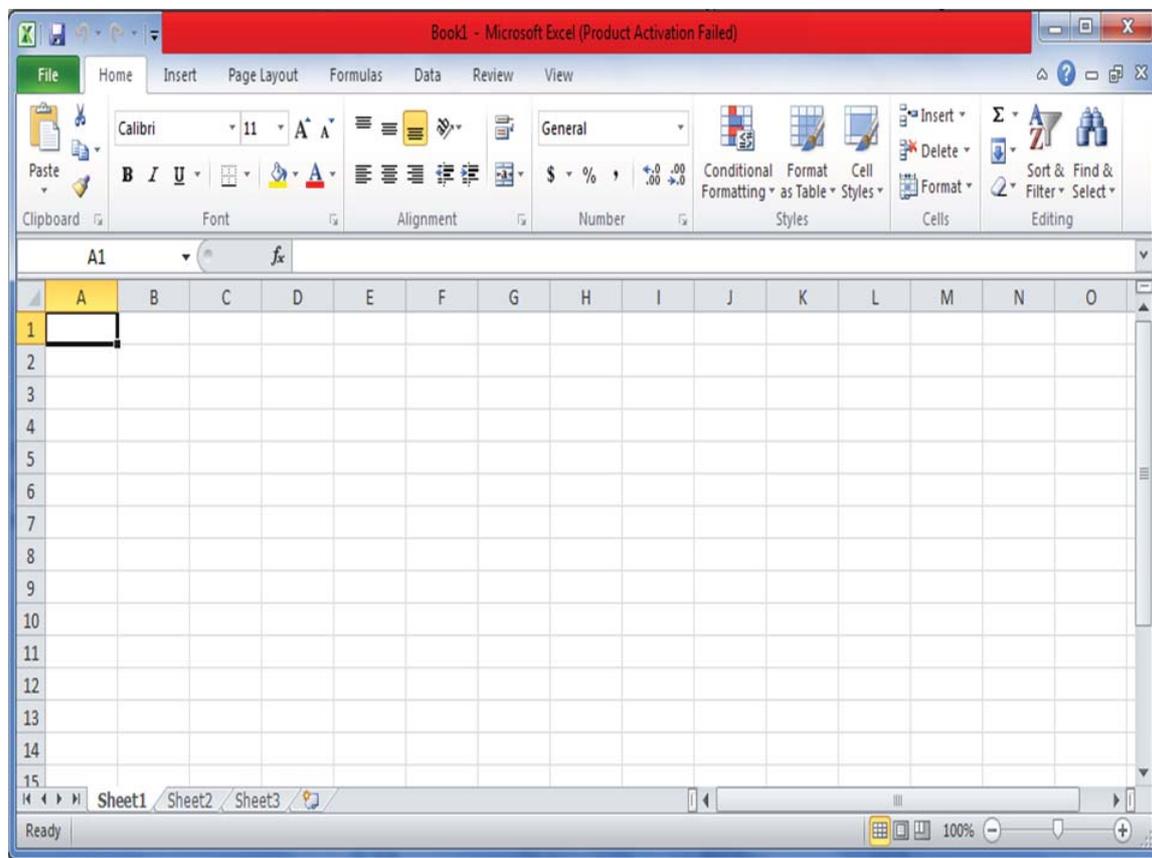
### TASK 1: Create new Excel Worksheet

#### 1. Click



**Note:** Microsoft Excel 2010 splash screen appears for a moment and a new blank Excel worksheet appears as shown in (Fig.1)

Fig 1



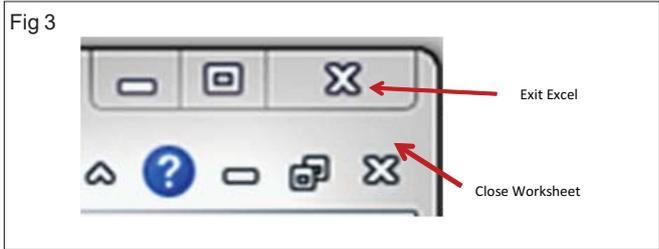
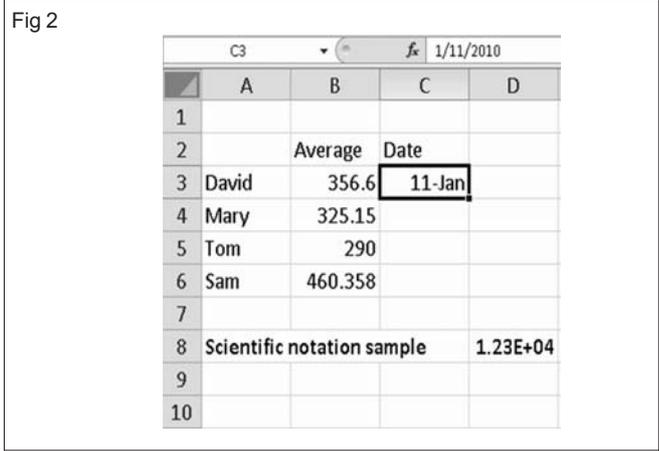
- 2 Click cell A3. Type the label 'David'
- 3 Click cell A4. Type the label 'Mary'
- 4 Click cell A5. Type the label 'Tom'
- 5 Click cell A6. Type the label 'Sam'
- 6 Click cell B2. Type the label 'Average'
- 7 Click cell C2. Type the label 'Date'
- 8 Click cell A8. Type the label 'Scientific notation sample'

**Note: The Labels are left justified**

- 9 Enter 356.60 in cell B3, it displays 356.6.
- 10 Enter 325.15 in cell B4
- 11 Enter 290 in cell B5
- 12 Enter 460.358 in cell B6.
- 12 Enter 1/1//2010 in cell C3. It displays '11-Jan' as shown in the (Fig.2)
- 13 Close the worksheet without saving by clicking the lower close button on the right top corner of the worksheet as shown in (Fig.3) and don't exit excel.

**Note: Lower close button closes the worksheet and upper close button is used to exit excel. An information dialog box appears as shown in the (Fig 4)**

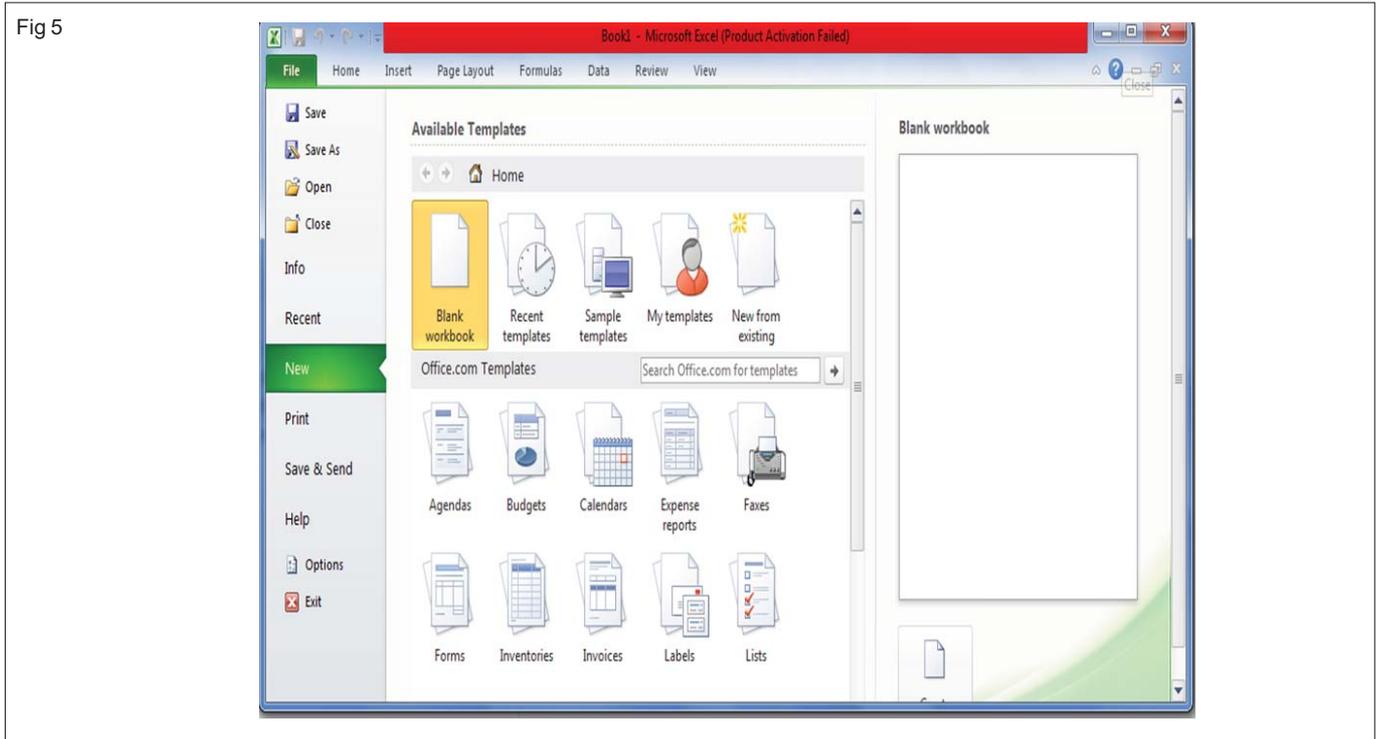
- 14 Select Don't Save button.
- 15 Get it checked with the Instructor.



**TASK 2: Create a table and save the worksheet**

- 1 Create an new worksheet as follows :

File → New → Blank Document → Create as shown in Fig 5.



## 2 Type the labels and numbers as shown in the Fig 6

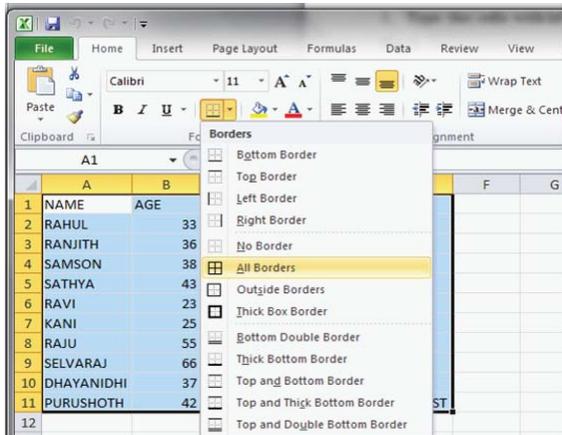
Fig 6

	A	B	C	D	E
1	NAME	AGE	SEX	SALARY	DESIGNATION
2	RAHUL	33	MALE	34000	HEAD CLERK
3	RANJITH	36	MALE	44000	SUPERVISOR
4	SAMSON	38	MALE	50000	MANAGER
5	SATHYA	43	MALE	45000	ACCOUNTANT
6	RAVI	23	MALE	21000	CLERK
7	KANI	25	FEMALE	24000	TYPIST
8	RAJU	55	MALE	15000	PEON
9	SELVARAJ	66	MALE	8000	WATCHMAN
10	DHAYANIDHI	37	MALE	60000	PROGRAMMER
11	PURUSHOTH	42	MALE	72000	SYSTEM ANALYST
12					

3 Select the cells A1 to E11.

4 Select "All Borders" from the Border Tool in Home tab as shown in (Fig 7)

Fig 7



Now the selected cells are bordered as shown in the Fig 8. Work with other border options and get it checked with the Instructor.

5 Select the cells A1 to E11

6 Select No Border from the Border Tool in Home tab.

**Note:** Now the borders are removed from the cells.

## TASK 3 : Open &amp; edit an existing worksheet

1 Click File menu and select Book1 worksheet from the Recent Workbooks by opening excel.(Fig 10)

If the file is not displayed in the Recent Workbooks, Click Open and select the file.

1 Click cell A6.

2 Go to formula bar click after RAVI, press space bar and type RAJ as shown in Fig 11

Fig 8

	A	B	C	D	E	F
1	NAME	AGE	SEX	SALARY	DESIGNATION	
2	RAHUL	33	MALE	34000	HEAD CLERK	
3	RANJITH	36	MALE	44000	SUPERVISOR	
4	SAMSON	38	MALE	50000	MANAGER	
5	SATHYA	43	MALE	45000	ACCOUNTANT	
6	RAVI	23	MALE	21000	CLERK	
7	KANI	25	FEMALE	24000	TYPIST	
8	RAJU	55	MALE	15000	PEON	
9	SELVARAJ	66	MALE	8000	WATCHMAN	
10	DHAYANIDHI	37	MALE	60000	PROGRAMMER	
11	PURUSHOTH	42	MALE	72000	SYSTEM ANALYST	
12						

7 Click on the File in menu bar. The file menu opens up as shown in the (Fig 9)

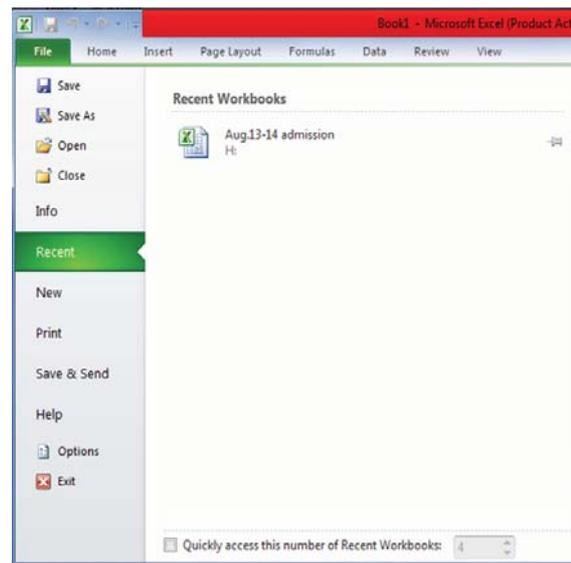
8 Select Save menu item. Type the file name 'Book1'. Click Save button.

9 Select Close command from File menu.

10 Select Exit from the File menu to exit excel.

11 Check it checked with the Instructor.

Fig 9



3 Click cell A7.

4 Press Delete key.

5 Type 'KAVITHA' in cell A7 and press Enter key.

If clear the wrong cell, use the Undo command (or) Ctrl + Z in keyboard

Fig 10

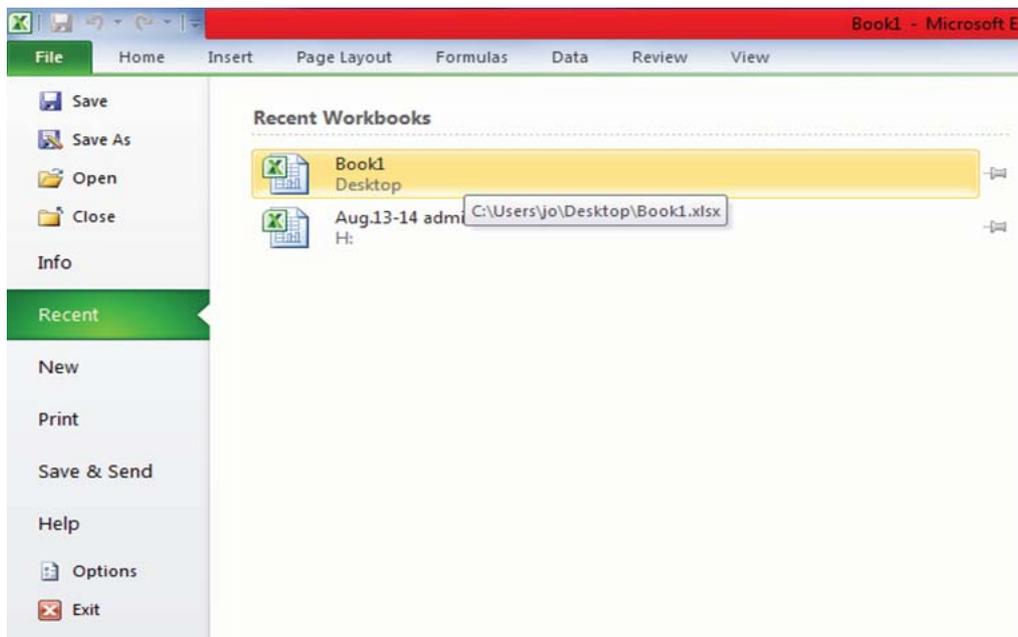


Fig 11

	A	B	C	D	E	F
1	NAME	AGE	SEX	SALARY	DESIGNATION	
2	RAHUL	33	MALE	34000	HEAD CLERK	
3	RANJITH	36	MALE	44000	SUPERVISOR	
4	SAMSON	38	MALE	50000	MANAGER	
5	SATHYA	43	MALE	45000	ACCOUNTANT	
6	RAVI RAJ	23	MALE	21000	CLERK	
7	KAVITHA	25	FEMALE	24000	TYPIST	
8	RAJU	55	MALE	15000	PEON	
9	SELVARAJ	66	MALE	8000	WATCHMAN	
10	DHAYANIDHI	37	MALE	60000	PROGRAMMER	
11	PURUSHOTH	42	MALE	72000	SYSTEM ANALYST	
12						
13						

**TASK 4 : Copy, move and drag/drop data for copy/paste data**

- 1 Select the cells A1 to E3 to copy as shown in (Fig 12).
- 2 Choose Home → Copy in the clipboard group.
- 3 Click the cell A15.
- 4 Choose Home → Paste (or) Ctrl + V in keyboard.

**Note :** The selected cells are pasted into the new location as shown in (Fig 13).

- 5 Paste the cells into another location by repeating step 3 and 4 or press the Esc key to cancel the marquee.

**Alternatively, press Ctrl+C to copy the selected cells, Ctrl +X to cut the selected cells, or Ctrl+V to paste the selected cells.**

- 6 Select the cells A1 to E3 to copy
- 7 Choose Home → Cut in the Clipboard group.

**Note:** A marquee (which looks like marching ants) surrounds the cells.

- 8 Click the cell A20 to move the selected cells.

Fig 12

	A	B	C	D	E	F
1	NAME	AGE	SEX	SALARY	DESIGNATION	
2	RAHUL	33	MALE	34000	HEAD CLERK	
3	RANJITH	36	MALE	44000	SUPERVISOR	
4	SAMSON	38	MALE	50000	MANAGER	
5	SATHYA	43	MALE	45000	ACCOUNTANT	
6	RAVI RAJ	23	MALE	21000	CLERK	
7	KAVITHA	25	FEMALE	24000	TYPIST	
8	RAJU	55	MALE	15000	PEON	
9	SELVARAJ	66	MALE	8000	WATCHMAN	
10	DHAYANIDHI	37	MALE	60000	PROGRAMMER	
11	PURUSHOTH	42	MALE	72000	SYSTEM ANALYST	
12						

**Note:** The selected cells are pasted into the new location. The cells originally in A1:E3 are now located in cells A20:E22 as shown in (Fig 15)

10 Select the cells A20 to E22 to move.

**Note:** Position the mouse pointer around any portion of the selection area edge, but not in the lower-right corner. The mouse pointer shows four arrow heads.

11 Drag the borderline to the area you want the cells moved to. A border shows the new area. Fig. 6 shows in which cells A20:A22 are being moved to cell A1:A3.

12 Release the mouse button. The data moves to the new location.

**Drag and drop works best if you are removing a small amount of cells to an area that isn't far from its original spot.**

13 Select the cells A15 to E17 to delete.

14 Choose Home → Delete → Delete Sheet Rows from the Cells group

15 Get it checked with the Instructor

Fig 13

	A	B	C	D	E	F
1	NAME	AGE	SEX	SALARY	DESIGNATION	
2	RAHUL	33	MALE	34000	HEAD CLERK	
3	RANJITH	36	MALE	44000	SUPERVISOR	
4	SAMSON	38	MALE	50000	MANAGER	
5	SATHYA	43	MALE	45000	ACCOUNTANT	
6	RAVI RAJ	23	MALE	21000	CLERK	
7	KAVITHA	25	FEMALE	24000	TYPIST	
8	RAJU	55	MALE	15000	PEON	
9	SELVARAJ	66	MALE	8000	WATCHMAN	
10	DHAYANIDHI	37	MALE	60000	PROGRAMMER	
11	PURUSHOTH	42	MALE	72000	SYSTEM ANALYST	
12						
13						
14						
15	NAME	AGE	SEX	SALARY	DESIGNATION	
16	RAHUL	33	MALE	34000	HEAD CLERK	
17	RANJITH	36	MALE	44000	SUPERVISOR	
18						

Fig 15

	A	B	C	D	E	F
1	NAME	AGE	SEX	SALARY	DESIGNATION	
2	RAHUL	33	MALE	34000	HEAD CLERK	
3	RANJITH	36	MALE	44000	SUPERVISOR	
4	SAMSON	38	MALE	50000	MANAGER	
5	SATHYA	43	MALE	45000	ACCOUNTANT	
6	RAVI RAJ	23	MALE	21000	CLERK	
7	KAVITHA	25	FEMALE	24000	TYPIST	
8	RAJU	55	MALE	15000	PEON	
9	SELVARAJ	66	MALE	8000	WATCHMAN	
10	DHAYANIDHI	37	MALE	60000	PROGRAMMER	
11	PURUSHOTH	42	MALE	72000	SYSTEM ANALYST	
12						
13						
14						
15	NAME	AGE	SEX	SALARY	DESIGNATION	
16	RAHUL	33	MALE	34000	HEAD CLERK	
17	RANJITH	36	MALE	44000	SUPERVISOR	
18						

9 Choose Home → Paste in the Clipboard group.

Fig 14

	A	B	C	D	E
1					
2					
3					
4	SAMSON	38	MALE	50000	MANAGER
5	SATHYA	43	MALE	45000	ACCOUNTANT
6	RAVI RAJ	23	MALE	21000	CLERK
7	KAVITHA	25	FEMALE	24000	TYPIST
8	RAJU	55	MALE	15000	PEON
9	SELVARAJ	66	MALE	8000	WATCHMAN
10	DHAYANIDHI	37	MALE	60000	PROGRAMMER
11	PURUSHOTH	42	MALE	72000	SYSTEM ANALYST
12					
13					
14					
15	NAME	AGE	SEX	SALARY	DESIGNATION
16	RAHUL	33	MALE	34000	HEAD CLERK
17	RANJITH	36	MALE	44000	SUPERVISOR
18					
19					
20	NAME	AGE	SEX	SALARY	DESIGNATION
21	RAHUL	33	MALE	34000	HEAD CLERK
22	RANJITH	36	MALE	44000	SUPERVISOR
23					

**TASK 5: Add and remove columns/rows**

1 Click on the column C letter for adding new column.

**Excel highlights the entire column C as shown in Fig 16.**

2 Choose Home → Insert in the Cells group. Fig 16

**If you want to insert two columns between B and C, click on the column letter C and D Excel inserts two columns between B and C. Data in the selected columns and columns to the right move to the right (Fig 16).**

3 Here the contents of entire C column moves to D, D to E and E to F as shown in Fig 17.

4 Choose Home → Delete in the Cells group

**Excel removes any data in the C column and moves existing data left. This fills the void from the deleted columns. Get it checked with the Instructor.**

5 Get it checked with the Instructor.

Fig 16

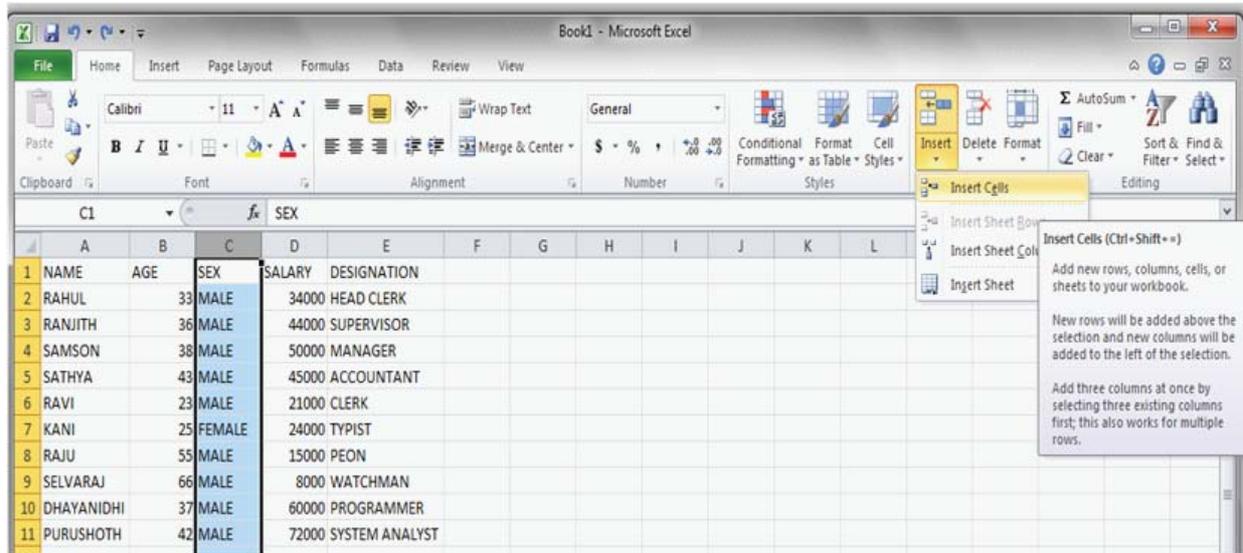
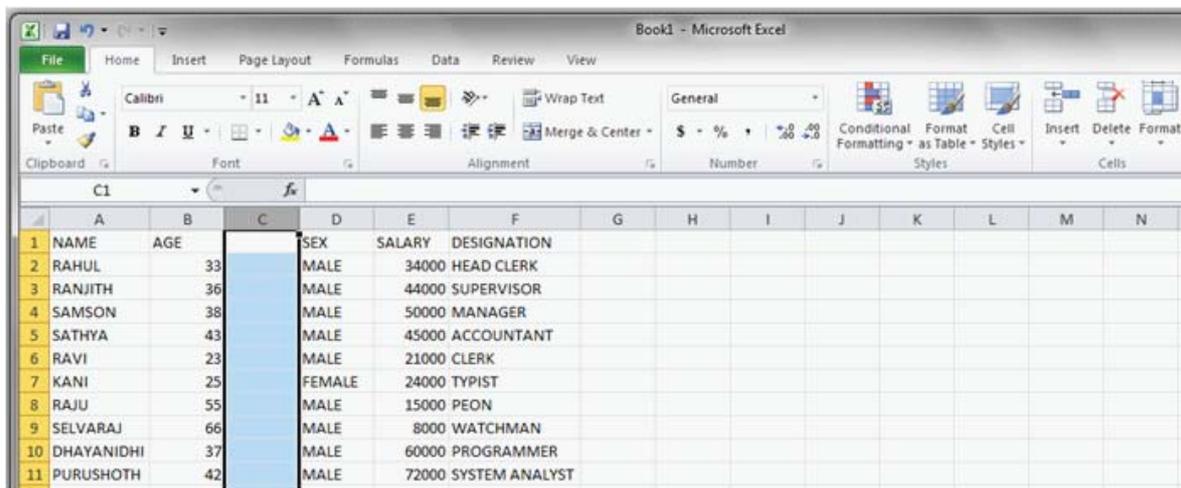


Fig 17



6 Click on the Row number 5 and drag to 6 and 7 to select the three rows. Excel highlights the entire row 5, 6 and 7 as shown in Fig 18

7 Choose Home → Insert → Insert Sheet rows in the Cells group. Fig 18

To insert only one row between 4 and 5, click on the Row number 5 in step 1. Excel inserts single row between 4 and 5. Data in the selected row and below moves down.

Here the contents of entire rows 5, 6 and 7 and rows below moves down by 3 rows as shown in (Fig 19).

8 Choose Home → Delete in the Cells group to delete the selected blank rows

Excel removes any data in the selected rows and moves existing data up. This fills the void from the deleted rows

Fig 18

	A	B	C	D	E	F
1	NAME	AGE	SEX	SALARY	DESIGNATION	
2	RAHUL	33	MALE	34000	HEAD CLERK	
3	RANJITH	36	MALE	44000	SUPERVISOR	
4	SAMSON	38	MALE	50000	MANAGER	
5	SATHYA	43	MALE	45000	ACCOUNTANT	
6	RAVI RAJ	23	MALE	21000	CLERK	
7	KAVITHA	25	FEMALE	24000	TYPIST	
8	RAJU	55	MALE	15000	PEON	
9	SELVARAJ	66	MALE	8000	WATCHMAN	
10	DHAYANIDHI	37	MALE	60000	PROGRAMMER	
11	PURUSHOTH	42	MALE	72000	SYSTEM ANALYST	
12						
13						

Fig 19

	A	B	C	D	E	F	G
1	NAME	AGE	SEX	SALARY	DESIGNATION		
2	RAHUL	33	MALE	34000	HEAD CLERK		
3	RANJITH	36	MALE	44000	SUPERVISOR		
4	SAMSON	38	MALE	50000	MANAGER		
5							
6							
7							
8	THYA	43	MALE	45000	ACCOUNTANT		
9	RAVI RAJ	23	MALE	21000	CLERK		
10	KAVITHA	25	FEMALE	24000	TYPIST		
11	RAJU	55	MALE	15000	PEON		
12	SELVARAJ	66	MALE	8000	WATCHMAN		
13	DHAYANIDHI	37	MALE	60000	PROGRAMMER		
14	PURUSHOTH	42	MALE	72000	SYSTEM ANALYST		
15							

### TASK 6: Adjusting column width and row height

- 1 Position the mouse pointer on the right boundary of the cell E in column heading until it turns into a double-sided arrow
- 2 Drag left or right until the column is the width that you want and release mouse as shown in (Fig 20)
- 3 Choose Format → Column Width on the Home tab to set a column width to a specific setting.
- 4 Type the exact width in the Column Width dialog box as shown in (Fig 21) and then click OK.

**To automatically change the column width so it fits the widest entry, use AutoFit. Double-click the boundary on the right side of the column heading or choose Format → AutoFit Column Width on the Home tab.**

Fig 20



- 5 Click on the row number 1 to select the entire row.
- 6 Position the mouse pointer on the bottom boundary of the row heading until it turns into a double-sided arrow.
- 7 Drag until the row is the height that you want and release the mouse as shown in the (Fig 22)

Fig 21

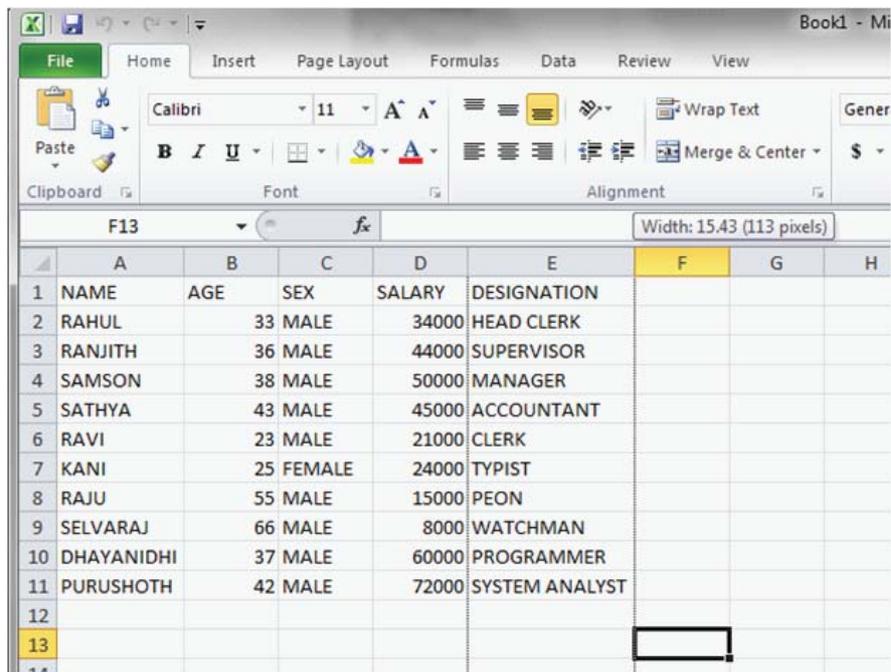


Fig 22

	A	B	C	D	E	F
1	NAME	AGE	SEX	SALARY	DESIGNATION	
2	RAHUL	33	MALE	34000	HEAD CLERK	
3	RANJITH	36	MALE	44000	SUPERVISOR	
4	SAMSON	38	MALE	50000	MANAGER	
5	SATHYA	43	MALE	45000	ACCOUNTANT	
6	RAVI RAJ	23	MALE	21000	CLERK	
7	KAVITHA	25	FEMALE	24000	TYPIST	
8	RAJU	55	MALE	15000	PEON	
9	SELVARAJ	66	MALE	8000	WATCHMAN	
10	DHAYANIDHI	37	MALE	60000	PROGRAMMER	
11	PURUSHOTH	42	MALE	72000	SYSTEM ANALYST	
12						

- Choose Format → Row Height on the Home tab to set a row height to a specific setting.
- Type the exact height in the Row Height dialog box as shown in (Fig 23) and then click OK.

To automatically change the height of a row so it fits the tallest entry in the row, use AutoFit. Double-click the boundary on the bottom of the row heading or choose Format → AutoFit Row Height on the Home tab.

Fig 23



## TASK 7: Create Simple Formula

- 1 Enter cells A1 to A5, B1 to B5, C1 to C5 and D1 as shown in Fig 24
- 2 Click the cell D2 enter "=" symbol and click cell B2 and type + and click C2

**Note : The cells in formula are bounded in color for checking purpose as shown in (Fig 24)**

Fig 24

	A	B	C	D
1	Name	Maths	Science	Total
2	Ram	98	96	=B2+C2
3	Kumar	100	72	
4	Vasanthi	65	77	
5	Thulasi	78	85	
6				
7				
8				

- 3 Press "Enter Key"

**Note : Now the cell D2 contains the result of the formula. To see the formula see formula bar as shown in (Fig 25)**

**Move the mouse over the lower right corner of cell D2 till it displays a + (fill handle).**

Fig 25

	A	B	C	D	E
1	Name	Maths	Science	Total	
2	Ram	98	96	194	
3	Kumar	100	72		
4	Vasanthi	65	77		
5	Thulasi	78	85		
6					
7					

- 4 Click and drag for the cells D3 to D5.

**The formula automatically copied to other cells and result is displayed.**

- 5 Choose Formulas → Show Formulas in the "Formula Auditing group".

**Formulas option gets highlighted. Excel displays the actual formulas in the cells rather than the results as shown in the (Fig 26)**

- 6 Click Show formulas option again to deselect it.

**Now the result is displayed in the D Column.**

Fig 26

	A	B	C	D	E	F	G
1	Name	Maths	Science	Total			
2	Ram	98	96	=B2+C2			
3	Kumar	100	72	=B3+C3			
4	Vasanthi	65	77	=B4+C4			
5	Thulasi	78	85	=B5+C5			
6							

### TASK 8: Work with function (Inbuilt)

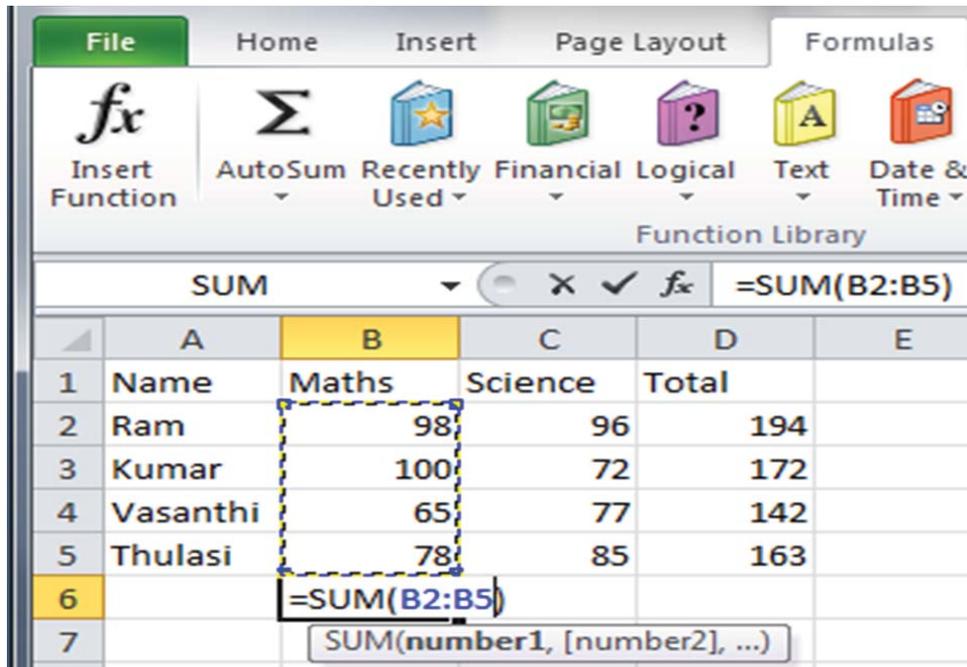
- 1 Click the cell B6.
- 2 Choose Formulas → AutoSum in the Function Library group.

Excel places a marquee (which looks like marching ants) around the cells directly above the current cell as shown in Fig 27.

The formula bar displays the formula beginning with the equal sign and the word SUM. The selected cells appear in parentheses, the first and last cells separated by a colon as shown in the (Fig 27)

- 3 Press "Enter Key" to display the sum total of the selected cell.

Fig 27



- 4 Drag the fill handle from B6 up to D6 to display the sum total of the column C and D
- 5 Select Cells B6 to D6 and press Delete.
- 6 Click the cell B6 and then click the down arrow on the AutoSum button.

Excel displays a list of calculation options as shown in Fig 28 including :

- **Average:** Calculated by adding a group of numbers and then dividing by the count of those numbers.
- **Count Numbers:** Counts the number of cells in a specified range that contain numbers.
- **Max:** Determines the highest value in a specified range.
- **Min:** Determines the lowest value in a specified range.

- 5 Choose "Average" from the menu displayed.

A marquee appears around the group of cells. Highlight a different group of cells, if necessary.

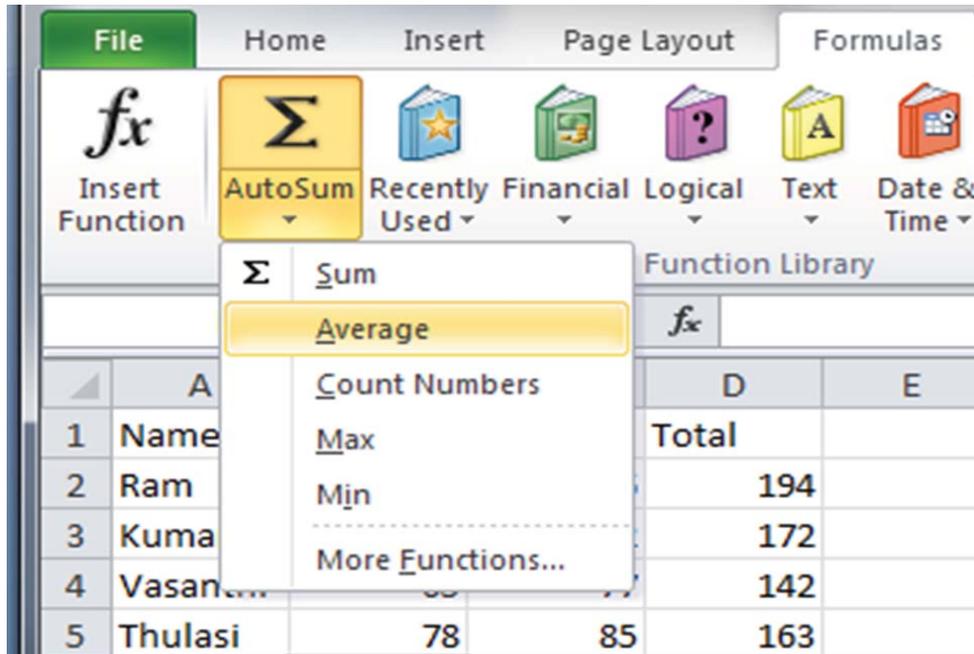
- 7 Press "Enter Key".

The selected cell displays the average value of the cell group.

- 8 Drag the Fill handle of B6 to C6.

Now the cells B6 and C6 displays average . Similarly work with other functions and get it checked with the instructor.

Fig 28



### TASK 9: Work with Functions (If Statement)

- 1 Select the cell E2 to display the function result
- 2 Type the equal sign and then the word IF.

**Excel considers an IF statement a logical function that contains three arguments. The first argument determines whether a specified condition is met. If the condition is met (or TRUE), the function returns the value specified in the second argument; but if the condition is not met (or FALSE), it returns the values specified in the third argument.**

- 3 Type an open parenthesis "("
- 4 Begin the first argument by typing B2
- 5 Type an operator, Greater Than (>), and then type the value 170.

- 6 Type a comma (",") to begin the second argument.
- 7 Type "YES" as the second argument which will be displayed if the first argument is TRUE
- 8 Type a comma (",") to begin the third and final argument.
- 9 Type "NO" as the third argument which will be displayed if the first argument is FALSE as shown in (Fig 29)
- 10 Press **"Enter Key"** . "YES" will be displayed in cell E2
- 11 Copy the formula to cells D3 to D5 using fill handle

**Excel displays the results of the analysis in the selected cell. After copying the formula to other cells you see the YES result in cell E1 & E2 because the total was greater than 170. However cell E3 & E4 has the result NO as shown in the (Fig 30)**

- 10 Save the file by name book2.

Fig 29

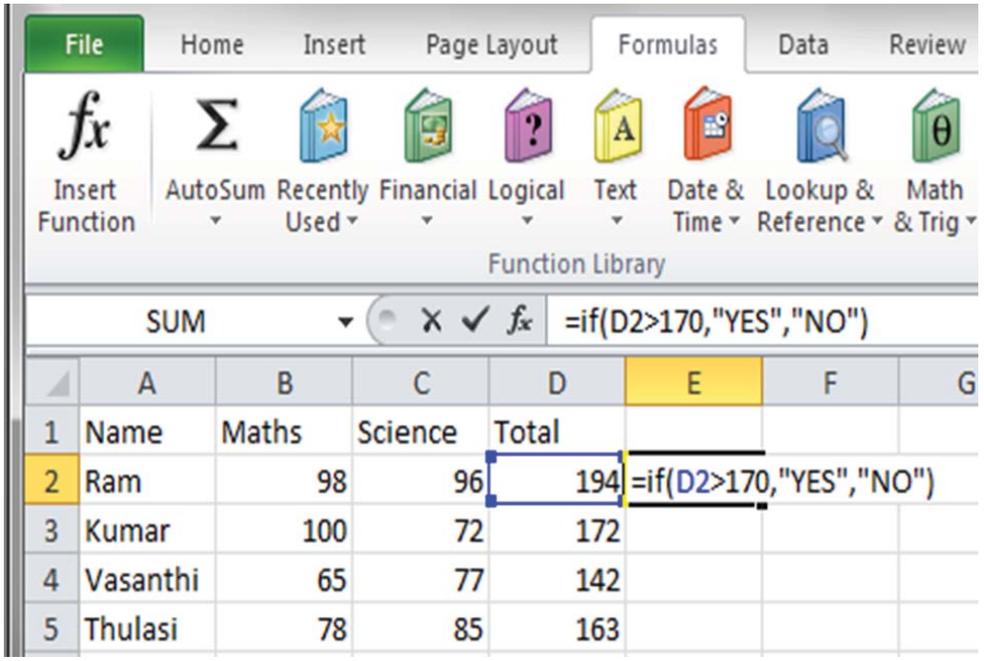
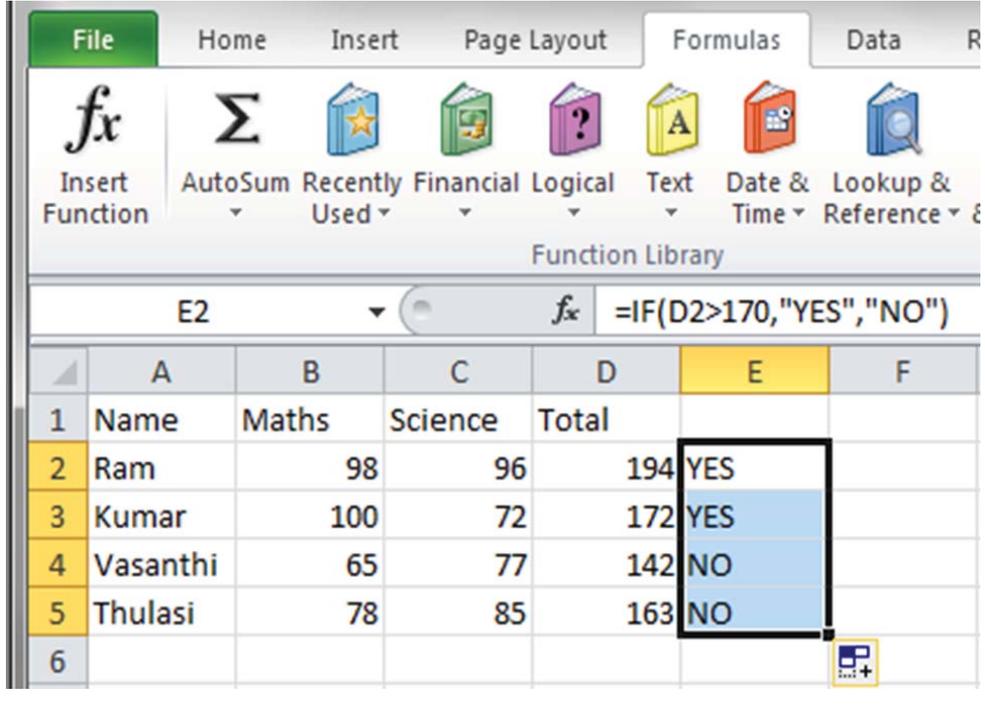


Fig 30



## Basics of Computer Network (Using real life example) LAN, WAN, MAN

**Objectives:** At the end of this lesson you shall be able to

- define computer network
- explain real life examples of computer network
- understand LAN, WAN, MAN
- name the types of network and their characteristics
- explain internet and its application.

### Define Computer network

A computer network is an interconnection of various computer systems located at different places. In computer network two or more computers are linked together with a medium and data communication devices for the purpose of communicating data and sharing resources. The computer that provides resources to other computers on a network is known as server. In the network the individual computers, which access shared network resources, are known as workstations or nodes.

### Real life examples of computer network

There is a long list of application areas, which can be benefited by establishing Computer Networks. Few of the potential applications of Computer Networks are:

- 1 Information retrieval systems which search for books, technical reports, papers and articles on particular topics
- 2 News access machines, which can search past news, stories or abstracts with given search criteria.
- 3 Airline reservation, hotel booking, railway-reservation, car-rental, etc.
- 4 A writer's aid: a dictionary, thesaurus, phrase generator, indexed dictionary of quotations, and encyclopaedias.
- 5 Stock market information systems which allow searches for stocks that meet certain criteria, performance comparisons, moving averages, and various forecasting techniques.
- 6 Electronic Financial Transactions (EFT) between banks and via cheque clearing house.
- 7 Corporate information systems such as marketing information system, customer information system, product information system, personnel information system, etc.
- 8 Corporate systems of different systems such as Order-Entry System, Centralized Purchasing, Distributed Inventory Control, etc.
- 9 On-line systems for Investment Advice and Management, Tax Minimization, etc.
- 10 Sports results.
- 11 Theatre, movies, and community events information.
- 12 Shopping information, prices, and advertisements.
- 13 Radio and TV programmes.
- 14 Medical assistance service.

15 Insurance information.

16 Computer Assisted Instruction (CAI).

17 Message sending service.

18 Directories.

19 Employment directories and Job opportunities.

20 Tax information and Tax assistance.

21 Catalogue of Open University and Virtual University courses.

Computer Networks may be classified on the basis of geographical area in two broad categories.

- 1 Local Area Network (LAN)
- 2 Wide Area Network (WAN)
- 3 Metropolitan Area Network (MAN)

A classification of computer networks can be done to distance as in the table.

Interprocessor Distance	Network Type
0 to 1 Km	Local Area Network (LAN)
1 Km to 10 Km	Metropolitan Area Network (MAN)
10 Km to 1000 Km	Wide Area Network (WAN)
Above 1000 Km	Internet

### Local Area Network (LAN)

Networks used to interconnect computers in a single room, rooms within a building or buildings on one site are called Local Area Network (LAN).

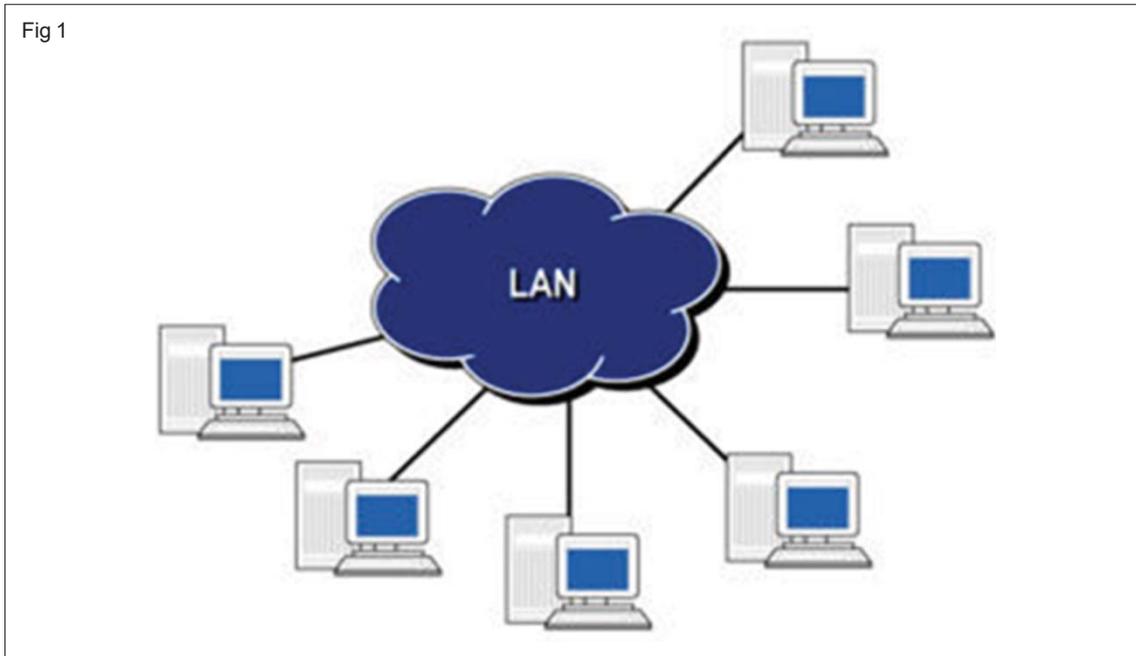
LAN (Fig 1) links computers, i.e., software and hardware, in the same area for the purpose of sharing information. Usually LAN links computers within a limited geographical area because they must be connected by a cable, which is quite expensive. Because of information exchange most of the business and government organisations are using LAN.

### Use of LAN

Followings are the major areas where LAN is normally used

- File transfers and Access
- Word and text processing
- Electronic message handling

Fig 1



- Remote database access
- Personal computing
- Digital voice transmission and storage

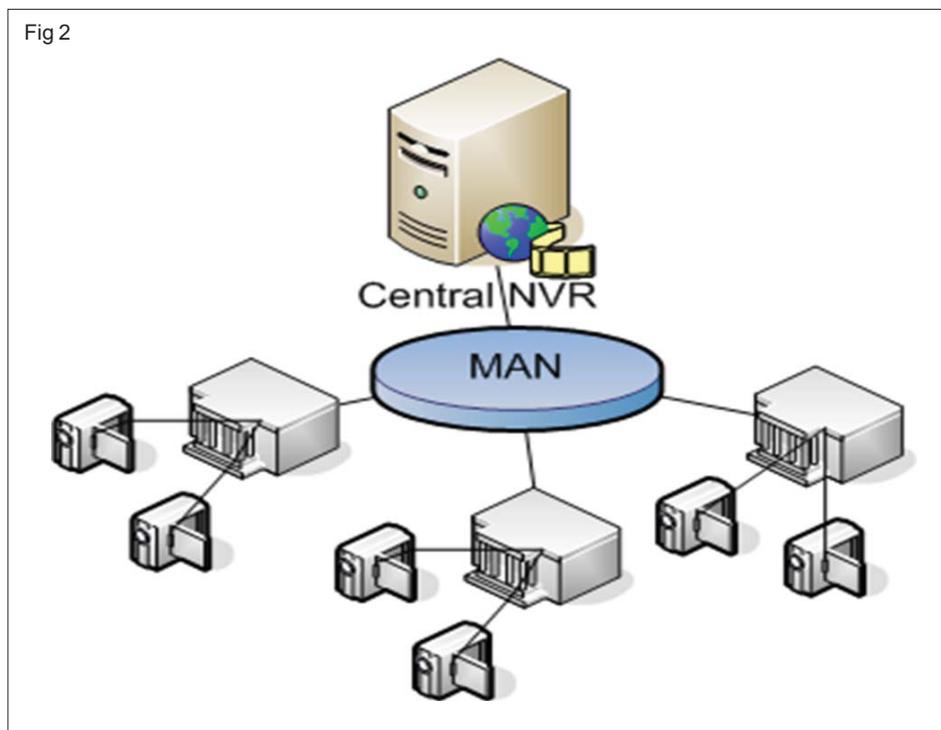
### Metropolitan Area Network (MAN)

A Data network designed for a town or city. (Fig 2)

- The network size falls intermediate between LANs and WANs. A MAN typically covers an area of between 5 and 50 km range. Many MANs cover an area the size of a city, although in some cases MANs may be as small as a group of buildings.

- A MAN (like a WAN) is not generally owned by a single organisation. The MAN, its communications links and equipment are generally owned by either a consortium of users or by a network service provider who sells the service to the users.
- A MAN often acts as a high speed network to allow sharing of regional resources. It is also frequently used to provide a shared connection to other networks using a link to a WAN.

Fig 2



## Wide Area Network (WAN)

The term Wide Area Network (Fig 3) is used to describe a computer network spanning a regional, national or global area. For example, for a large company the head quarters might be at Delhi and regional branches at Bombay, Madras, Bangalore and Calcutta. Here regional centres are connected to head quarters through WAN. The distance between computers connected to WAN is larger. Therefore the transmission mediums used are normally telephone lines, microwaves and satellite links.

### Characteristics of WAN

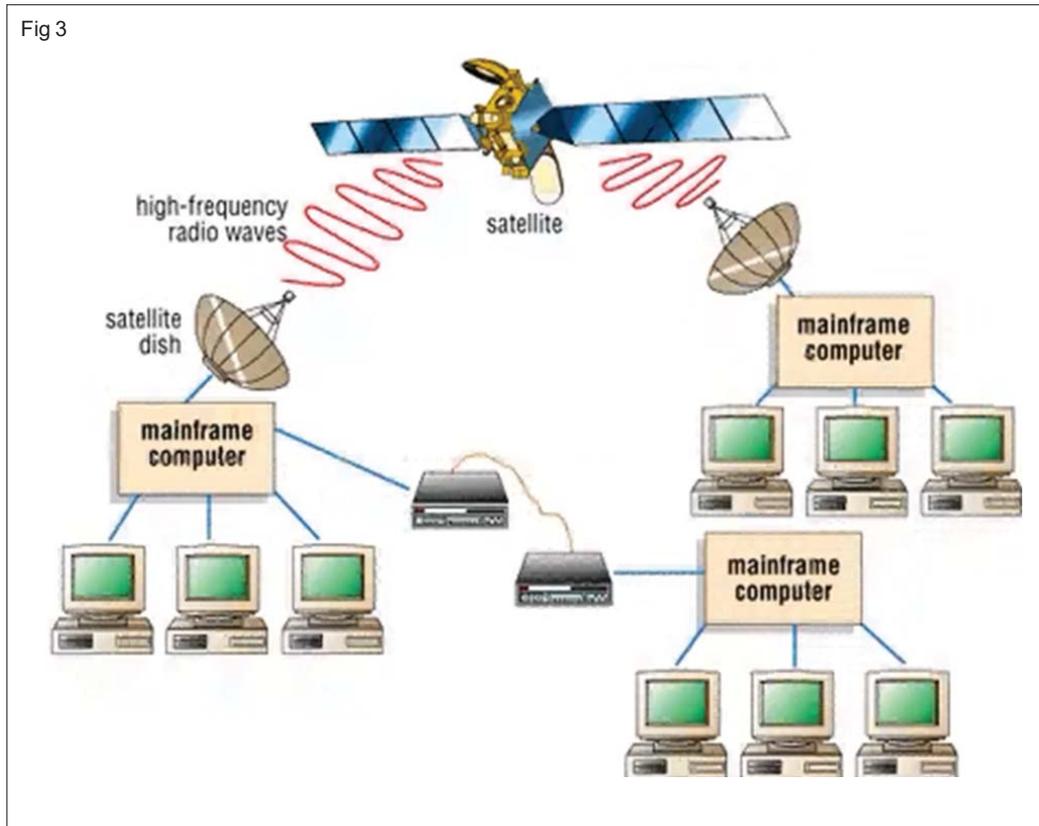
Followings are the major characteristics of WAN.

1 **Communication Facility:** For a big company spanning over different parts of the country the employees can save long distance phone calls and it overcomes the time lag in overseas communications. Computer

conferencing is another use of WAN where users communicate with each other through their computer system.

2 **Remote Data Entry:** Remote data entry is possible in WAN. It means sitting at any location you can enter data, update data and query other information of any computer attached to the WAN but located in other cities. For example, suppose you are sitting at Madras and want to see some data of a computer located at Delhi, you can do it through WAN.

3 **Centralised Information:** In modern computerised environment you will find that big organisations go for centralised data storage. This means if the organisation is spread over many cities, they keep their important business data in a single place. As the data are generated at different sites, WAN permits collection of this data from different sites and save at a single site.



### Examples of WAN

- 1 **Ethernet:** Ethernet developed by Xerox Corporation is a famous example of WAN. This network uses coaxial cables for data transmission. Special integrated circuit chips called controllers are used to connect equipment to the cable.
- 2 **Arpanet:** The Arpanet is another example of WAN. It was developed at Advanced Research Projects Agency of U. S. Department. This Network connects more than 40 universities and institutions throughout USA and Europe.

### Difference between LAN and WAN

- LAN is restricted to limited geographical area of few kilometers. But WAN covers great distance and operate nationwide or even worldwide.

- In LAN, the computer terminals and peripheral devices are connected with wires and coaxial cables. In WAN there is no physical connection. Communication is done through telephone lines and satellite links.
- Cost of data transmission in LAN is less because the transmission medium is owned by a single organisation. In case of WAN the cost of data transmission is very high because the transmission medium used is hired either telephone lines or satellite links.
- The speed of data transmission is much higher in LAN than in WAN. The transmission speed in LAN varies from 0.1 to 100 megabits per second. In case of WAN the speed ranges from 1800 to 9600 bits per second (bps).

- Few data transmission errors occur in LAN compared to WAN. It is because in LAN the distance covered is negligible.

### Internet Basics

The internet or simply called "the net" is a worldwide system of computer network. It is a network of networks that consists of millions of private, public, academic, business, and government networks, of local to global scope, that are linked by a broad array of electronic, wireless and optical networking technologies. User at one computer can, if they have permission, get information from any other computer. The Internet carries an extensive range of information resources and services, such as the interlinked hypertext documents of the World Wide Web(WWW) and the infrastructure to support email. Most traditional communications media including telephone, music, film, and television are reshaped or redefined by the Internet, giving birth to new services such as Voice over Internet Protocol (VoIP) and Internet Protocol Television (IPTV).

Today, Internet is a public, cooperative, and self-sustaining facility accessible to hundreds of millions of people worldwide. Physically, the Internet uses a portion of the total resources of the currently existing public telecommunication networks.

### Advantage of Internet :

Internet has grown at a much faster rate than any other media. The reasons for this are:

**Internet is inexpensive:** The Internet has redefined the economics of information access and communication. It is a huge reservoir of information, which users can tap, easily and inexpensively. Using E-mail, you can communicate to anyone, anywhere in the world, at the cost of local telephone call.

**Internet is instantaneous:** Most information available on any system connected to the Internet is accessible immediately.

**Internet is beyond boundaries :** The Internet is not restricted by traditional boundaries and reaches out to the entire world.

**Internet is accessible at any time :** Information on the Internet is available to any user 24 hours a day, 365 days a year.

## Practice on Networking and Internet

**Objectives:** At the end of this exercise you shall be able to

- view and note IP (Internet Protocol) address of your computer
- find IP address of yahoo website
- view and note IP address and physical address of your system through ipconfig if/all.

### Requirements

#### Material

- Intel core i3 or higher with Windows 7 operating system
- High speed Internet connection

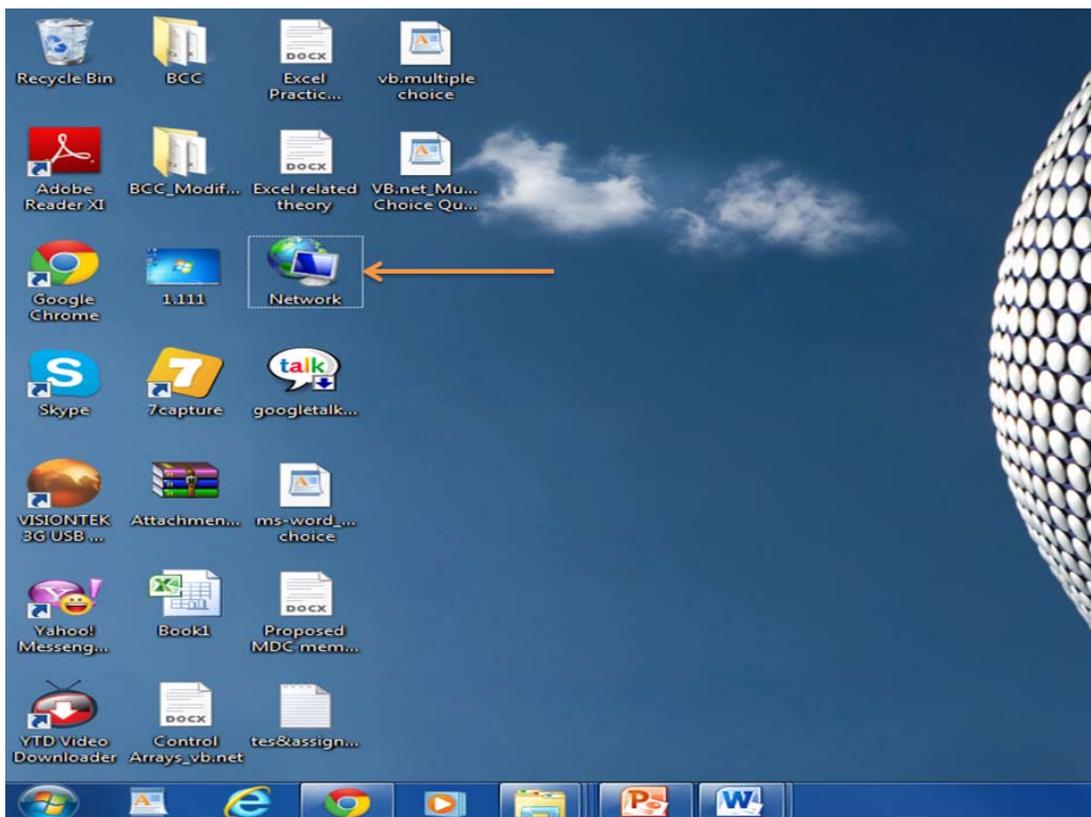
### TASK 1: View and note the IP address of your computer

**Note to the instructor:** Network icon should be arranged and placed on the desktop.

- 1 Choose the network icon and right click it.

**Note:** A menu displayed on the screen as on (Fig 1)

Fig 1



- 2 Choose "Properties"

**Note:** a "view your basic network information and setup connection" window appears as on (Fig 2)

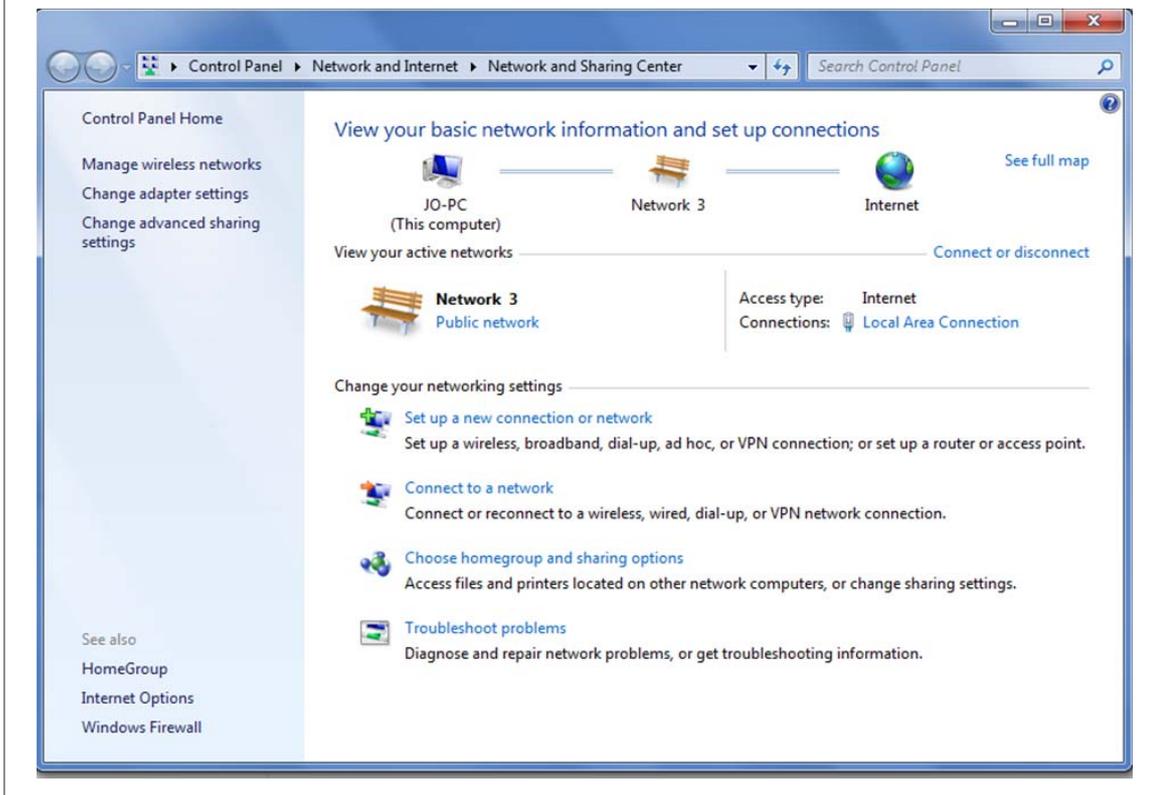
- 3 Click "change adapter setting" option

**Note :** a menu displayed on the screen

- 4 Choose "Local area connection" and right click it

**Note:** a "Local area connection properties" window appears on the screen

Fig 2



- 5 Choose "internet protocol version4 (TCP/IPv4)"
- 6 Click "properties"

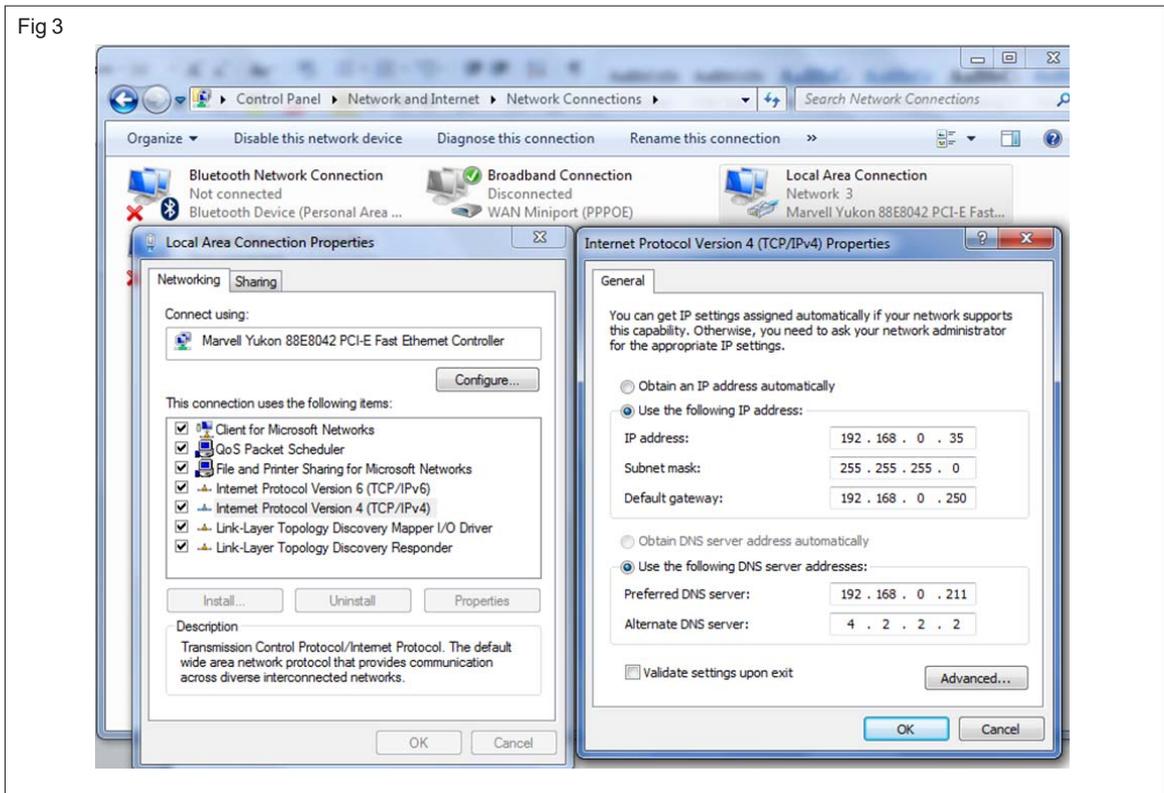
Table 1

IP Address	
Subnet mask	
Class	
Gateway	

**Note : Internet protocol version 4 (TCP/IPv4) windows appears on the screen as on (Fig 3).**

- 7 View and note down the IP address and subnet mask and fill the following given table - 1

Fig 3



## Meaning of World Wide Web (WWW), Web Browser, Search Engine

**Objectives:** At the end of this lesson you shall be able to

- explain World Wide Web , web site , web server and web browser
- explain search engine
- explain social networking sites and its do pros and cons.

The most widely used part of the Internet is the **World Wide Web**, abbreviated as “**WWW**” or called simply as “**the Web**”. Its outstanding feature is *Hypertext* which is a method of instant cross-referencing. In most Web sites, certain words or phrases appear in text of a different color than the rest; often this text is also underlined. When you select one of these words or phrases, you will be transferred to the site or page that is relevant to this word or phrase. Sometimes there are buttons, images, or portions of images that are “clickable”. If you move the pointer over a spot on a Web site and the pointer changes into a hand, this indicates that you can click and be transferred to another site.

WWW (World wide web) or web is a collection of information containing various sites , pages, pictures and sound effects. The first graphical browser MOSAIC was developed in 1991 for commercial use. The World Wide Web, is a way of accessing information over the medium of the Internet. It is an information-sharing model that is built on top of the Internet.

**WEB** : A term used to represent the collection of information.

**WEB PAGE** : Each individual page of a website is called web page.

**WEBSITE**: A web site is located on the internet. It is a collection of Web files on a particular subject that includes a beginning file called a *Home page*. For example, most companies, organizations, or individuals that have Web sites have a single address that they give you. This is their home page address. From the home page, you can get to all the other pages on their site. For example, the Web site for Intel has the home page address of <http://www.intel.com>. (In this case, the actual file name of the home page file doesn't have to be included because Intel has named this file *index.html* and told the server that this address really means <http://www.intel.com/index.html>)

A Web server is a computer that holds the files for one or more sites. A small Web site may reside in one server or a very large Web site may reside on a number of servers located in many different geographic places. IBM is a good example; its Web site consists of thousands of files spread out over many servers in worldwide locations.

A synonym but less frequently used term for Web site is *Web presence*. This term express the idea better, that a site is not tied to specific geographic location, but is *somewhere in cyberspace*. However, “*Web site*” seems to be used much more frequently.

You can have multiple Web sites that cross-link to files on each others' sites. This simply means that you've identified two starting places or home pages for all the files.

### Different type of Web Sites

Based on their broad functionality, web sites can be classified as;

**Information web site** : A web site whose primary purpose is to disseminate information. This information could be,

**Static** ; in which information provided remains the same for a reasonable period of time.

**Dynamic** ; in which information provided at web sites keeps changing very frequently.

**Real-time** ; a special case of dynamic web sites in which the rate of change of information is almost instantaneous and the information is conveyed live.

**Interactive web site** : This web site interacts with information provided at the back-end (usually stored in databases). Typical examples are sites where you can check the status or availability of a service or a product. When you query at the web site, a check has to be done with a constantly updated database at the back-end to determine if the product/service is currently available.

**Internet Commerce web site** : These are web sites at which you can pay (usually through your credit card) to order for a product or service. These web sites are linked to Internet commerce engines which in turn are linked to banks in order to determine the validity of a payment.

**WEB SERVER** - A web server is a program that generates and transmits responses to clients request for web resources.

A Web server is a program that, using the client/server model and the World Wide Web's HyperText Transfer Protocol (HTTP), serves the files that form Web pages to Web users.

E-mail can be distributed to lists of people as well as to individuals. A shared distribution list can be managed by using an e-mail reflector. Some mailing lists allow you to subscribe by sending a request to the mailing list administrator. A mailing list that is administered automatically is called a *list server*.

Excite is among the first portals to offer users the ability to create a site that is personalized for individual interests.

**WEB BROWSER** : Browser is a software application used to enable computers users to locate and access web pages. Browser translate the basic HTML ( Hyper text

Markup Language) code that allow us to see image, text video, and listen to audios on website, along with hyperlinks that let us travel to different web pages. The browser get in contact with the web server and request for information. The web server receives the information and displays it on the computer.

The Web utilizes browsers, such as Internet Explorer or Firefox, to access Web documents called Web pages that are linked to each other via hyperlinks. Web documents also contain graphics, sounds, text and video.

Now that you know the difference between an internet and the Web we can start walking through the basics for using the Web. Most senior or beginner computer users want to use the Web to search for information on their favourite topics, do some banking, play games book travel arrangements, or shop online. In order to do these things you need to use some sort of web browser. There are many different browsers to choose from.

Some commonly used web browsers are:-

### Internet Explorer

Internet Explorer (IE) is a web browser from Microsoft. It was released in 1995 and is one of the most popular browsers today.

### Firefox

Firefox is a free, open source web browser from Mozilla. It was released in 2004 and is one of the most popular browsers today. It is available for Windows, Mac OS X, Linux, and Android.

### GoogleChrome

Google Chrome is a free, open-source web browser developed by Google. It was released in 2008, and has grown to be one of the most popular browsers today. When Google decided to make a browser, they wanted to completely rethink the browser, as browsing now is very different from browsing simple text pages. Now we email, shop, pay bills, and run large application in our browsers.

### Opera

Opera is a free, fast, small, and standards-compliant web browser. Opera is the preferred browser for a number of small devices like mobile phones and hand-held computers.

### Netscape

Netscape was the first commercial web browser. Netscape was released in 1994, but gradually lost its popularity to Internet Explorer. The development of Netscape officially ended in February 2008.

### Mozilla

The Mozilla Project has grown from the ashes of Netscape. Browsers based on Mozilla code are the largest browser family on the Internet today

**Search engines:** On the Internet, a search engine has the following three parts:

- A *spider* (also called a “*crawler*” or a “*bot*”) that goes to every page or representative pages on every Web site that wants to be searchable and reads it, using hypertext links on each page to discover and read a site’s other pages.
- A program that creates a huge index (sometimes called a “*catalog*”) from the pages that have been read.
- A program that receives your search request, compares it to the entries in the index, and returns results to you.

An alternative to using a search engine is to explore a structured directory of topics. Yahoo, which also lets you use its search engine, is the most widely-used directory on the Web.

A number of Web portal sites offer both the search engine and directory approaches to finding information.

**Approaches of different Search Engines:** Major search engines such as Yahoo, AltaVista, Lycos and Google, index the content of a large portion of the Web and provide results that can run for pages.

Specialized content search engines are selective about what part of the Web is crawled and indexed. These provide a shorter but more focused list of results.

Ask Jeeves (<http://www.askjeeves.com>) provides a general search of the Web but allows you to enter a search request in natural language, such as “What’s the weather in London today?”

Special tools such as WebFerret (from <http://www.soffferret.com>) let you use a number of search engines at the same time and compile results for you in a single list. Individual Web sites, especially larger corporate sites, may use a search engine to index and retrieve the content of just their own site. Some of the major search engine companies license or sell their search engines for use on individual sites.

### Where to search First?

There are hundreds of search engines available for Internet users. There are about ten major search engines, each with its own anchor Web site. (Although some have an arrangement to use another site’s search engine or license their own search engine for use by other Web sites).

Some sites, such as Yahoo, search not only using their search engine but also give you the results from simultaneous searches of other search indexes. Sites that let you search multiple indexes simultaneously include:

- Yahoo (<http://www.yahoo.com>)
- search.com (<http://search.com>)
- EasySearcher (<http://www.easysearcher.com>)

Yahoo first searches its own hierarchically-structured subject directory and gives you those entries. Then, it provides a few entries from the AltaVista search engine. It also launches a concurrent search for entries matching your search argument with six or seven other major search engines. You can link to each of them from Yahoo (found

at the bottom of the search result page) to see what the results were from each of these search engines.

Significant advantage of a Yahoo search is that if you locate an entry in Yahoo, it's likely to lead you to a Web site or entire categories of sites related to your search argument.

A search.com search primarily searches the Infoseek index first but also lets you search the other major search engines as well.

EasySearcher lets you choose from either the popular search engines or a very comprehensive list of specialized search engine/databases in a number of fields. Yahoo, search.com, and EasySearcher all provide help with entering your search phrase. Most Web portal sites offer a quickly-located search entry box that connects you to the major search engines. *At the end of this information sheet you will find a small list of search engines.*

### Major search engines on the Web are,

AltaVista (<http://www.altavista.com>)

Excite (<http://www.excite.com>)

Google (<http://www.google.com>)

Hotbot (<http://www.hotbot.com>)

Infoseek (<http://www.infoseek.com>)

Lycos (<http://www.lycos.com>)

WebCrawler (<http://www.webcrawler.com>)

You'll find many other specialized search engines listed in Easy Searcher (<http://www.easysearcher.com/ez2.html>). Try OneLook, which searches a number of indexes at the same time.

Most if not all of the major search engines attempt to index a representative portion of the entire content of the World Wide Web, using various criteria for determining which are the most important sites to crawl and index. Most search engines also accept submissions from Web site owners. Once a site's pages have been indexed, the search engine will return periodically to the site to update the index. Some search engines give special weighting to: words in the title, in subject descriptions and keywords listed in HTML META tags, to the first words on a page, and to the frequent recurrence (up to a limit) of a word on a page. Each of the search engines uses a somewhat different indexing and retrieval scheme (proprietary information) and because each search engine can change its scheme at any time.

**TIPS for Searching on the Web:** A general approach to searching such as, what to try first, how many search engines to try, when to quit is necessary for the beginners. The following tips helps you to search easier and less time consuming;

1 If you know of a specialized search engine such as SearchNT that matches your subject (for example, Windows NT), you'll save time by using that search engine. You'll find some specialized databases accessible from Easy Searcher 2.

- 2 If there isn't a specialized search engine, try Yahoo. Sometimes you'll find one or two matching subject category and that's all you'll need.
- 3 If Yahoo doesn't turn up anything, try AltaVista, Google, Hotbot, Lycos, and perhaps other search engines for their results. Depending on how important the search is, you usually don't need to go below the first 20 entries on each.
- 4 For efficiency, consider using a ferret that will use a number of search engines simultaneously for you. We use WebFerret.
- 5 At this point, if you haven't found what you need, consider using the subject directory approach to searching. Look at Yahoo or someone else's structured organization of subject categories and see if you can narrow down a category your term or phrase is likely to be in. If nothing else, this may give you ideas for new search phrases.
- 6 If you feel it's necessary, also search the USENET newsgroups as well as the Web.
- 7 In rare cases, possibly for searching academic databases, consider using **Veronica** or **Jughead** to search Gopher sites and Archie to search File Transfer Protocol sites.
- 8 As you continue to search, keep rethinking your search arguments. What new approaches could you use? What are some related subjects to search for, that might lead you to the one you really want.
- 9 Finally, consider whether your subject is so new that not much is available on the net yet. If so, you may want to go out and check the very latest computer and Internet magazines or locate companies that you think may be involved in research or development related to the subject.

### Social networking sites (SNS) Basic features

**Register/Create profile :** Each user fills in information in a given form with data on age, education, location, likes dislikes and hobbies. The user can add friends, categorize them into groups, decide how his/her profile is viewed and by whom it is viewed.

**Security settings :** The user can configure settings where he/she decides which contents on the page is public or private. The user can block content from being viewed by a list of users, can report SPAM and flag content.

**Networking features :** Activities that the user can perform

- Chat with other users.
- Instant messaging with other online users.
- Upload photos, videos so that they can be viewed by others.
- Play games.
- Enter comments on content generated by other users.
- Send email.

**Search and support :** The user can search for content based on keywords, interests, schools. The user also has support in the form of FAQs and forums.

### File/Photo/Video sharing SNS

- Out of the many different kinds of SNS, File/Photo/Video sharing sites are very popular. Some important aspects of these sites as shown in the figure are :
- These sites need a registration, but they can also be accessed using the already existing login passwords on other sites like Google, yahoo. Example : Youtube allows the user to access its site with Google account name and passwords.
- Some of the services provided by the site are free and some are paid. Example: Minimal storage space is given for a free account but unlimited storage is provided for a paid user.

- All users can create, edit, upload, search and organize their files (documents, audio, video, photos) on these sites.
- Some sites (examples: Photo bucket) have special software tools to edit photos, add effects to videos, create innovative photo albums, and import photos from other SNS.
- Privacy settings on the users account enable the user to share the content accordingly (public, private, can be viewed only by friends etc.)
- Most of these sites can be accessed even from mobile devices.

### Various Social Networking Site

Category	Description
BLOG (Eblogger, Wordpress)	Blog websites allow users to enter posts about any topic. These posts can in turn be read and commented on by other users. Blogs are used by people to publish their creative content on the internet. The posts can be organized based on topic and date.
REFERENCE WEBSITES (Wikipedia)	Reference websites are online encyclopedia, where users or subject matter experts create content on any topic. The content is then published after review.
VIDEO SHARING (YouTube)	Video sharing sites allow users to upload video files. Other users can watch, share and comment on these files.
PHOTO SHARING (Picasa, Flickr)	Photo sharing sites allow the users to upload photos, organize and create digital albums. Other users can view, share and comment on these photos.
E-COMMERCE (IRCTC, Ebay, Amazon, Flipkart)	E-commerce sites allow users to buy products like electronic goods, automobiles, books, household goods, clothes and tickets. The users can pay online for the products, in many ways such as credit card or cash on delivery.
NETWORKING WITH FRIENDS Facebooks, Orkut, Myspace, Ibibo, Hi5	Friends sites allow users to create profiles, belong to group, list friends. A users can create content and keeps in touch with family and friends.
FORUMS Cnet, Quora, Techspot	Forums have different topics under which users can post queries or discuss on some specific topic. Technical forums are very popular where users can get their doubts clarified by experts.

## Pros and Cons of social networking site

Pros	Cons
<p><b>Instant Communication</b> : Today we can disseminate information in real time because of SNS. Today with SNS, email and chat tools, communication channels available for individuals have increased. Information flow is also quick, that is, as and when an event is happening anywhere in the world, people elsewhere can be aware about it.</p> <p><b>Networking with people</b> : SNS allow users to network with friends and family easily, irrespective of their geographical location. It helps professionals to make new contacts. It allows users to participate in team activities very easily.</p> <p><b>Creative Expression</b> : Users with a flair for writing can now express their creative ideas and generate content on blogging websites.</p> <p><b>Educational Discussion platform</b> : SNS can be a powerful tool for online education. Teachers and students can use SNS to connect to each other and discuss educational topics.</p> <p><b>Access to information</b> : SNS allow users correct and publish information on a variety of topics which is now easily accessible to one and all.</p> <p><b>Online Marketing for business</b> : Companies are increasingly using SNS not only for building awareness of their products, but also to hire personnel, to announce new launches and to promote their products and services. SNS have become a new channel for sales and marketing and also to get consumer feedback.</p>	<p><b>Addictive</b> : With access to information at the lick of a button, people are increasingly spending more and more time on SNS. Spending time on activities like writing comments, and playing games is not always productive.</p> <p><b>Lack of face to face (f2f) social skills</b> : With so much of time being spent in front of a computer for activities ranging from reading a book, spending mail, chatting, uploading media, and playing games, there is very little time left for developing social skills through face to face (f2f) interactions.</p> <p><b>Security</b> : With users forging their identity and misrepresenting themselves, cases of bullying, abuse and duping of individuals may take place.</p> <p><b>Lack of Monitoring Content</b> : As SNS content is not strictly monitored; it might prove harmful if young adults have access to inappropriate content.</p>

## Working with Web Browser, Download and Print Web Page

**Objectives:** At the end of this exercise you shall be able to

- use search engine to browse
- browse a website through web browser
- download file from website and print the downloaded file.

### Requirements

#### Material

- Intel core i3 or higher with Windows 7 operating system
- High speed Internet connection

### TASK 1: Using search engine to browse

**Note to the Instructor: Set Google as the home page.**

**Note : The DGET website appears on the screen as on Fig 3**

- 1 Choose Internet explorer and click it.

**Note : A home page google appears on the screen as Fig 1.**

- 3 Click the Annual report as shown in Fig. 3 of the Website and view the various report like Child work, social security, women and work etc.

- 2 Type www.DGET.nic.in on the Address bar and press enter as on Fig 2.

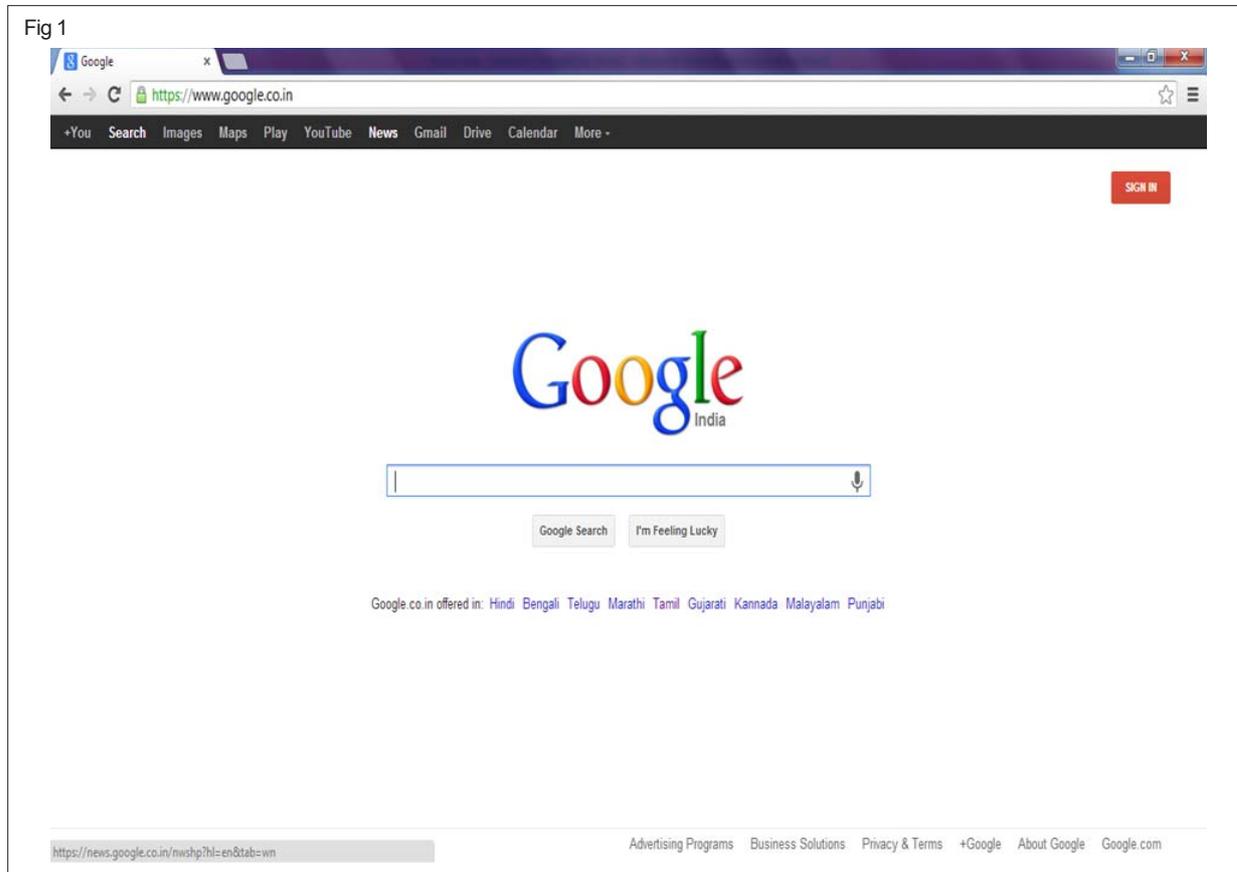


Fig 2



Fig 3



## TASK 2: Downloading and printing of syllabus

- 1 Select and click the trade syllabus from the home page of DGET (Fig. 4)

**Note: A Fig. 5 appears on the screen.**

- 2 Select and click CRAFTSMAN TRAINING SCHEME (CTS)

**Note: List of Engineering and Non-Engineering trades appears on the screen as on Fig 6**

- 3 Scroll down the screen with the mouse and select the trade syllabus

Example: Trade name "Draughtsman (Mechanical)"

Fig 4

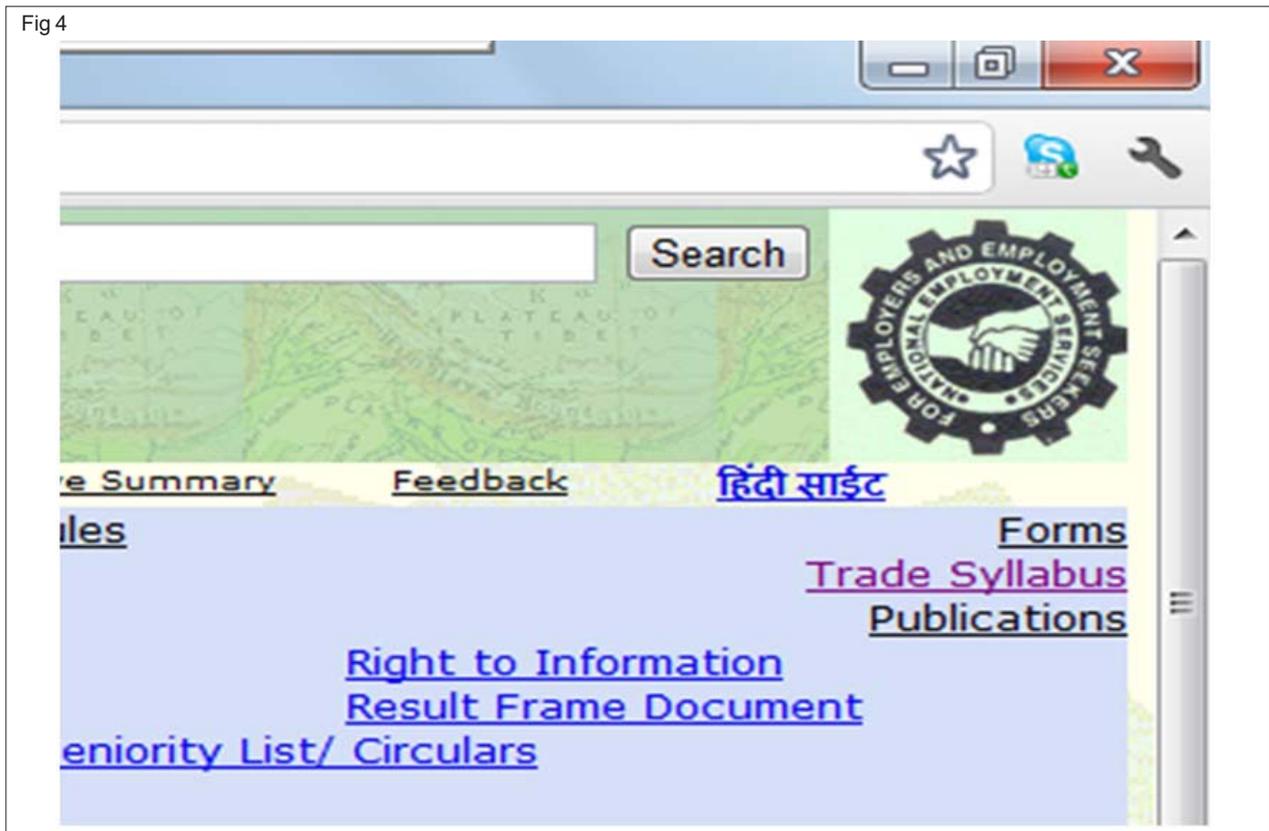


Fig 5

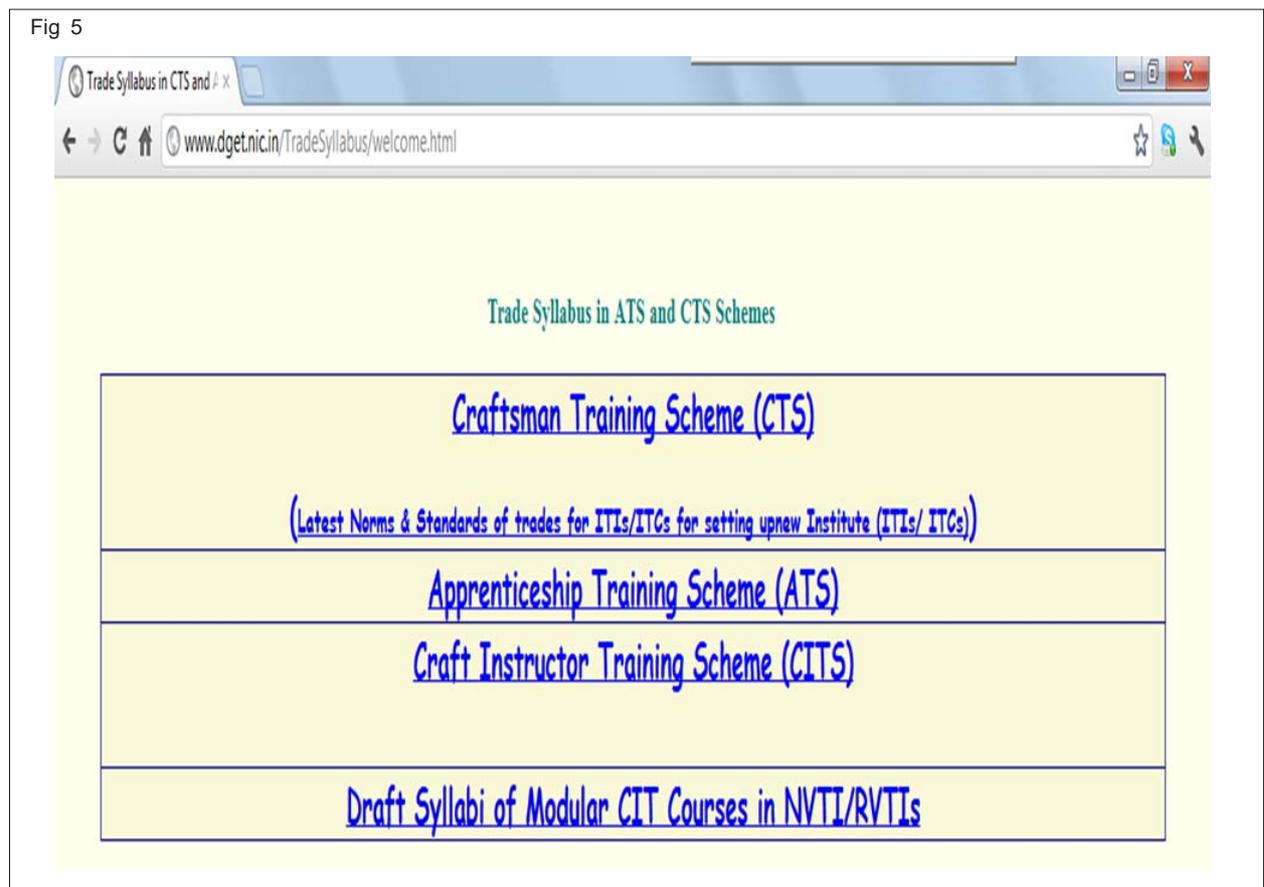


Fig 6

**List of Engineering and Non- Engineering trades under Craftsmen Training Scheme**

Engineering Trades					
SI.No.	Name of the Trade	Duration	Entry Qualification	Revised during the year	Introduced during the year
1	2	3	4		
1.	<a href="#">Architectural Assistant</a>	1 year	Passed 10th class examination with 40% marks in mathematics or Secondary Standard under 10+2 system of education or its equivalent.		2003
2.	<a href="#">Attendant Operator (Chemical Plant)</a>	(a) 2 years (b) 6 months	Passed 10th class examination under 10+2 system of education with Physics, Chemistry & Mathematics as one of the subjects or its equivalent. Passed B.Sc. with Physics & Chemistry.	2010	
3.	<a href="#">Building Maintenance</a>	06 months	Passed 10th class examination under 10+2 system of education or its equivalent.		2003
4.	<a href="#">Carpenter</a>	1 year	Passed 8 <sup>th</sup> class examination under 10+2 system of education with science as one of the subjects or its equivalent.		
5.	<a href="#">Draughtsman (Civil)</a>	2 years	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2007	
6.	<a href="#">Draughtsman (Mechanical)</a>	2 years	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2007	
7.	<a href="#">Electrician</a>	2 years	Passed 10th class examination under 10+2 system of education with Science as one of the subject or its equivalent.	2007	
8.	<a href="#">Electronic Mechanic</a>	2 years	Passed Matriculation examination under 10+2 system of education Science and Mathematics or its equivalent.	2005	
9.	<a href="#">Electroplater</a>	2 years	Passed 10th class examination under 10+2 system of education or	1999	

4 Click the selected trade which is under lined in blue Hyperlink as on Fig 7.

**Note: The syllabus of Draughtsman mechanical appears on the screen as on Fig 8.**

**Note : A screen appears on the screen to save it as on Fig 9**  
**Note: The saved file is in pdf format so acrobat reader has to be loaded in the system (or) it can be downloaded from the internet.**

5 Click the Floppy button



to save and download

the syllabus

6. The downloaded file can be opened by clicking show all the download button as on Fig 10

Fig 7

6.	<a href="#">Draughtsman (Mechanical)</a>	2 years	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2007	
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Fig 8

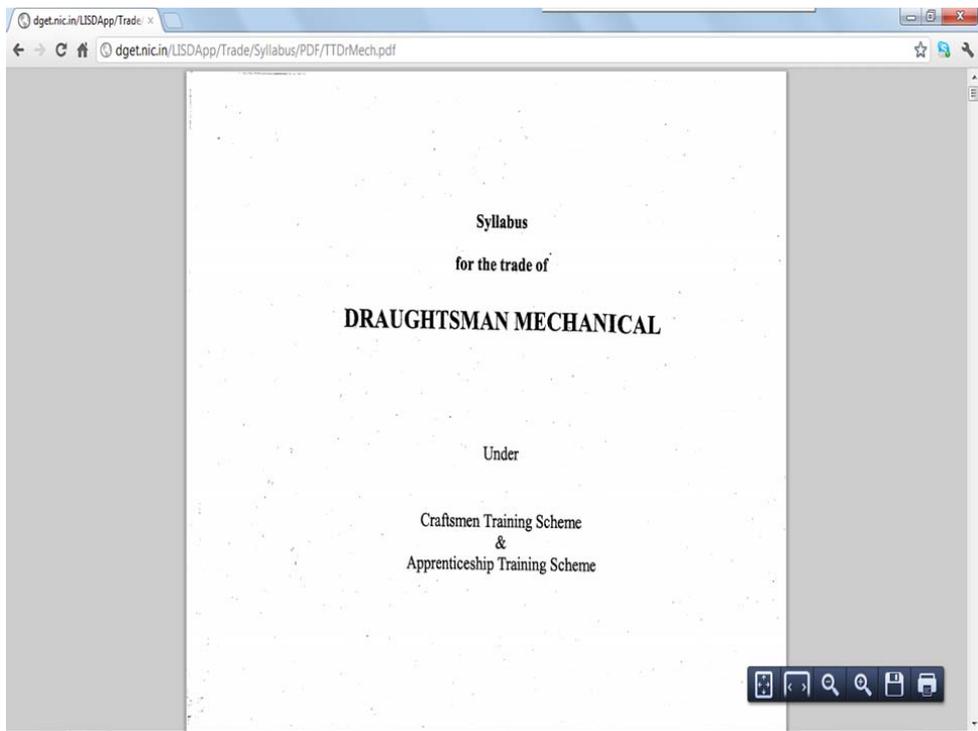


Fig 9

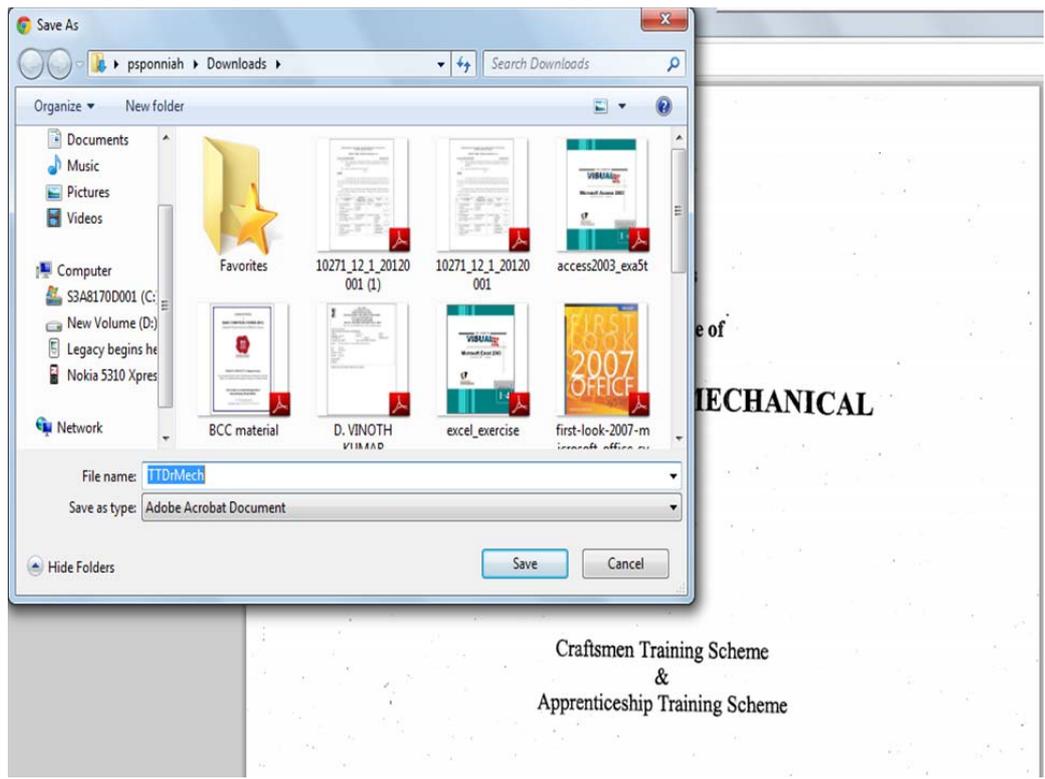


Fig 10



## E-mail - Opening an e-mail account and use of e-mail, Do's & Don'ts in Information Security

**Objectives:** At the end of this lesson you shall be able to

- state the hotmail services offered
- explain MSN outlook express and its tools
- describe cyber crime and its types
- describe various types of virus
- list out the antivirus tools
- state the provisions of IT act 2000
- state the process of digital signature authorisation/authentication
- explain the information security and its do's and don't.

**Hotmail:** MSN Hotmail is the world's largest provider of free Web-based e-mail. Hotmail is based on the premise that e-mail access should be easy and possible from any computer connected to the World Wide Web.

By adhering to the universal HyperText Transfer Protocol (HTTP) standard, Hotmail eliminates the disparities that exist between different e-mail programs. Sending and receiving e-mail from Hotmail is as easy as going to the Hotmail web site at <http://www.hotmail.com>, or by clicking on the Hotmail link at <http://www.msn.com>, signing in, and sending an e-mail message.

Hotmail is the web-based e-mail provider, which means you can send and receive messages from any computer connected to the Internet. You can use Hotmail from home, work, school, an Internet cafe, a friend's house or any other computer in the world with an Internet connection. Your messages are stored in a central location, so your Inbox will always be up to date. This is great for people who use more than one computer, travel frequently, or don't even own a computer.

### Advantages of Hotmail

**Get a permanent e-mail address:** When you create a Hotmail account, you choose a permanent e-mail address that will never change as long as you continue to use Hotmail. This is great for people who: Want to switch Internet Service Providers. Your Hotmail address will be the same no matter how you access the Internet, so you don't have to worry about retrieving messages from your old address or notifying friends, family and associates of a new e-mail address. You are free to select any Internet Service Provider that suits your needs.

When you leave town for travel, you may no longer have access to your ISP's e-mail account. But with Hotmail, your friends will always know where to reach you.

**Your e-mail is private and secure:** When you sign up for Hotmail, you choose your personal ID and password. The only way you can access your account is by using the password you selected. This means that only you will have access to your Hotmail account, even if you use a computer at a public terminal or a friend's house. Because the messages in your Hotmail account are stored securely at a central location, you don't have to worry about losing important information if something happens to your com-

puter. Hotmail is strongly committed to keeping your personal information confidential.

**Hotmail is fast and easy to use:** Hotmail is recognized world wide as the best Web-based e-mail service. It is also stated that 'while others provide similar services, none can match Hotmail's general ease of use'. If everything is fine, it takes less than a minute to get started on Hotmail and its pages are so worked out to load quickly knowing that the users time is valuable.

**Get an additional e-mail account for FREE:** Hotmail offers everyone the opportunity to get a free e-mail account. Hotmail can offer e-mail accounts for free because it places banner advertising on some of its pages. Some Internet Service Providers charge a monthly fee for additional e-mail accounts. Hotmail lets an unlimited number of people use a single Internet Service Provider account and have a free, personal e-mail account.

**Keep your personal e-mail separate from your work e-mail:** People who use e-mail for work will find it convenient to keep their personal messages separate from their work messages. You can use Hotmail for your personal correspondence and your company's e-mail system only for business messages. Additionally, you don't have to store personal e-mail on your company's servers. All messages in your Hotmail account are securely stored in a central location that you access via the Internet with the password you select.

### Outlook Express

Microsoft Outlook Express puts the world of online communication on your desktop. Whether you want to exchange e-mail with colleagues and friends or join newsgroups to trade ideas and information. Some of the tools offered by outlook express are;

**Manage multiple mail and news accounts:** If you have several mail or news accounts, you can use them all from one window. You can also create multiple users, or identities, for the same computer. Each identity gets its own mail folders and Address Book. The ability to create multiple accounts and identities makes it easy for you to keep work separate from personal mail and also between individual users.

**Browse through messages quickly & easily:** Using the message list and preview pane, you can view a list of messages and read individual messages at the same time. The Folders list contains mail folders, news servers, and newsgroups, and you can easily switch between them. You can also create new folders to organize and sort messages, and then set up message rules so that incoming mail that meets your criteria automatically goes to a specific folder. You can also create your own views to customize the way you look at your mail.

**Keep your mail on a server so you can view it from more than one computer:** If your ISP uses an IMAP mail server for incoming mail, you can read, store, and organize your messages in folders on the server without downloading the messages to your computer. That way, you can view messages from any computer that can connect to that server.

**Use the Address Book to store and retrieve e-mail addresses:** You can save names and addresses in your Address Book automatically by simply replying to a message or by importing them from other programs, by typing them in, by adding them from e-mail messages you receive, or by searching popular Internet directory services (white pages). The Address Book supports Lightweight Directory Access Protocol (LDAP) for accessing Internet directory services.

**Add a personal signature or stationery to your messages:** You can insert essential information into outgoing messages as part of your personal signature, and you can create multiple signatures to use for different purposes. For more detailed information, you can include a business card. To make your messages look more attractive, you can add stationery patterns and backgrounds, and you can change the color and style of the text.

**Send and receive secure messages:** You can digitally sign and encrypt messages by using digital IDs. Digitally signing your message assures recipients that the message is really from you. Encryption ensures that only intended recipients can read a message.

**Find newsgroups that interest you:** Looking for a newsgroup that matches your interests? You can search for newsgroups that contain keywords or browse through all of the newsgroups available from your Usenet provider. When you find a newsgroup you want to view regularly, add it to your Subscribed list so you can find it again easily.

**View newsgroup conversations efficiently:** You can view a newsgroup message and all of the responses without reading an entire message list. When you view the list of messages, you can expand and collapse conversations to make it easier to find what interests you. You can also use views to display only the messages you want to read.

**Download newsgroup messages for offline reading:** To use your online time efficiently, you can download messages or entire newsgroups, so you don't have to be connected to your ISP to read messages. You can also download message headers only for offline viewing and then mark the headers of the messages you want to read;

then the next time you are connected, Outlook Express downloads the message text. You can also compose messages offline and send them the next time you reconnect.

Some important (Top 8) recommendations for staying safe and secure when you're online are listed below;

- Change your password often. The quick act of changing your password can ensure your e-mail remains private. In addition, passwords that use both letters and numbers are harder to break.
- Don't share your password. Most e-mail administrators will not ask for your password. Do not be duped by malicious e-mails asking you for your password. This is a well-known, although not-too-common trick designed to fool you into sharing your password. As a rule, never share it with anyone.
- Never open attachments from unknown sources. They may contain what are known as "letterbombs" or "viruses," which can damage your PC.
- Always remember to sign out when you are done. It's quick, easy and may save your account from unwanted trespassers. If you are using a public terminal, at an internet cafe for example, it is advised that you close the browser you were using when you are ready to end your Internet session.
- Don't reply to unsolicited messages ("spam") mail, or other harassing or offensive mail. By responding, you only confirm that you are a person with an active e-mail address who can be plagued with constant unwanted e-mail solicitations. Instead, forward the unsolicited message to the customer service department of the source's e-mail (usually of a form similar to abuse@[implicateddomain].com). To help control spam, Hotmail provides members with "filters" for incoming mail. These can easily be set up to send certain messages (such as those that include certain words) directly to your online trash can.
- Make sure that you are using the most up-to-date Internet software (e.g. browsers such as Microsoft Internet Explorer or Netscape Navigator). More recent versions often offer enhanced security protection.
- Always use a secure network. Most corporate networks and Internet service providers are protected by administrators who watch for potential security problems and act to protect users from "hackers" (malicious users) who may try to steal personal information that is transferred through the network. Although the risk is small, use caution when on any unfamiliar network.
- Use stations maintained by sources you trust, or ask if the Internet terminal you are using is protected against security break-ins.

### Cyber Crimes and its type

Internet in the world is growing rapidly. It has given rise to new opportunities in every field we can think of - be it entertainment, business, sports or education. There are two sides to a coin. Internet also has its own disadvantages. One of the major disadvantages is Cyber Crime - an illegal activity committed on the internet.

Cyber crime refers to any crime that involves a computer/mobile and a network. The computer may have been used in the commissioning of a crime or it may be the target.

### Types of Cyber crimes :

- Cyber terrorism : use of internet based attacks in terrorist activities.
- Defamation
- Cyber stalking
- Sale of illegal articles like narcotics, weapons and wild life etc.
- Online gambling
- Intellectual property crimes - Software piracy, copyright infringement, trademarks, violations, theft of computer source code.
- Email spoofing
- Forgery
- Phising
- Credit card fraud

Cyber law offers much needed legal framework so that the information is not denied, legal effects, validity or enforceability, solely or ground that it is in the form of electronic record.

### Antivirus Tools

What is Virus?

A virus is a program that can infect other programs by modifying them to include a possibly evolved copy of itself.

Some of the common types of viruses are :

**Boot Sector Virus** : A boot sector virus displaces the boot record and copies itself to the boot sector i.e. where the program to boot the machine is stored.

**File Virus**: A file virus generally attacks executable files.

**Macro Virus** : The virus infects an important file of MS word. As soon as the application is opened the virus gets activated. It damages the formatting of documents and may even not allow editing or saving of documents

**Trojan Horse** : It is a code hidden in games or spreadsheets. Its main objective is to cause harm to the data. They can create bad sector on the disk, destroy file allocation tables and cause the system to hang.

**Worm** : It is a program capable of replicating itself on a computer network. It travels from one computer to another across communication links. They generally disrupt the routine services.

### What is Antivirus?

Antivirus software is a computer software used to prevent, detect and remove malicious computer virus. Antivirus program scan a computer system for virus files and then allows that system user's to deal with those files. I.e. such as removal of virus and infected files. They should be updated regularly.

Various Antivirus tools are:

- Norton Antivirus
- Kasperky Antivirus
- Zonealarm Antivirus
- Bullguard Antivirus
- AVG Antivirus
- McFee Antivirus
- BitDefender Antivirus

### Information Security

Information security sometimes shortened to InfoSec is the practice of defending information from unauthorized access, use, disclosure, disruption, modification, inspection, recording and destruction.

CIA triad(Confidentiality, Integrity and Availability ) is one if the core principle of information security.

### IT-ACT

#### Definitions-

- 1 In this Act, unless the context otherwise requires,-
  - a "access" with its grammatical variations and cognate expression means gaining entry into, instruction or communicating with the logical, arithmetical, or memory function resources of a computer, computer system or computer network;
  - b "addressee" means a person who is intended by the originator to receive the electronic record but does not include any intermediary;
  - c "adjudicating officer" means an adjudicating officer appointed under sub-section (1) of section 46;
  - d "affixing digital signature" with its grammatical variations and cognate expressions means adoption of any methodology or procedure by a person for the purpose of authenticating an electronic record by means of digital signature;
  - e "appropriate Government" means as respect any matter,-
    - enumerated in List II of the Seventh Schedule to the Constitution;
    - relating to any State law enacted under List III of the Seventh Schedule to the Constitution, the State Government and in any other case, the Central Government;

- f “asymmetric crypto System” means a system of a secure key pair consisting of a private key for creating a digital signature and a public key to verify the digital signature;
- g “Certifying Authority” means a person who has been granted a licence to issue a Digital Signature Certificate under section 24;
- h “certification practice statement” means a statement issued by a Certifying Authority to specify the practices that the Certifying Authority employs in issuing Digital Signature Certificates;
- i “computer” means any electronic magnetic, optical or other high-speed data processing device or system which performs logical, arithmetic, and memory functions by manipulation of electronic, magnetic or optical impulses, and includes all input, output, processing, storage, computer software, or communication facilities which are connected or related to the computer in a computer system or computer network;
- j “computer network” means the interconnection of one or more computers through-
  - the use of satellite, microwave, terrestrial line or other communication media; and
  - terminals or a complex consisting of two or more interconnected computers whether or not the interconnection is continuously maintained;
- k “computer resource” means computer, computer system, computer network, data, computer database or software;
- l “computer system” means a device or collection of devices, including input and output support devices and excluding calculators which are not programmable and capable of being used in conjunction with external files, which contain computer programmes, electronic instructions, input data and output data, that perform logic, arithmetic, data storage and retrieval, communication control and other functions;

**Authentication of electronic records-**

- 1 Subject to the provisions of this section any subscriber may authenticate an electronic record by affixing his digital signature.
- 2 The authentication of the electronic record shall be effected by the use of asymmetric crypto system and has function which envelop and transform the initial electronic record into another electronic record.

Explanation:- For the purpose of this sub-section, “hash function” means an algorithm mapping or translation of one sequence of bits into another, generally smaller, set known as “hash result” such that an electronic record yields the same hash result every time the algorithm is executed with the same electronic record as its input making it computationally infeasible-

- a to derive or reconstruct the original electronic record from the hash result produced by the algorithm;

- b that two electronic records can produce the same hash result using the algorithm.
- 3 Any person by the use of a public key of the subscriber can verify the electronic record.
  - 4 The private key and the public key are unique to the subscriber and constitute a functioning key pair.

**Legal recognition of electronic records:** Where any law provides that information or any other matter shall be in writin or in the typewritten or printed form, then, notwithstanding anything contained in such law, such requirement shall be deemed to have satisfied if such information or matter is -

- a rendered or made available in an electronic form; and
- b accessible so as to be usable for a subsequent reference.

**Legal recognition of digital signatures:** Where any law provides that information or any other matter shall be authenticated by affixing the signature or any document shall be signed or bear the signature of any person the, notwithstanding anything contained in such law, such requirement shall be deemed to have been satisfied, if such information or matter is authenticated by means of digital signature affixed in such manner as may be prescribed by the Central Government.

Explanation - For the purposes of this section “signed”, with the grammatical variations and cognate expressions, shall, with reference to a person, mean affixing of his hand written or any mark on any documents and the expression “signature” shall be construed accordingly.

**Use of electronic records and digital signatures in Government and its agencies:**

- 1 Where any law provides for-
  - a the filing of any form, application or any other document with any offices, authority, body or agency owned or controlled by the appropriate Government in a particular manner;
  - b the issue or grant of any licence, permit, sanction or approval by whatever name called in a particular manner;
  - c the receipt or payment of money in a particular manner, then, notwithstanding anything contained in any other law for the time being in force, such requirement shall be deemed to have been satisfied if such filing, issue, grant, receipt or payment, as the case may be, is effected by means of such electronic form as may be prescribed by the appropriate Government.
- 2 The appropriate Government may, for the purposes of sub-section (1), by rules, prescribe-
  - a the manner and format in which such electronic records shall be filed, created or issued;
  - b the manner or method of payment of any fee of changes for filing, creation or issue any electronic record under clause (a).

**Power to make rules by Central Government in respect of digital signature:**

The Central Government may, for the purpose of this Act, by rules, prescribe-

- a the type of digital signature;
- b the manner and format in which the digital signature shall be affixed;

**Secure electronic records:** Where any security procedure has been applied to an electronic record at a specific point of time, then such record shall be deemed to be a secure electronic record from such point of time to the time of verification.

**Secure digital signature:** If, by application of a security procedure agreed to by the parties concerned, it can be verified that a digital signature, at the time it was affixed, was-

- a unique to the subscriber affixing it,
- b capable of identifying such subscriber;
- c created in a manner or using a means under the exclusive control of the subscriber and is linked to the electronic record to which it relates in such a manner that if the electronic record was altered the digital signature would be invalidated, then such digital signature shall be deemed to be a secure digital signature.

**Security procedure:** The Central Government shall for the purpose of this Act prescribe the security procedure having regard to commercial circumstances prevailing at the time when the procedure was used, including-

- a the nature of the transaction;
- b the level of sophistication of the parties with reference to their technological capacity;
- c the volume of similar transactions engaged in by other parties;
- d the availability of alternatives offered to but rejected by any party;
- e the cost of alternative procedures; and
- f the procedures in general use for similar types of transactions or communications.

**Regulation Certifying Authorities****Recognition of foreign Certifying Authorities-**

- 1 Subject to such conditions and restrictions as may be specified by regulations, the Controller may with the previous approval of the Central Government, and by notification in the Official Gazette, recognise any foreign Certifying Authority as a Certifying Authority for the purpose of this Act.
- 2 Where any Certifying Authority is recognised under sub-section (1), the Digital Signature Certificate issued by such Certifying Authority shall be valid for the purposes of this Act.

- 3 The Controller may, if he is satisfied that the Certifying Authority has contravened any of the conditions and restrictions subject to which it was granted recognition under sub-section (1) he may, for reasons to be recorded in writing in the Official Gazette, revoke such recognition.

**Licence to issue Digital Signature Certificates**

- 1 Subject to the provisions of sub-section (2), any person may make an application, to the Controller, for a licence to issue Digital Signature Certificates.
- 2 No licence shall be issued under sub-section (1), unless the applicant fulfills such requirements with respect to qualification, expertise, manpower, financial resources and other infrastructure facilities, which are necessary to issue Digital signature Certificates as may be prescribed by the Central Government.
- 3 A licence granted under this sections shall-
  - a be valid for such period as may be prescribed by the Central Government;
  - b not be transferable or heritable;
  - c be subject to such terms and conditions as may be specified by the regulations.

**Procedure for grant or rejection of licence-**

The Controller may, on receipt of an application under sub-section (1) of section 21, after considering the documents accompanying the application and such other factors, as he deems fit, grant the licence or reject the application; Provided that no application shall be rejected under this section unless the applicant has been given a reasonable opportunity of presenting his case.

**Access to computers and data**

- 1 Without prejudice to the provisions of sub-section (1) of section 69, the Controller or any person authorised by him shall, if he has reasonable cause to suspect that may contravention of the provisions of this Act, rules or regulations made there under has been committed, have access to any computer system, any apparatus, data or any other material connected with such system, for the purpose of searching or causing a search to be made for obtaining any information or data contained in or available to such computer system.
- 2 For the purpose of sub-section (1), the Controller or any person authorised by him may, by order, direct any person in-charge of, or otherwise concerned with the operation of, the computer system, data apparatus or material, to provide him with such reasonable technical and other assistance as he may consider necessary.

**Certifying Authority to follow certain procedures**

Every Certifying Authority shall,-

- a make use of hardware, software and procedures that are secure from intrusion and misuse;

- b provide a reasonable level of reliability in its services which are reasonably suited to the performance of intended functions;
- c adhere to security procedures to ensure that the secrecy and privacy of the digital signatures are assured; and
- d observe such other standards as may be specified by regulations.

- 3 Every such application shall be accompanied by a certification practice statement or where there is no such statement, a statement containing such particulars, as may be specified by regulations.
- 4 On receipt of an application under sub-section (1), the Certifying Authority may, after consideration of the Certification practice statement or the other statement under sub-section (3) and after making such enquiries as it may deem fit, grant the Digital Signature Certificate or for reasons to be recorded in writing, reject the application: Provided that no Digital Certificate shall be granted unless the Certifying Authority is satisfied that-
  - a the application holds the private key corresponding to the public key to be listed in the Digital Signature Certificate;
  - b the applicant holds a private key, which is capable of creating a digital signature;
  - c the public key to be listed in the certificate can be used to verify a digital signature affixed held by the applicant; Provide further that no application shall be rejected unless the applicant has been given a reasonable opportunity of showing cause against the proposed rejection.

**Digital Signature Certificates**

**Certifying Authority to issue Digital Signature Certificate**

- 1 Any person may make an application to the Certifying Authority for the issue of a Digital Signature Certificate in such form as may be prescribed by the Central Government.
- 2 Every such application shall be accompanied by such fee not exceeding twenty-five thousand rupees as may be prescribed by the Central Government, to be paid to the Certifying Authority: Provided that while prescribing fees under sub-section (2) different fees may be prescribed for different classes of applications;

**Do's and Don'ts in Information Security**

Do's	Don'ts
Always use hard-to-guess passwords	Disclose password to anyone
Lock your computer and mobile phone when not in use	Leave your computer unlocked when left unattended
Stay alert and report suspicious activity	Leave hardcopy of confidential unattended or unsecured
Change your password if you have any suspicion that it may have been compromised	Respond to emails or phone calls requesting confidential company information including employee information, financial result or company secrets.
Take backup data from your PC regularly	Use unprotected computer
Encrypt laptop hard drives and mobile devices	Plug in personal devices like USB flash drives, MP3 players and smartphone without permission from IT
	Install unauthorized program on your computer

## Exercise on creating e-mail account and sending mail

**Objectives:** At the end of this exercise you shall be able to

- create an e-mail account
- add contacts, compose and attach document, send e-mails
- check the mail and sign out.

### Requirements

#### Material

- Intel core i3 or higher with Windows 7 operating system
- High speed Internet connection

### TASK 1: Create an Email Account

**Note to the Instructor:** Make the trainees to create accounts as itistud as the primary name and secondary in increasing order of number series, in both yahoo and gmail.

**Example :** itistudtwo, itistudthree etc.

- 1 Choose Internet Explorer and Click to open it on the window desktop.

**Note: The home page appears on the screen. (Fig 1)**

- 2 Type www.yahoo.com on the address bar and click enter

Fig 1

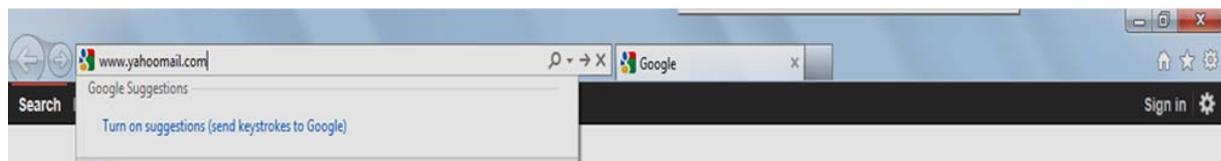
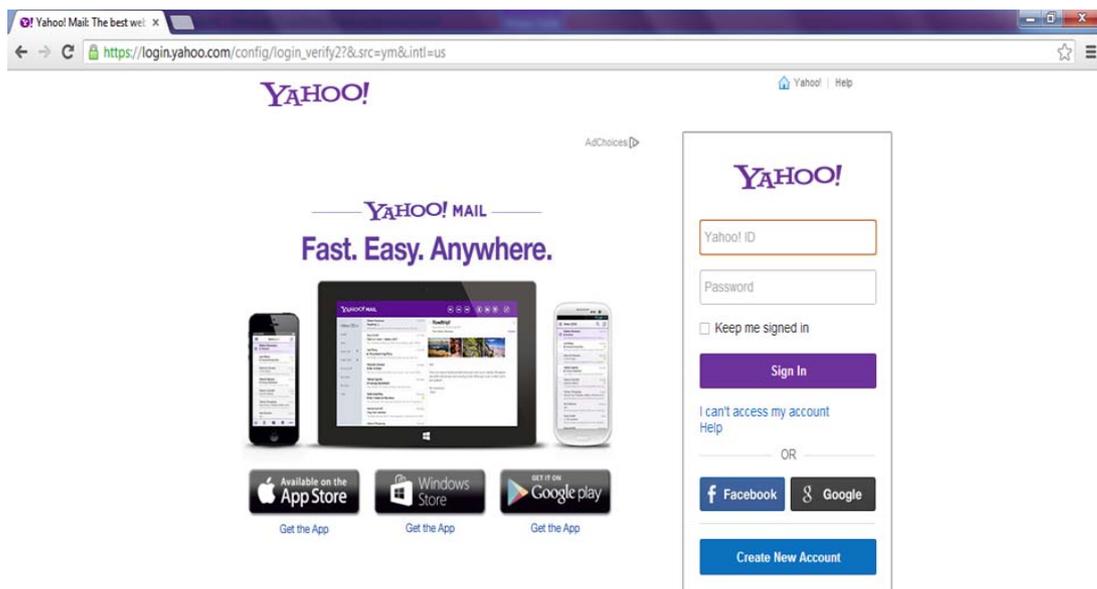


Fig 2



**Note: A yahoo Account screen appear as on (Fig 2)**

- 3 Click "Create New Account"
- 4 Type "iti" in First Name box, "studone" Second box,
- 5 Choose Male in Gender, Birthday January, 24, 1994, India in Country, English in Language
- 6 Choose "itistudone@yahoo.com"
- 7 Type password as "sachin1@iti" and retype the same
- 8 Type itistudone@gmail.com for alternate email
- 9 Choose "In secret question 1", select other question from the below dropped down box and type the name of the ITI: ITI
- 10 Choose "In secret question 2", select "Name the sports favourite?" : Sachin
- 11 Type the quote shown

**Note: The secret question 1 should be related to email id, secret question 2 should be related to your password so that it can be easily rememberable when you forget it.**

**Note: the "create my account screen" with filled data appears as on Fig 3.**

Fig 3

The screenshot shows the Yahoo! account creation interface. At the top, it says "With a Yahoo! Account, get free email and other leading web services." Below this, there's a section for "Indian version also available" with a link to "Switch to Yahoo! India in English". The main form fields are filled as follows:

- Name: ITI (First Name), Studone (Last Name)
- Gender: Male
- Birthday: January 24, 1994
- Country: India
- Language: English
- Select an ID and password: Yahoo! ID and Email: itistudone@yahoo.com; Password: [masked]; Re-type Password: [masked]
- In case you forget your ID or password...: Alternate Email (optional): itistudone@gmail.com; Secret Question 1: - Type your question here -; Specify Your Question: ITI location; Your Answer: ambattur; Secret Question 2: What is the name of your favorite spc; Your Answer: sachin
- Visual code: 4w5Jb8; Type the code shown: 4w5Jb8

At the bottom, there's a "Create My Account" button and a small disclaimer text.

- 12 Click the create an account button.

**Note : A successful Registration shown in Fig 4**

- 13 Click continue button.

**Note: The yahoo mail window appears on the screen as on Fig 5**

Fig 4

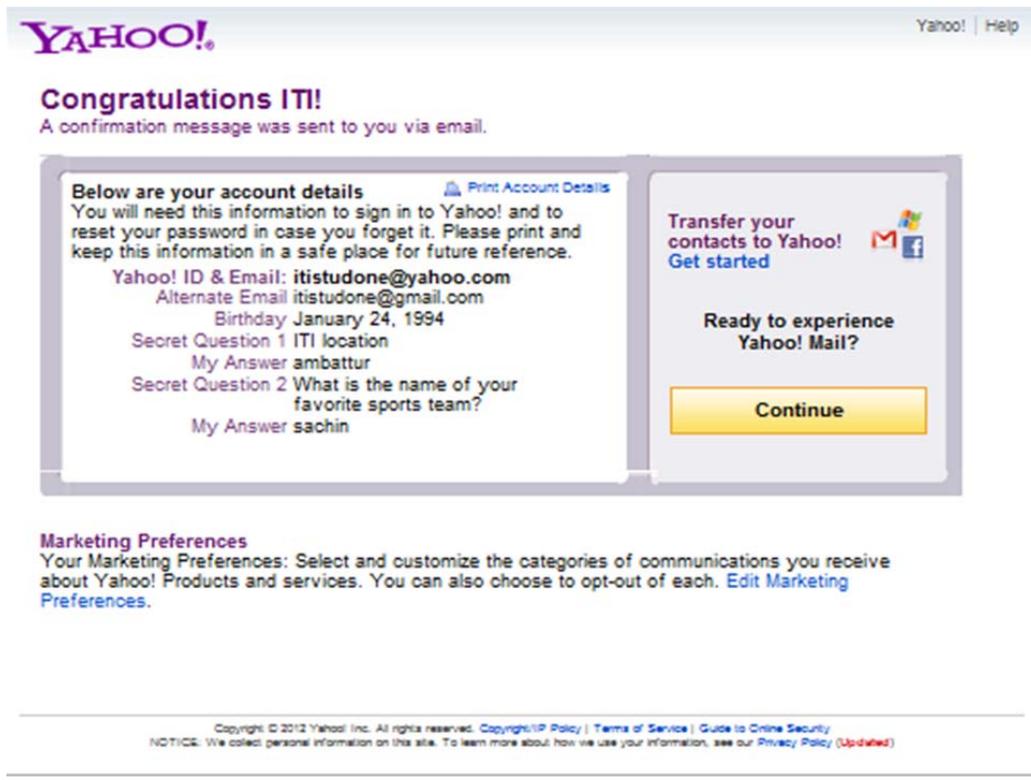
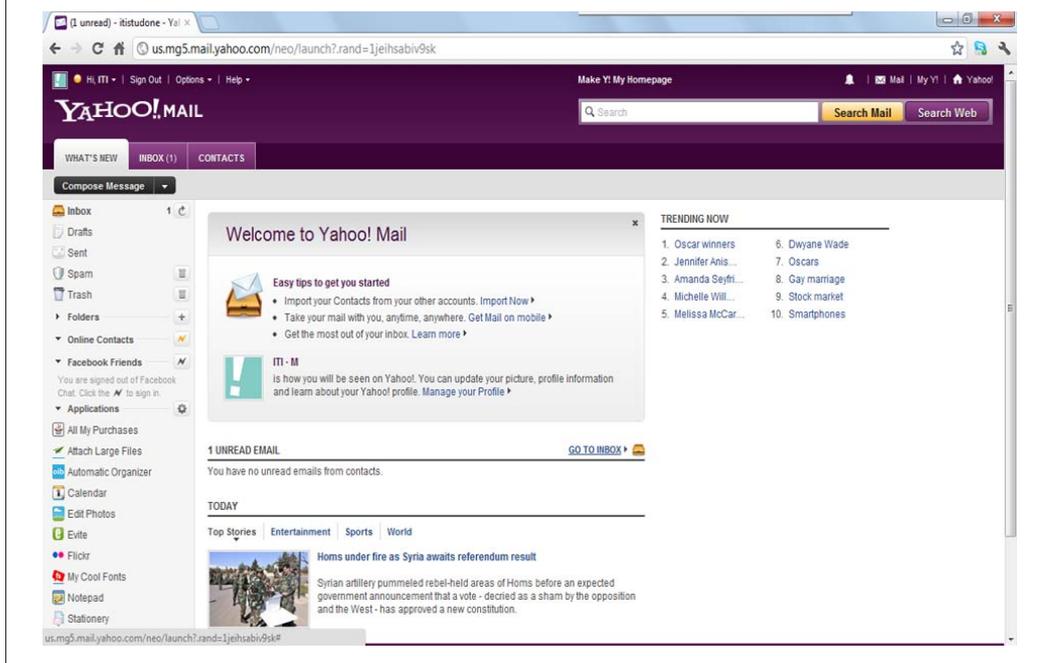


Fig 5



## TASK 2: Add contacts.

- 1 Click the "CONTACTS" from the yahoo mail menu.

**Note : the following window appears on the screen Fig 6**

- 2 Click the "Add a New Contact" button to append contacts.

**Note: A screen appears as on Fig 7**

- 3 Type iti in firstname, Studone in Middle name, itistudone@gmail.com and fill the required field.
- 4 Click save button after filling it

**Note: the following screen is shown Fig 8**

**Note to the Instructor: Make the trainees to add more newly created contact of yahoo and gmail accounts**

**Example: itistudtwo, itistudthree etc.**

Fig 6

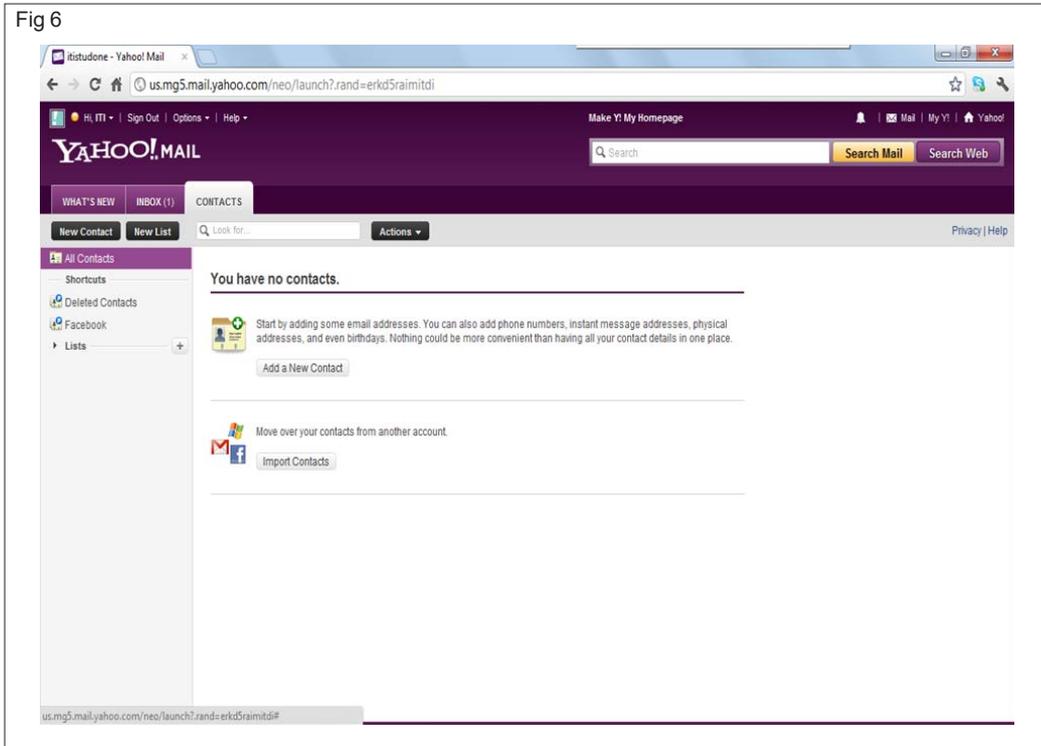


Fig 7

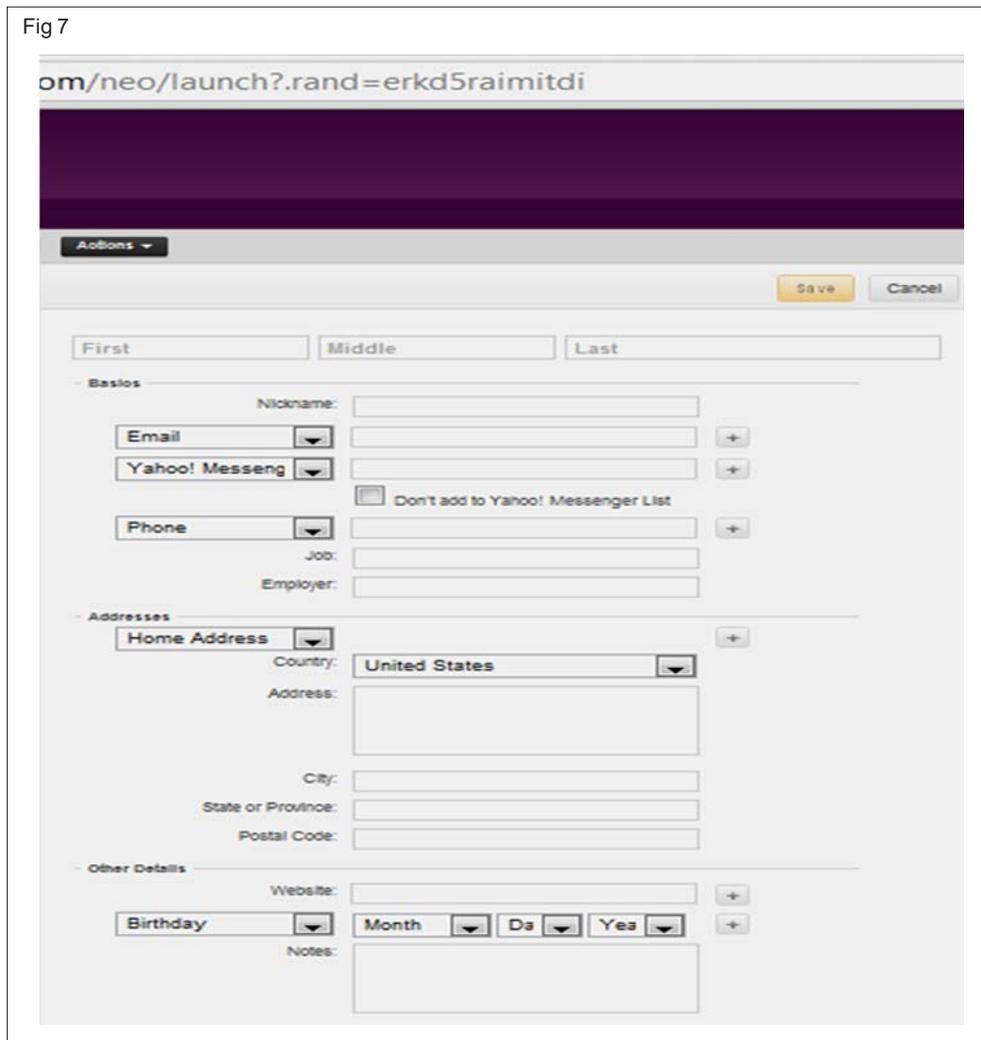
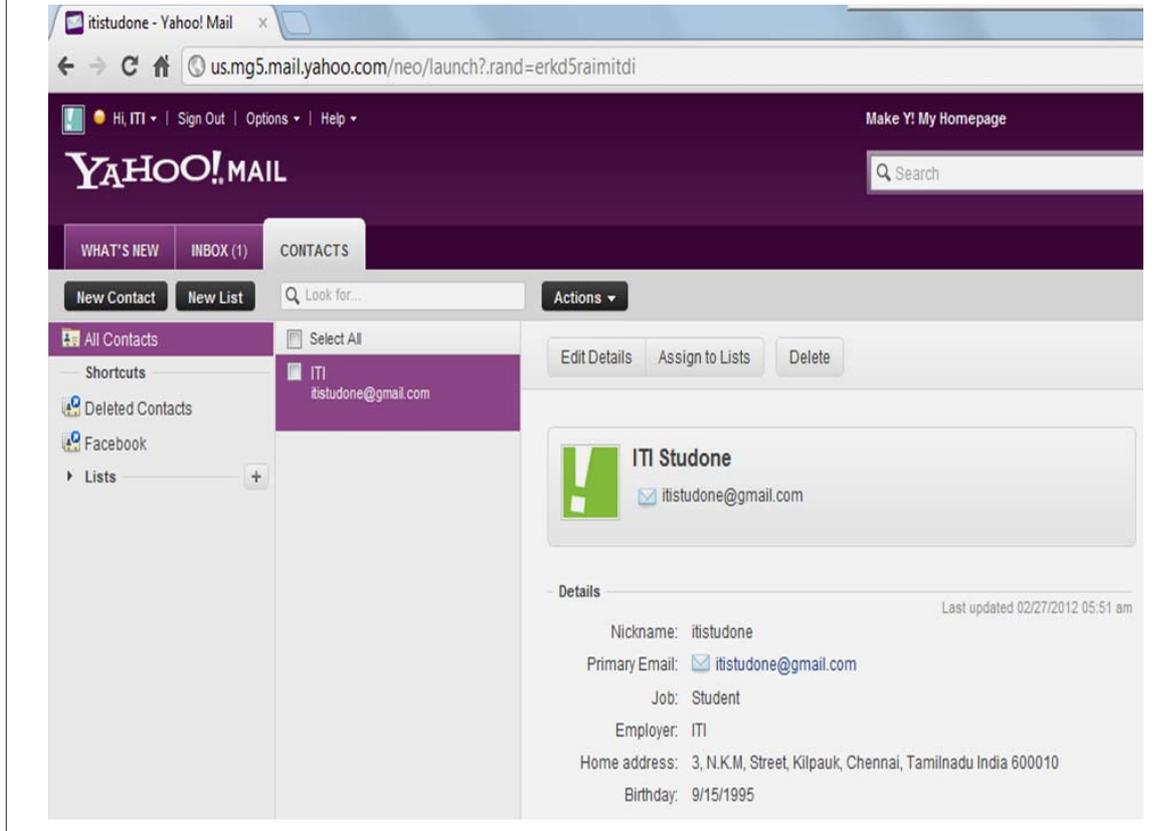


Fig 8



### TASK 3: Composing and Sending mail with attachments

1 Click INBOX button, and choose COMPOSE MESSAGE.

2 Click + sign of TO box.

**Note: The following Fig 9 appears on the screen.**

**Note: Fig 10 appears on the screen.**

3 Choose the contact itistudone@gmail.com and click "done"

Fig 9

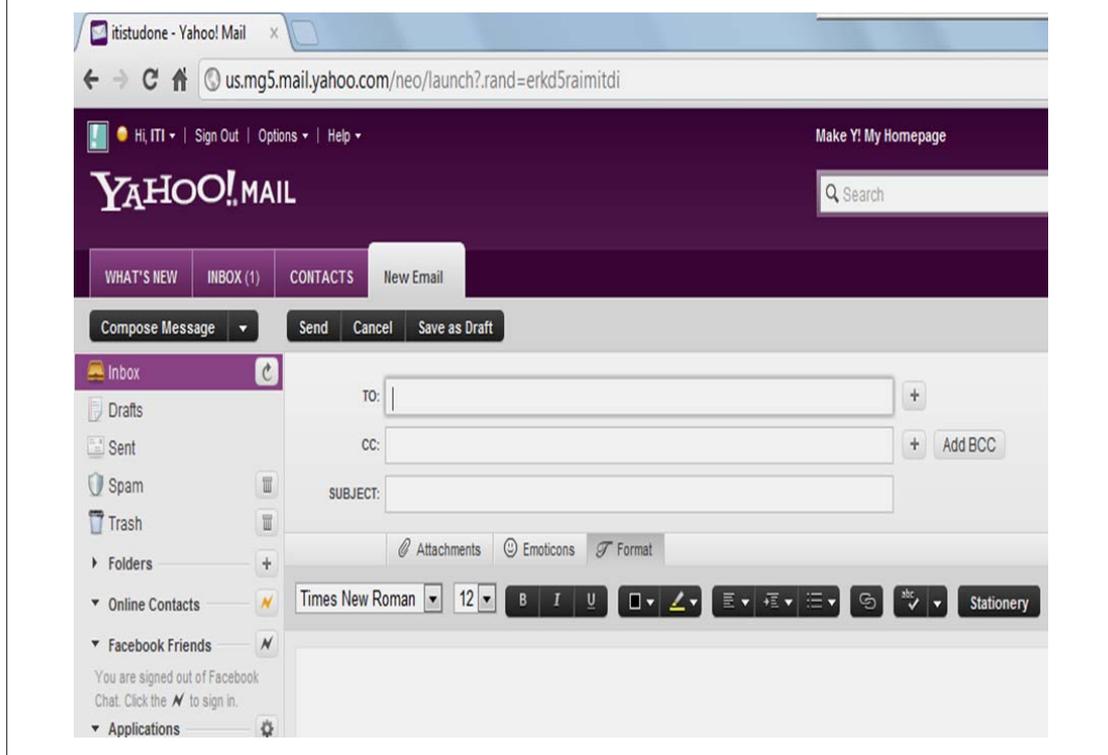
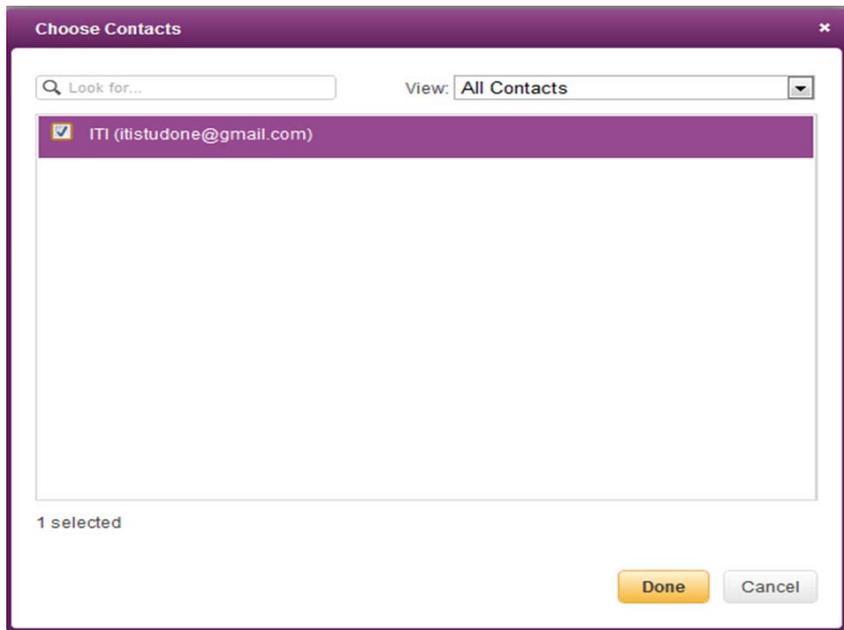


Fig 10



4. Type "My Power point presentation" In Subject
5. Click "Attachments"

**Note: The attachments window is invoked and select "presentation 1 .pptx" from the folder computer literacy on the desktop and click open as on Fig 11**

How are you?, Hope you are fine, I have created a Power point presentation were it describes a story with a moral, Enjoy it

With Love

Your Friend 😊

6. Type the following  
Hi Friend,

**Note : Select Blushing from emotions, Click Format, choose Italic for the body of the letter, click stationary and apply Goth rose as Background click spell check (abc) button to correct the text.**

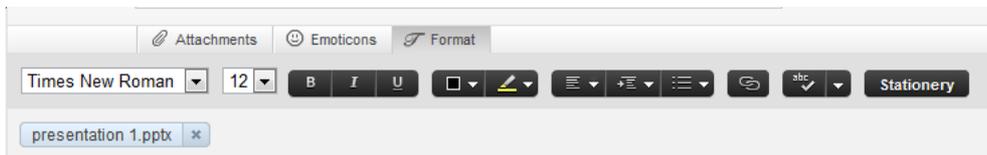
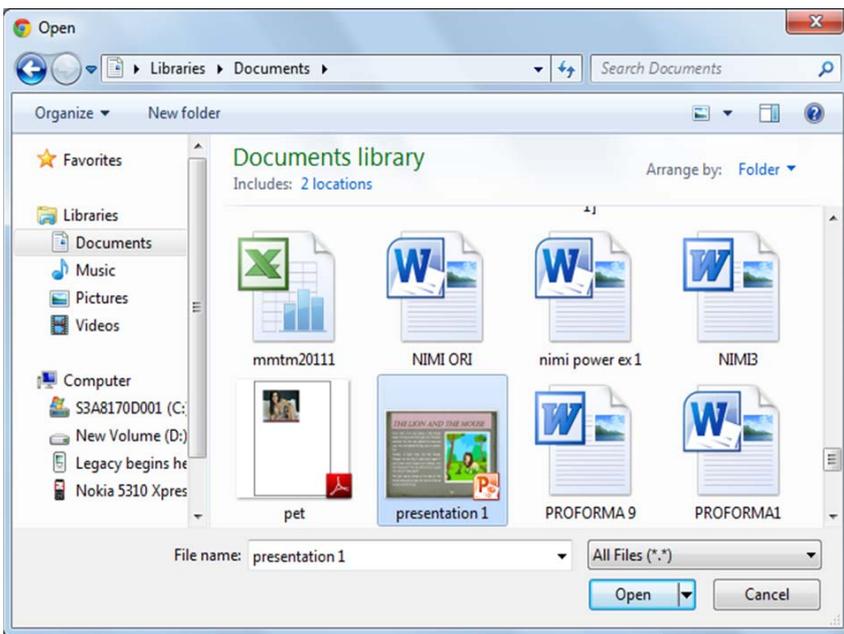


Fig 11



The finished screen appears as Fig 12

Note : The (Fig 13) appears as the mail is sent

7. Click send button

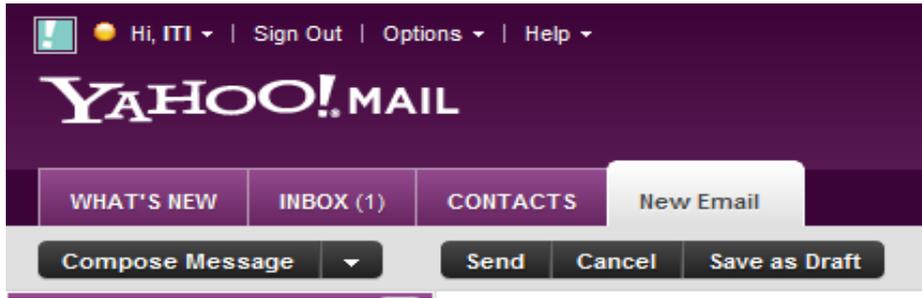


Fig 12

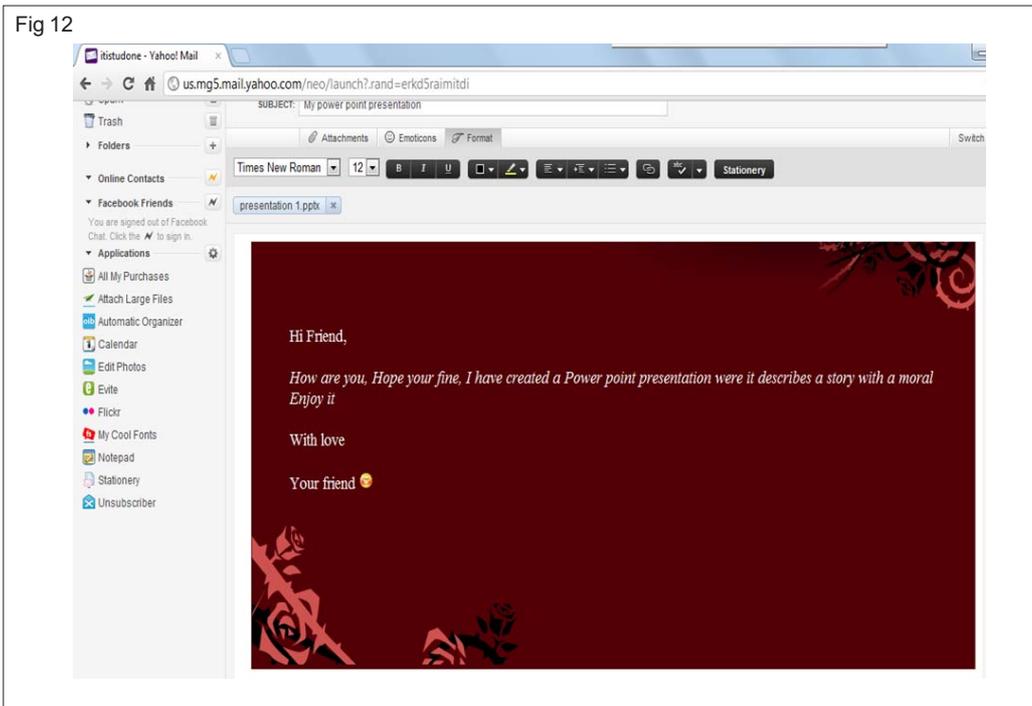
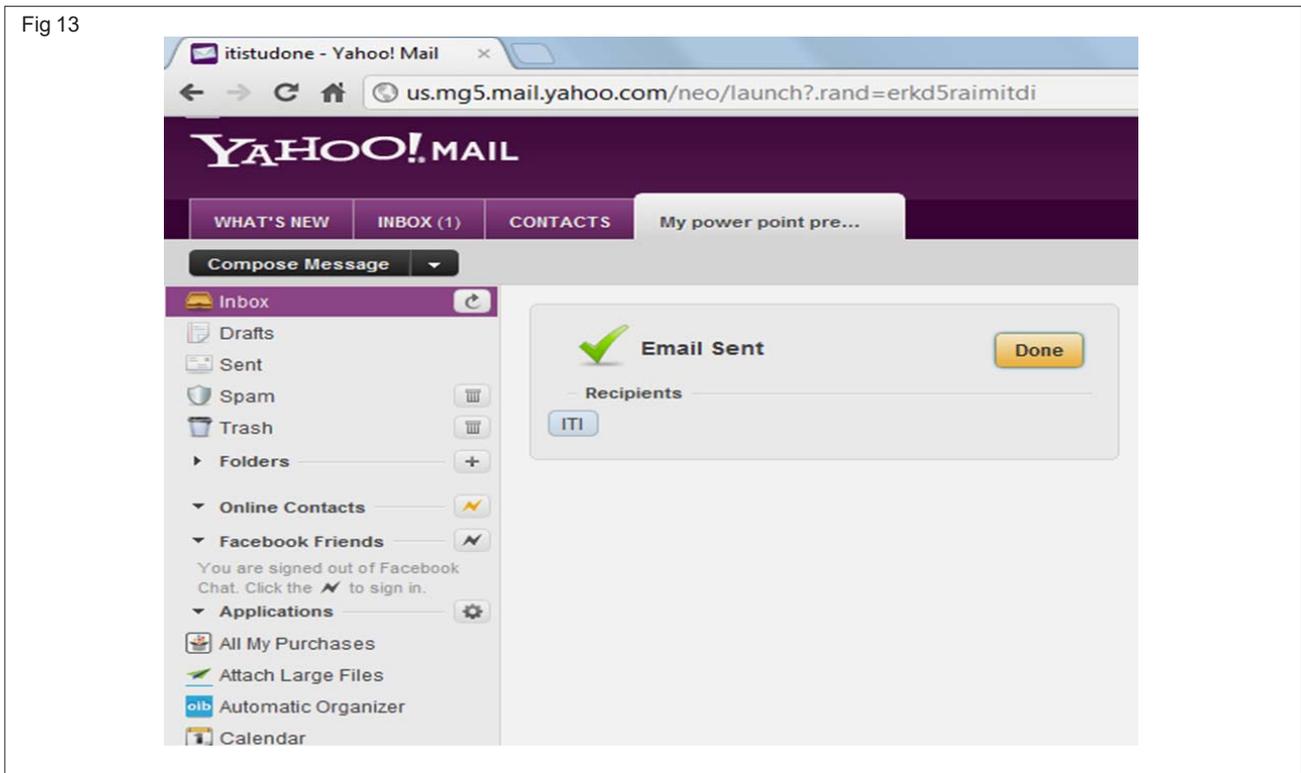


Fig 13



#### TASK 4: Checking mails and sign out

1 Click "INBOX"

**Note : the unread messages are shown in the inbox as on Fig 14**

2 Click the mail named "ITI STUDONE"

**Note : the Fig 15 appears on the screen**

**Note : If you have attachments just click download and save the file**

The file gets download in the default download file location.

3 Click "sign out" to come out of yahoo mail as on Fig.16

4 Check with the instructor

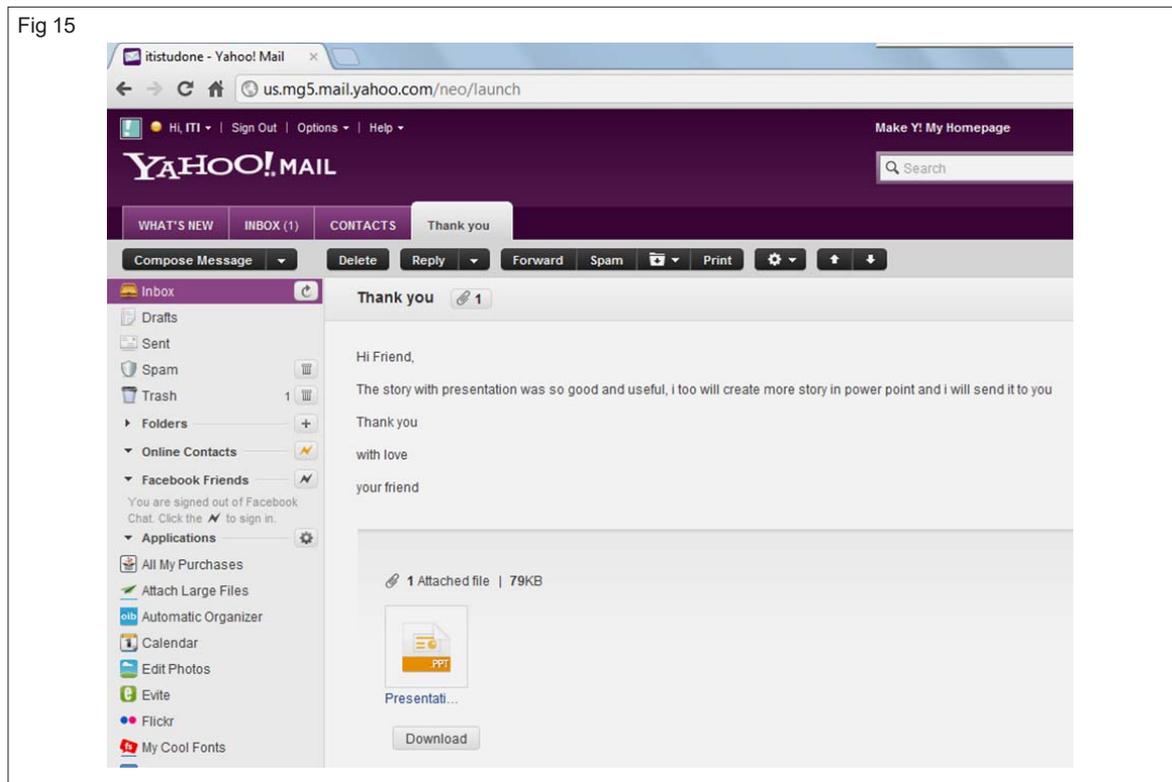
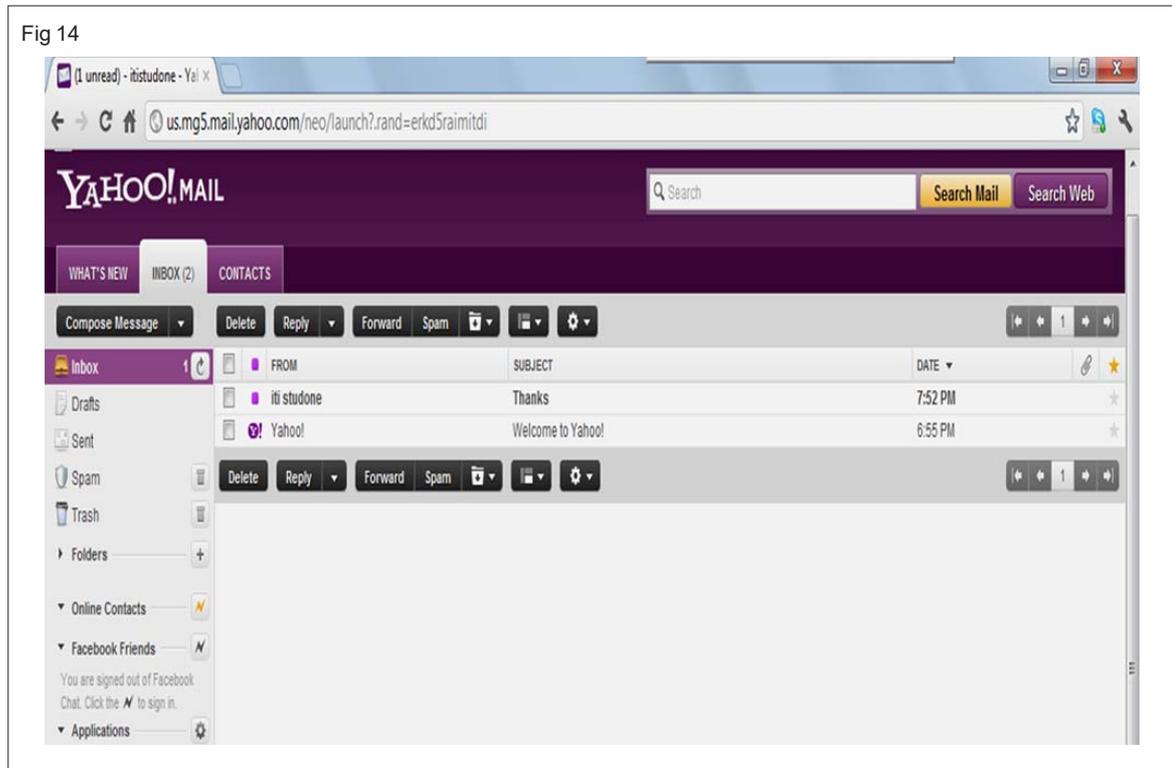


Fig 16



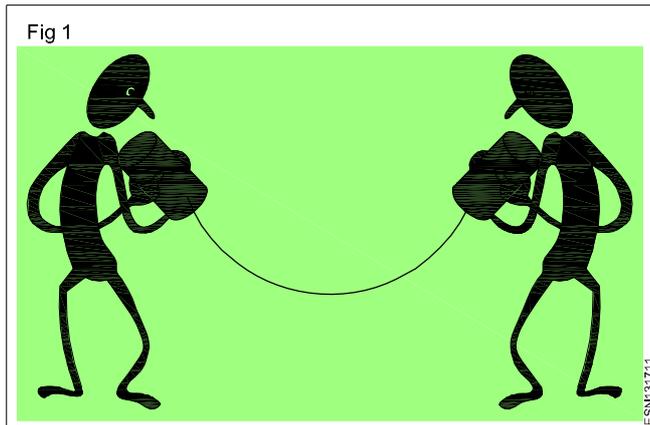
**MODULE 3**  
**COMMUNICATION SKILLS**

## Communication and its Importance

**Objectives:** At the end of this lesson you shall be able to

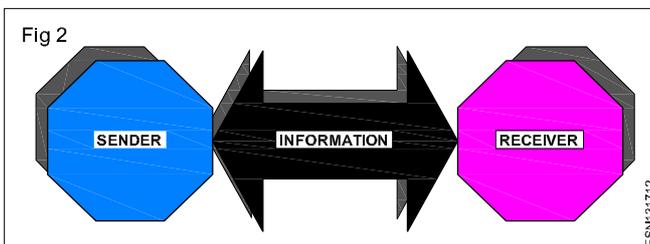
- define communication and its various theories
- explain the process of communication
- list out the various components of the communication process and means of communication.

The ability to communicate is the primary factor that distinguishes human beings from animals, and it is the ability to communicate well that distinguishes one individual from another. (Fig 1)



But what is communication?

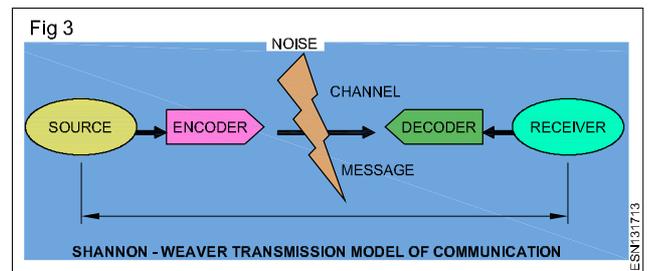
There are many answers for this question. Let us see (Fig2) a few of them.



- Communication is a process of transferring information from one entity to another. The information can be words, gestures, drawings, paintings, songs, music or even sounds.
- Communication is the sharing of ideas and information. These ideas or information could be passed by even a gentle touch or a look. Even such non verbal gestures would communicate a message loud and clear.
- Communication is the act of transmitting and receiving information. In this model advocated by Claude Shannon and Warren Weaver, communication process was more technical than the previous two. In this model there are five elements in a communication process. (Fig 3) They are:

- Source to produce a message
- A transmitter which encodes the message
- A channel to transfer the message

- A destination where the message is sent
- A receiver to decode the message



In this model even noise that interrupts or changes the message is also considered as an element.

When a person speaks to another person, the speaker's brain is the source which uses language to encode his message and sends it through a channel. This channel could be face-to-face, over the telephone or something similar. The message reaches the listener's ears and is decoded in his brain. The feedback given by the listener is the response. But this model had one basic flaw, it is very linear. It sees the receiver as a passive listener just listening to and interpreting the message as it was intended by the sender. But in reality it does not happen so.

For example: I am o.k

This sentence could have more than one meaning. It could mean

- I am feeling great.
- I am happy.
- I was feeling unwell, but now I am feeling better.
- I was very upset earlier but now I am feeling better.
- I am not injured, there's no need to worry.
- Actually I am very irritated but I don't want to tell you.
- I am not o.k but I don't want to tell you.

Or any such meaning. The receiver will not understand these different meanings just by listening to the phrase 'I am o.k.'. He has to look at something more than the verbal message to get the complete meaning of the sentence.

**Communication can be defined as**

- A giving or exchanging of information, signals, or messages by talk, gestures or writing.
- The art of expressing ideas, especially in speech and writing

- The science of transmitting information, especially in symbols
- A means of communication, a system for sending and receiving messages, as by telephone, or something similar

This definition shows that there are different types of communication which can be grouped under verbal and non-verbal communication.

**Non-verbal communication**

Non-verbal communication involves exchanging information or transmitting data without the use of words. There are many examples of non-verbal communication everywhere in the world. For example, a traffic light showing green is communicating to commuters to go ahead. Body language, gestures and facial expression are also types of non-verbal communication.

**Verbal Communication**

Unlike non-verbal communication, verbal communication needs commonly accepted meanings for sounds to be understood by others. In order to communicate it needs a person who not only knows the language but also the cultural context, underlying relationships between the people involved in communication and other relevant details. Verbal communication could either be oral or written. Not all verbal communication is planned and systematised. Animals and birds too use verbal

communication, but they have their own language of sounds, grunts, barks, chirps etc., each having its own meaning.

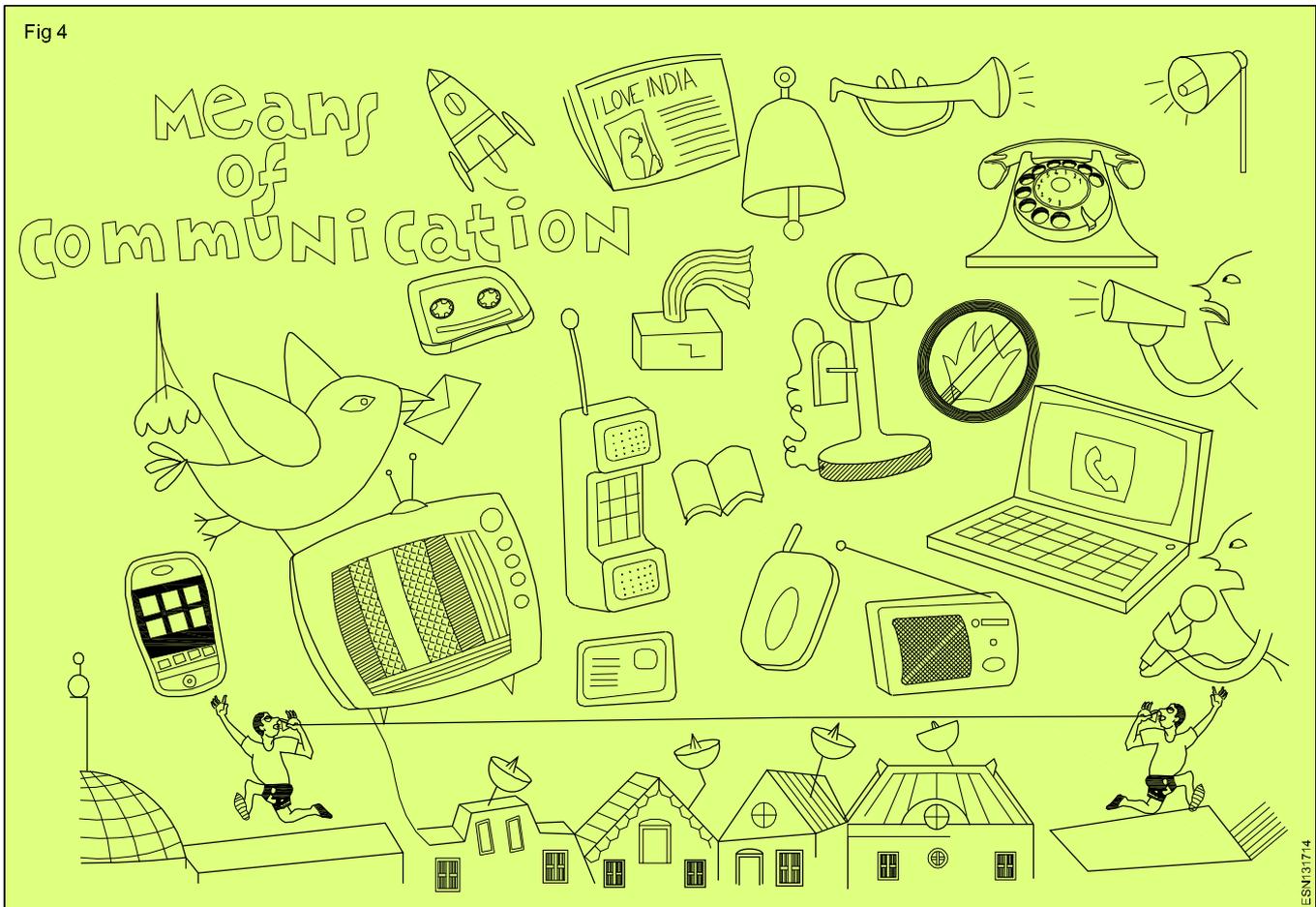
We can also further divide communication as formal and informal communication. A meaning of a sentence changes depending on the context. If a sentence spoken in an informal set up means one thing, would probably mean something else in a formal context.

E.g. “Clean the room” could mean an informal instruction when said by a mother to a son, but could mean a command when spoken by a supervisor to an employee.

**Means of Communication**

There are different means of communication. (Fig 4)

A few centuries ago people knew only a few kinds of communication. They could speak to each other, they could send their message from one place to another by drum sounds or smoke signals. Later they started to use mail, which was sent through messengers and later in vehicles. After a few years, people invented newspapers. Then the first expansion of media started with the invention of radio and television. The second biggest boom started in 1960s when the first communication satellite was launched into orbit. Today we have telephones, internet, social networking sites and many more technological advances for communication.



Practice on Communication Skills - Non verbal Communication

**Objectives** :At the end of this exercise you shall be able to

- state the process of communication
- perceive the way to visualize a picture
- use non-verbal communication to convey messages
- identify the different components of the communication process.

**Task 1**

If the class is a small class, (30-35 students) this task can be done as a whole group task. Or else divide the class into two groups. Give one lengthy sentence to one person in the group. Other group members should not hear it. The students have to whisper this sentence to the next person and it has to be passed in the similar manner till it reaches the last person. One condition is that the sentence should be told only once and should not be repeated. The last person in the group should get up and tell the sentence. The teacher verifies the sentence. If the sentence matches the sentence given by the teacher, then the group were successful in passing the information. Otherwise they would have failed in communicating. In most cases, group members get the sentence wrong as they wrongly hear or miss out on one word and they add on their own word. Some times the final sentence is nowhere closer to the correct sentence. The noise element in the class also intrudes. The rule of not repeating the sentence also creates additional stress which affects students' listening.

**A few example sentences are given below**

My puppy tracked mud all over the kitchen floor.

I tried bleaching my hair and it turned orange.

I dropped my new nokia 5236 phone in the toilet in the new multiplex theatre.

A million monkeys sat down and typed Shakespeare for the students to read.

We have contacted your Earth Governments but they have denied our very existence.

The quick brown fox jumped over a lazy dog eating a hamburger.

Goofy grinning Gophers gobbled gigantic grapes while juggling in the gates.

**Task 2**

What do you see in the following pictures? Discuss in groups. (Fig 1 to 5)

These pictures are examples of optical illusion. At the first glance what image one sees shows how the person perceives images - in specifics or in totality. It tells about oneself. Some people are very good in both that they are able to visualise both images that can be seen in the picture. The main focus is on which image the person sees.

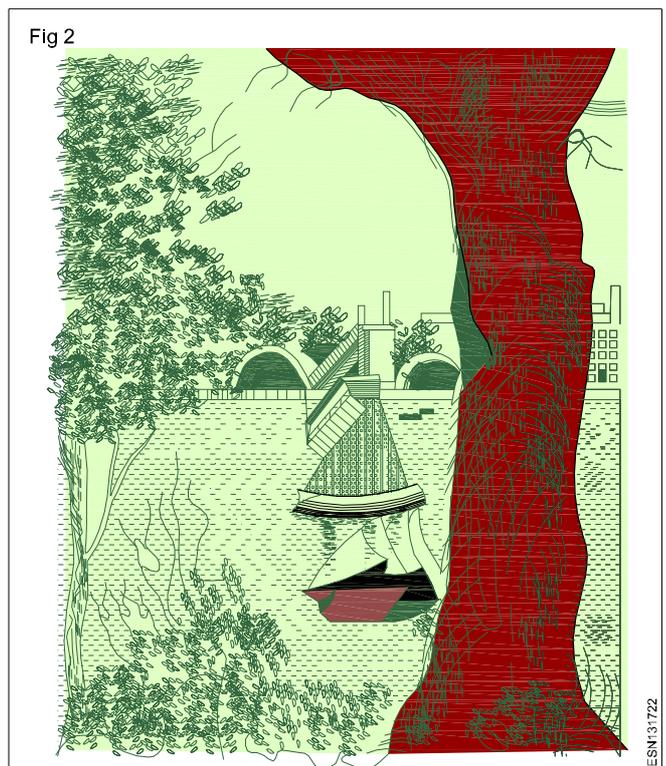
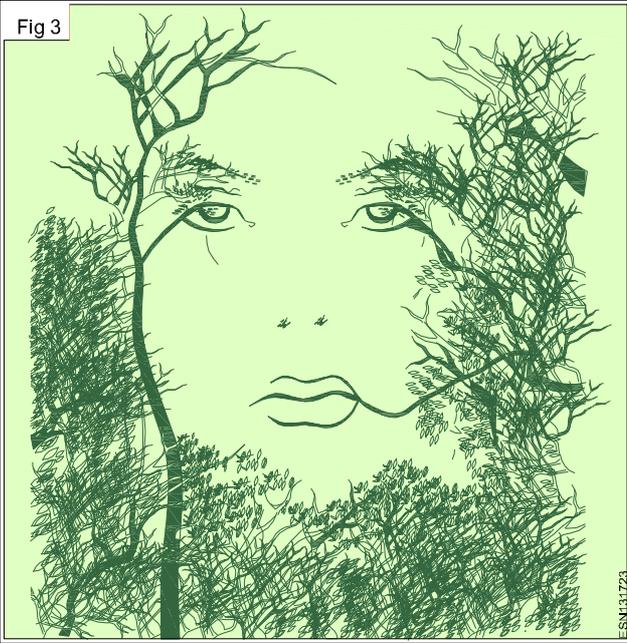
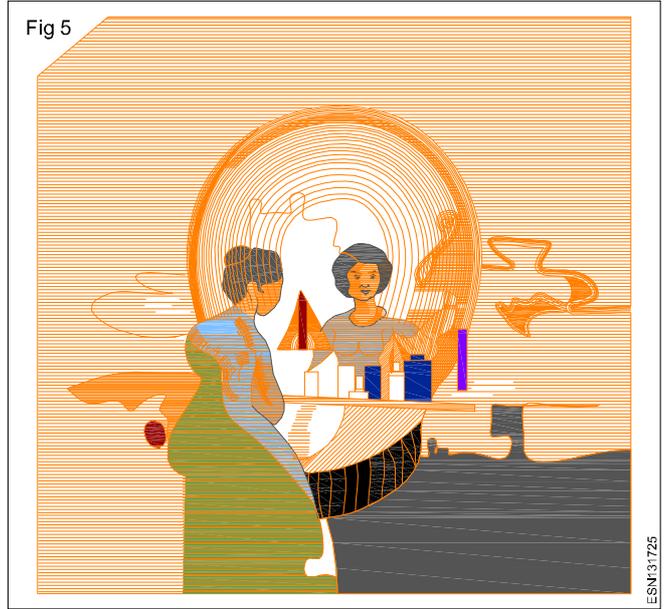


Fig 3



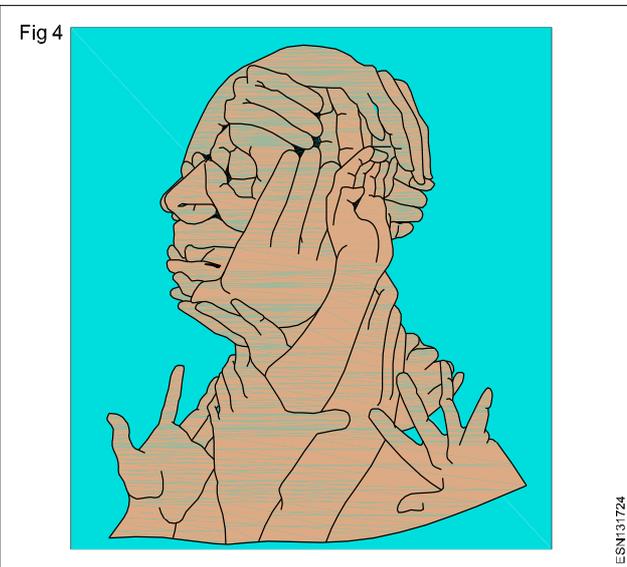
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Fig 5



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Fig 4



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## Types of Communication

**Objectives** :At the end of this lesson you shall be able to

- describe verbal communication
- explain about oral and written communication
- explain about the use of right words in verbal communication
- explain the process to send an e-mail communication and communicate through phone
- state about SMS and content writing
- explain about public speaking and useful strategies to overcome nervousness and discomfort.

### Verbal Communication

Unlike non-verbal communication, verbal communication needs commonly accepted meanings for sounds to be understood by others. In order to communicate it needs a person who not only knows the language but also the cultural context, underlying relationships between the people involved in communication and other relevant details. Verbal communication could either be oral or written. Not all verbal communication is planned and systematised. Animals and birds too use verbal communication, but they have their own language of sounds, grunts, barks, chirps etc., each having its own meaning.

We can also further divide communication as formal and informal communication. A meaning of a sentence changes depending on the context. If a sentence spoken in an informal set up means one thing, would probably mean something else in a formal context.

### Oral and Written communication

Oral communication is the transfer of information from sender to receiver using words and at times visual aids. Examples of oral communication include discussions, speeches, presentations and face to face interaction. For effective oral communication, we need to have clarity, brevity(using few words) and precision in our communication.

Benefits of oral communication:

- It is quick and direct method
- Feedback is immediate, be it praise or criticism

One problem with this communication is that it cannot be used for documentary evidence.

### Written Communication

Any form of communication that is written and documented from the sender to the receiver is known as written communication. Examples of written communications are letter, memos, academic research paper, reports, newspaper etc.

Written communication has the advantage of providing records, references and legal evidences. It should have clarity, correctness and logical continuity. In this communication ,we will not get immediate feedback.

It has its own limitations as it does not have additional help from body language and tone of voice.

### Choosing the Right Words in verbal communication

"Good words are worth much and cost little" by George Halic Herbert

In order to communicate our message to our listeners, we need to choose the right words that clearly express out thoughts. Very often, in both informal conversation and public speaking, we make statements that are not very clear. For example:

- Unclear: Let's go to a place where they sell those things we need for the office.
  - Clear: Let's go to the bookstore that sells books and school supplies.
- 1 We should use simple words and phrases rather than the complex or difficult ones.

#### Simple Words

dislike  
increase

#### Difficult Words

abhor  
abound

- 2 We should use precise words that expresses our thought and feeling accurately. Avoid using vague words. It confuses the listener and doesnot clearly expresses our intended meaning.

Vague: We had a bad meeting yesterday.

Precise: We had a disorganized meeting yesterday.

- 3 We should use specific words - these identify items within a category while general words refer to an entire category. Specific words help our listeners to form a picture in their minds of the exact images we want them to see.

General Word: The purchasing officer bought a lot of THINGS at the bookstore.

Specific Word: The purchasing officer bought pencils, brown envelopes, white board pens, and bond paper at the bookstore.

4. Avoid repeated use of 'filler' and 'favourite' words in your conversation Some people have an habit of using them all the time. They add nothing to the conversation, are completely unnecessary and can be very distracting and annoying.

Filler words are words like 'you know', 'sort of'

Favourite words are words like 'obviously', 'actually', 'basically'

5. Avoid using jargons, acronyms, abbreviation. Jargon is familiar to the people who are in the same group and not outsider.

For example:

BTW →By the way

FAQ →Frequently asked questions

ASAP→As soon as possible

HTH →Hope this helps.

**Email**

Electronic mail or email is called an important means of communication in the modern world. Using e-mail one can have a message delivered within minutes to anyone in any part of the world. The only condition is that both the sender and the receiver should have an Internet account or at least access to an internet account.

**With e-mail one can:**

- Send messages to individuals.
- Send messages to groups.
- Send formatted files such as word documents and spreadsheets as attachments.
- Send photos, music, videos, or any other kind of files as attachment.

One can also use the email for advanced communication purposes like subscribing to electronic newsletters or magazines, or writing and sending articles to electronic newsletters or magazines, participating in electronic discussion groups etc. Many organizations prefer to use the email for official communication because it can save both time and money.

Before one uses the email it is important to know how email is different from a written letter. Email as we know is typed or keyed into a computer by the sender unlike a letter which is written. Email is received and read online by the receiver. This itself gives email one of its important features. Because the email is seen on the screen, it is preferable not to have a very long message. Formal emails are usually kept short and easy for the receiver to read.

Email messages have their own format just like a letter (Fig.1). The following is a sample picture of an email screen.

Fig.1

To	<input type="text"/>
CC	<input type="text"/>
BCC	<input type="text"/>
Subject	<input type="text"/>
	<input style="height: 50px;" type="text"/>

In the column "To" you must key in the receiver's email id. (eg. name@gmail.com / name@hotmail.com etc.) The column titled "Subject" should express the subject of the message in four or five words. (eg. Request for leave / Work completion report etc). If you want someone other than the email receiver to get a copy of the email just to be informed then you key in that person's email id in the CC column. If you wish to send the email to someone else without the receiver's knowledge then you key in that person's id in the BCC column. The body of the message is typed into the blank space for the message. If you need to send a file as attachment you can click on "Attach a file" and select a file to attach. Once the file is attached then you can click on Send and the message will be sent.

**Email etiquette**

Just like any other form of communication email too has its own rules and codes of behaviour. This is called email etiquette. Some of the following tips can help you use the email more effectively.

- Before you send a message, make sure that it is what you wish to send. Don't be in a hurry to click on the "send" button. Don't send anything you don't want to send.
- Keep emails short. Many people don't like to scroll down the screen to read a very long email.
- Use the correct words in the subject line. Many people decide not to open the email if the subject is not clear.
- Don't forward false messages.
- Use a current antivirus software. Don't send mail that may have virus.
- If you are forwarding a message say why you think it will interest the receiver.
- Reply to email if you have received one. Even if the mail does not need a reply, make sure the sender is informed that you have received his email.
- Don't use all caps or all small letters in email.
- Don't paste attachments in the body of the mail. Some files should be sent only as attachment.

**Activity**

You are sending an email to your friend in Delhi that you are coming to Delhi for a job interview and you will be reaching there at 10.00 pm on 26th of June. You are also requesting your friend to come and pick you up at the railway station and accommodate you in his house for one day. Your friend's email id is ganesh@yahoo.com. Now fill in the email details in the following columns. Leave out whatever is not applicable to your message. Also compose the actual email message in the space provided.

**SMS**

Another common form of communication is the SMS. SMS stands for short message service. Other names of SMS are texting, sending text messages or text messaging. Short messages can be sent from one cell phone to another cell phone or from the Web to another cell phone. Including spaces, text messages traditionally can't exceed 160 characters.

SMS is a unique form of communication. It was originally considered informal. But now it has become an accepted form of official communication. SMS is also unique because it has given rise to the creation of a new SMS language which is full of short forms.

### Activity

Can you match the sms forms in column A with their long forms in column B.

Column A	Column B
Msg	Tonight
ASAP	Are you there?
2moro	Message
Gr8	By the way
Abt	As soon as possible
u	Great
2nite	Tomorrow
BTW	For your information
FYI	About
R u de	You

Because of the necessity to stick to the size limit of the SMS, most people even in the official context use the short forms in their messages. The SMS has become a very popular means of communication because it is short, easy to use and inexpensive.

### Content of writing

It is seen that the content of writing is becoming briefer and briefer and the emphasis is on conveying the message and leaving out every word that does not contribute to the message. Therefore you must pay attention to developing or writing the content without wasting words. An easy way to do this is to give your message to a friend or a partner and check whether they are able to understand what you are trying to say. If they do then your written message is clear. Otherwise you will need to change it.

### Telephone Conversation

Mobile telephones today are the most complex network and widely used communication device created by man. There are more than 700 million telephones today. Today we cannot imagine a world without telephones. They are not a luxury anymore but a necessity. Even a teenager feels he needs a telephone for contacting his parents and friends. In work place it is a major form of communication. Today telephonic interviews for recruitment and even major business deals are conducted over the phone. The ability to communicate by telephone can help in career progress, reduce stress in the workplace, improve our work efficiency and give us an advantage in a very competitive world.

### Fear of the Microphone

Some people have difficulty in speaking in public. It is not that they are not good in their language, but it is the fear of the microphone. The phone itself can have exactly the same effect on some people. This fear can be overcome if

you will not try to talk to the phone receiver. Instead, you have to imagine that the person you are calling is sitting right in front and address him directly. If you are talking to a person whom you know, it will be easy to visualise the person. If you don't know the person, based on the voice try to visualise what kind of person he would be. When we talk we tend to use lot of gestures. Even during a telephonic conversation, some people continue to use gestures. There is nothing wrong in using gestures but it should not be too obvious if you are speaking in a business environment.

All three characters started their conversation with polite greetings which is very important in a business environment and when we are talking with strangers. As this was a business call, there were no personal comments. Since it was a customer service call, the executive tried to find out what the problem was and would have given a proper solution over the telephone, if the customer was familiar with computers. But as he was not very sure about it, the executive fixed a time to do servicing. There was no irrelevant chatter or impolite talk. This is a good example for a good business conversation.

### Public Speaking

Another area where people have difficulty is speaking in public. Even a smart, well educated and knowledgeable person becomes tongue tied when he is standing in front of a crowd. This fear of the microphone, stage fear nervousness & discomfort are seen among even the best students. This fear can be overcome only with practice. One does not need a loud voice, or great command of language. He first needs self confidence to talk in front of an audience. If he has the self confidence, the rest of it will follow as the person will prepare himself for his speech.

### 3 Ps of Public Speaking

- **Prepare**
- **Practice**
- **Perform**

The above 3 are important Ps of Public Speaking. If you are going to talk on a topic, you need to **prepare** well. Otherwise even if your command over language is very good, the audience might listen for that minute, but will feel disappointed over the lack of content in your delivery.

The next P is **practice**. This is very important in public speaking. We are not born as great speakers. Many good speakers practised to become one. So you need to practice well to become a good speaker. The final P is **perform**. After all the preparation and practice, you need to actually perform well. Only when you perform well, all the preparation and practice would have been useful.

### Useful Strategies to overcome nervousness / discomfort

- 1 Prepare well on the given topic.
- 2 Use interesting quotes, statistical information, stories, jokes or any such ice breakers to get the audience attention. You need to create a rapport with the audience. This initial ice breaker or attention getting strategy will help you create this rapport. Use humour in your presentation

- 3 Audience attention span is very limited. If you are going to speak continuously for more than 20 minutes they might hear, but not listen. So try other strategies like asking them questions, making your session interactive or changing the tone of your voice or any such thing to break the monotony.
- 4 People tend to remember things in threes. So try to give whatever information you want to give in sets of three.
- 5 Body language is very important. Be very conscious of your posture. Do not be very stiff and formal. Do not use too many hand gestures.
- 6 Maintain eye contact with everyone. Do not look at only one section of the audience. Others will feel left out.
- 7 Speak to your audience. Do not read from notes or powerpoint slides.
- 8 Use audio visual aids to support your view point but do not make them the main speech. You are the main speaker, not the audio visual material. They are supposed to aid your speech.
- 9 Use appropriate pauses. Do not talk very fast or slow. Audibility is another factor which will affect your presentation. If you are not audible, audience interest in your topic will wane.
- 10 Manage your time properly. If you give too much information in a short time, the audience will find it overwhelming and they'll stop listening. Or if you don't give adequate information, they might feel that you don't know anything.

**Practice on Verbal Communication**

**Objectives :**At the end of this exercise you shall be able to

- complete the table with major difference between oral and written communication
- participate in role - play in telephonic conversation
- identify the kind of communication
- speak on a general topic.

**Task 1**

**Complete the table stating the major differences between oral and written communication**

Oral Communication	Written Communication
It is spoken	It is written

**Task 2**

**Telephonic Conversation - Role play**

**List 1**

- 1 You are a father enquiring about a computer course
- 2 You are a candidate attending a telephonic interview
- 3 You are a person calling your friend to go for a movie for which you already have the tickets
- 4 You are calling your friend to apologise for not attending her housewarming party
- 5 You are calling your class mate whose pet puppy has died
- 6 You are a mother calling your son in hostel to ask after his health. He was ill for the past few days.
- 7 You are calling a book shop to ask about a book
- 8 You were sent a cheque by courier which has not come yet. You are calling the courier office.

**List 2**

- 1 You are the counsellor in a Computer institute. Answer the enquiries over the phone.
- 2 You are working in HR department and you have been asked to conduct an interview over the telephone.
- 3 Your friend is calling you for a movie. Though you are free you don't want to see that particular movie. You have to politely refuse.
- 4 Your friend whom you had invited for your house warming party did not come. You are very upset. Now she is on the phone. What will you tell her?
- 5 You have lost your favourite dog. Your friend is on the phone enquiring about its death.
- 6 You are a student living in a hostel. Your mother is calling to check your health as you were very ill for last few days.
- 7 You are working in a book shop. You are getting a call from a customer. Answer him.
- 8 You are working in a courier office. A customer calls with some complaint. Attend to his call.

The teacher has to write down the options given in the list in small chits. Depending on the number of students in the class the teacher can make adequate number of chits. The following list is suitable for a class containing 20 students. If there are more students, the given options can be repeated. For example, the ten options in the list can be duplicated, so that two students will have the same options. Divide the class into two groups. Give options from List 1 to all students in the first group and options from List 2 to the second group. Students should prepare what they are going to talk over the phone based on the hints given. Now call one person from the first group. Based on the clue given, call out the partner from the second group. For example, if the person who has come forward is the father character, then call out for the person working in a computer institute. If there is more than one candidate with the same role, you can call any one of them. Or else you can use numbers. For example if you are calling a person who had option no, 5 in list 1, call for the person who has option number 5 in list 2. If there are two or three students with the same option, ask any one of them to come forward. Both students should sit on chairs with their backs to each other. They cannot see each other. In fact they should be seated at a distance. They need to enact the situation and talk over the phone. The other students can watch and give feedback. All students should take part in this role play.

**Task 3**

Write an email message to your colleague in another branch asking him to send you an official file as attachment.

**Task 4**

Compose an SMS to your supervisor telling him that you are held up in traffic and will come 30 minutes late to the office.

**Task 5**

Read the following dialogues and guess what kind of communication it is face to face, telephonic, chat, sms, email etc. See whether you can guess who the sender is and the intended receiver and what is the message. One example is done for reference.

**Example:** "Hello, I am Kirthi, I need some details about the software course"

It is a telephonic conversation.

Sender : Kirthi

Receiver: Some one from a computer institute

Message: Kirthi needs to join a computer software course. So she is trying to make an enquiry.

- 1 You will have to finish this assignment before 10th of next month. You have 20 days to complete it.
- 2 But Mom, I want to go to the movie. All my friends are going. So please let me go.
- 3 I am attaching my resume along with my mail.
- 4 Hi! Did u c d msg? I was rofl when I saw d msg frm our friend
- 5 call me asap
- 6 I request you to consider these days as medical leave and grant me the same.
- 7 Hi! When did you come? I didn't see you while coming in.

- 8 So people did you hear the latest news in the office?
- 9 Attention! The bus that is leaving to Katpadi will start in another five minutes.
- 10 Today I attended an interview which was very bad as I didn't prepare well. Why did I go with such lack of preparation! Why am I not doing anything worthwhile! Why!!!

**Task 6**

**Just a Minute**

Ask students to prepare on any one of the given topics and speak about it for one minute. Usually this game is played without preparation. But if students are not experienced in public speaking then they can prepare and speak for one full minute. The following topics are given for reference. The teacher can give more topics if needed.

Animals	God	My best friend	My room	Television
Computer	History	My best vacation	My School	Terrorism
Cricket	If I were .....	My Dad	Natural disasters	The book I loved
Education system	Indian Sports	My favourite teacher	Old age homes	The movie I loved
Friendships	Internet	My hobby	Over population	Vampires
Ghosts	Mess food	My hometown	Social networking	Youth today

## Non - verbal Communication - Components

**Objectives** :At the end of this lesson you shall be able to

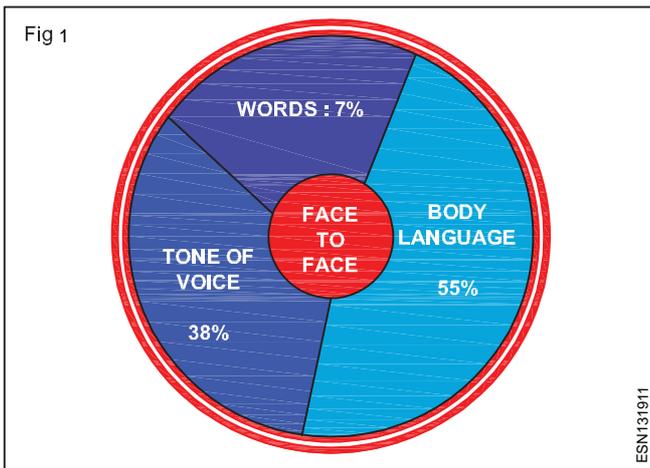
- explain about the non verbal communication
- explain about the importance of paralanguage in non verbal communication
- explain about the importance of body language in non verbal communication
- understand learning
- list the ways of improving body language
- Handling nervousness and discomfort
- list the advantages and limitations of body language.

"It's not what you say; it's how you say it counts"

Verbal communication is conveying message through words. 90% of any verbal act involves non verbal expression. Non Verbal communication is sending and receiving wordless messages. Such messages can be communicated through facial expression, body language, eye contact or posture)

### Non-verbal communication

There are basically three elements in communication and each account differently for the meaning of the message:(Fig 1)



Non verbal communication is distinct from verbal communication as it is continuous and multichannel. It may be unintentional and ambiguous. The non-verbal part of the message is the primary conveyer of emotion.

### Characteristics of Non-Verbal communication

**Continuous** - Although you can choose to form and send a verbal message, you do not control whether your non-verbal behavior is interpreted as a communication message. As long as you are in the presence of someone else, that person may perceive your behavior as communication.

**Multichannel** - We perceive meaning from a variety of nonverbal behavior including posture, gestures, body movement, body appearance, non-language vocal mannerism and so on. When we interpret nonverbal behavior, we usually base our perception on a combination of these behaviours.

**Internal or Unintentional** - Since nonverbal behavior is not easily controlled, it is perceived to be more accurate than verbal communication. So when your non verbal behavior contradicts your verbal message, people are more likely to believe the non verbal communication they perceive.

**Ambiguous** - Any particular behaviour can have many meanings. People can interpret it differently.

### Paralanguage

The message that we send with our voice are known as paralanguage. The tone of our voice helps us communicate what we mean to convey or it can reveal thoughts we mean to conceal. It can reinforce or negate the words we speak. For example, the word 'Yeah, right' conveys different meaning depending on whether they are spoken sincerely or sarcastically.

The tone of voice we use is responsible for about 35 to 40% of the message we are sending. Tone involves the volume you use, the level and type of emotion that you communicate and the emphasis that you place on the words you choose. To see how it works, try the sentence given below with emphasis each time on the word in bold.

I didn't say he borrowed my book.

I **didn't** say he borrowed my book.

I didn't **say** he borrowed my book.

I didn't say **he** borrowed my book.

I didn't say he **borrowed** my book.

I didn't say he borrowed **my** book.

I didn't say he borrowed my **book**.

Six vocal characteristic that comprises paralanguage are:

**Pitch:** It is highness or lowness of vocal tone. We associate low pitched voice with strength & maturity while high pitched voice with helplessness, tension and nervousness. Low pitched voice tends to convey more believability and credibility.

**Volume:** Volume is the loudness or softness of tone. People do vary their volume depending on the situation and topic of discussion.

**Rate:** Rate is the speed at which a person speaks. People tend to talk more rapidly when they are happy, frightened, nervous or excited and more slowly when they are serious, sad or trying to emphasize a point.

**Quality:** Quality is the sound of a person’s voice.

**Intonation:** Intonation is the variety, melody or inflection in one’s voice. People prefer to listen to voice with moderate amount of intonation.

**Vocalized pause:** Vocalized pause are the extra sound or words that interrupt fluent speech. The most common pauses that creep into our speech are “uh”, “um”, “er”, “well”, “ok”, “you know”, “like” etc. Since they are not part of the intended message, occasional vocalized pauses are generally ignored but excess usage of it will let others perceive you as confused and your ideas are not well thought out.

**Body Language**

Another aspect of non verbal communication is body language. It is responsible for about 50 to 60% of message we are conveying. Body language includes what we do with our body besides speaking. The way we hold our body, move our arms, our eyes, how close we stand to someone - all of this is a form of communicating subconsciously with each other.

Examples of body language include:

- Facial expression
- The way we stand or sit
- Gesture with arms or hand
- Eye contact
- Breathing rate
- Swallowing or coughing

Gesture	Meaning	Gesture	Meaning
Brisk, erect walk	confidence	Open palm	Sincere, openness, innocence
Sitting with legs crossed , foot kicking slightly	boredom	Hands clasped behind back	Anger, frustration, apprehension
Arms cross on chest	Defensiveness	Quick tilt head	Interest
Biting nails	Insecurity, nervousness	Stroking chin	Trying to make decision
Rubbing eye Rubbing hands	Doubt, disbelief anticipating	Sitting legs apart Hands to cheek	Open, relaxed Evaluation, thinking

For example when Mohan says "I do not have a problem with you!" while at the same time his closed body language says the opposite and he avoids eye contact and sounds anxious.

Here are list of some body languages and its meaning

**Ways of improving your body language**

- 1 Don't cross your arms or legs. It might make you seem defensive.
- 2 Have eye contact, but don't stare. Giving no eye contact might make you seem insecure.
- 3 Sit in relaxed position. It signals self-confidence.
- 4 Nod once in a while when they are talking. It signals that you are listening. Don't over do it.
- 5 Smile and laugh - Don't take yourself too seriously. Relax a bit, smile or laugh when someone says something funny. Smile when you are introduces to someone
- 6 Don't touch your face. It might make you seem nervous and can be distracting for the people in conversation.
- 7 Don't fidget - try to avoid nervous ticks as shaking your leg or tapping your fingers against the table rapidly.

- 8 Don't stand too close - let people have their own personal space, don't enter into it.
- 9 Slow down a bit - this goes well for walking and talking. It makes you seem more calm and confident.
- 10 Keep your head up - Don't keep your eyes on the ground, it might make you seem insecure and a bit lost.

Our body language and paralanguage should be consistent with the words we use

**Advantages of Body Language**

- 1 It is a visual form of communication and is readily visible to the receivers of the message and facilitates decoding the message more accurately.
- 2 Body language happens simultaneous to oral communication and supplements it, especially in face-to-face communications.
- 3 Since body talks subconsciously, it adds intensity to the message. Without these gestures, expressions and postures, the communication may be blind.
- 4 People are generally mindful of the body language. Its proper use can enhance the environment for business negotiations.

- 5 It is a very good tool in face-to-face communication among small groups.

### Limitations of Body Language

Some notable limitations of body language are:

- 1 Since it is a non-verbal communication, it is not relied upon completely and is used as a supportive add-on. Written or oral communications are taken more seriously.
- 2 Body language is heavily influenced by the culture of the country or the region; hence one has to be very careful in their use and understanding.
- 3 Listener has to be extra careful to make note of the gestures, expressions and postures to draw meanings out of them and if he is not attentive, he can go wrong.
- 4 Body language is not effective in large gatherings. It is a very good tool in face-to-face communication among small groups.

### Nervousness:

According to experience of teachers, prominent public speakers, it is observed that nervousness with the student generally arises out of fear and inferiority complex. Public speaking, or speaking in front of a huge gathering creates fear and nervousness. It is an emotional feeling leading to weakening of confidence in oneself.

People who get easily tensed, irritated gets affected by nervousness reflected through his voice, posture, body language, shivering etc., Based on the concept of success in communication, it is observed that the following tips can help in reducing nervousness.

- Nobody is perfect, and we try to magnify our imperfections, while ignoring all that is good and well. Even experienced speakers make mistake, so keep going and never bother about your mistakes, go ahead with your speech carry on with poise that will reduce your nervousness

- The speaker should keep himself well prepared, and keep some sort of notes with him which can be referred if needed, and this will give him certain confidence in handling the oration.
- Speaker should forget his past bad experiences and steady himself with stabilizing his postures, and if needed take the support by leaning on the table.
- Try to understand that public speaking is only a professional ability which can be acquired through, experience, and highly intelligent people also may get shivering on the stage at times. Speakers who lack confidence often feel nervous, and feeling anxious and nervous itself complicates and compounds the nervousness. It is a form of energy which should be turned to enthusiasm, engagement etc.
- Trying to memorise, forgetting what was in your mind, stuck with lacking proper words, are also causes, which can be avoided by trying to speak ex tempore ie, whatever you have in your mind. should avoid reading word by word to reduce your nervousness.
- The best method of getting out of nervousness is to improve through experience/ practice our skill to perfection. Allowing and encouraging listeners to speak, and getting feedback from the listeners also reduces nervousness. Learn to include jargon, familiar words, and involve stories, jokes, humour in our speech, that may lead to total relaxation.
- Do not try to hurry up the session, and elongate the session and ensure that the environment is totally comfortable for the speaker and the listeners.

### Discomfort:

Discomfort is a sign of pain, soreness, irritation etc., It is also related to uncomfortable position of the speaker discomfort if it stretches for a longer period can also lead to pain or strain. Nervousness and discomfort are inter-linked.

## Exercise on Non-verbal Communication

**Objective :** At the end of this exercise you shall be able to  
 • use non verbal communication to convey messages.

### Task 1

#### Non verbal Communication

Divide the class into two groups and play dumb charades with them. One volunteer comes forward and the teacher gives a word to him. The volunteer should act the meaning of the word and the rest of the group members should guess the word. A time limit of 3-4 minutes is given for this enacting. If the group fails to find the word, it passes to the next group. No additional time is given as they were also watching the dumb charade. If they guess it right, that group will get half the marks. The same thing is repeated with the other group. Students who are guessing should try out as many words as possible. For example, for a word like 'thirst', the student can act as if he is searching for water. If the game is being played for the first time, then one word questions would be ideal. If students have experience playing such games, then proverbs and English movie titles can be given.

A word list, a few movie titles and proverbs are given below for reference.

#### Wordlist

Accept	Dance	Piano
Accident	Duty	Play
Adamant	Education	Sad
Addition	Family	School
Angry	Grand	Stupid
Beautiful	Hang	Thirsty
Blind	Happy	Theatre
Bread	Ignorant	Venue
Child	Innocent	Vision
Co-operate	Muddy	Wife
Crazy	Murder	Work
Cry	Party	

#### Proverb List

- Time and tide wait for no man.
- Make hay while the sun shines.
- Too many cooks spoil the bread.
- A bird in hand is worth two in the bush.
- A new broom sweeps clean.
- A rolling stone gathers no moss.

- A picture paints a thousand words.
- A stitch in time saves nine.
- All that glitters is not gold.

#### A list of English movie titles

- Pirates of the Caribbean
- Terminator
- Aliens
- Bat Man
- Spider Man
- Three men and a baby
- Titanic
- One fine day
- Predator
- Volcano
- Perfect storm
- The Gods must be crazy
- Omen

#### Hint

While using the word list, students can start by saying whether it is a noun or verb or adjective. But after that no lip movement is allowed, only actions are used. While using the proverb list or movie titles, even the number of words in the title or proverb should be shown only in action. If one word is difficult to enact, it can be broken into parts and students can enact the parts.

For example, the movie title 'Omen' can be cut as O/men. It will be easy for students to act out O and then show 'men'. The group members should join the two parts to get the movie title.

#### Task 2

In a magazine look at some photos of people in action. Use your hand to cover up everything leaving the face. Explain

## Listening Skills

**Objectives:** At the end of this lesson you shall be able to

- state the importance of listening skills
- understand hearing Vs listening
- state triple - A - listening
- list out the skills associated with listening
- describe the benefits of good listening skills
- Understand the value of attitude, attention and adjustment .

### Listening Skills

Listening skills play a major role in the success of one's communication skills. Only a good listener can be a good speaker. Nobody is born with good speaking skills at the time of birth. A baby starts speaking, only by listening to the words spoken by his family members. Of the four language skills, listening has been the most neglected skill. It is assumed that when the teacher is teaching, students listen. But this is not true. Students do hear, but they don't really listen. All students do not listen in the same way. According to statistical studies, human beings can listen continuously only for 15 minutes. After that their attention wanders. But this is not very obvious to the teacher who continues to lecture to students who hear the lecture, but not actually listen to it.

### Hearing Vs Listening

Hearing is simply the act of perceiving sounds by the ear. Hearing is just a physical activity. Listening, however, is something you consciously choose to do. It requires concentration so that your brain processes meaning from words and sentences. Listening leads to learning.

### Listening

Listening is an active process by which students receive, construct meaning from, and respond to spoken or nonverbal messages. (Emmert, 1994) Listening makes the other person feel worthy, appreciated, interesting, and respected. Ordinary conversations become more meaningful, as do our relationships. When we listen, we foster the skill in others by acting as a model for positive and effective communication. Parents listening to their children help build their self-esteem. In the business world, listening saves time and money by preventing misunderstandings. And we always learn more when we listen than when we talk. Listening skills fuel our social, emotional and professional success, and studies prove that listening is a skill we can learn.

### Active Listening

Active listening is not just decoding of words but considering other factors when interpreting message - context, personal experience and feelings, facial cues, pitch, loudness and rhythm. A simple verbal message will not give complete meaning. The context, the personal relationship, facial cues, the way the message is delivered colours the meaning of the verbal message.

**For example:** You visit your friend's house uninvited. Her immediate response as she opens the door is, 'What are you doing here?' If you just look at the verbal message, the meaning might not be very welcoming. But adding to the verbal message, your relationship with the friend (you were close friends), her facial expression (surprise) and her tone (high pitch, happy sounding) shows that she is very happy with the surprise visit and not irritated.

### Triple-A-Listening

Good listening is built on three basic skills: Attitude, Attention and Adjustment. These skills are known collectively as Triple - A - Listening.

**Attitude:** A constructive attitude is to be maintained for good listening. It paves the way for open mindedness and prepare for mental reception of orally presented material.

**Attention:** Attention is to encourage persons to be active in their attempts to concentrate. When you actively listen, words enters into the memory where they are processed into ideas.

**Adjustment:** Adjustment in listening helps to obtain the desired information no matter what the presentation style or distraction might be. Adjustment encourages students to ask questions if they don't understand it.

### Tips for Active Listening

- 1 Face the speaker. Your body language should reflect your interest in the message you are listening to. Sit up straight or lean forward slightly to show your attentiveness through body language.
- 2 Maintain eye contact to the extent to which both the listener and the speaker remain comfortable. If there is no eye contact, it reveals your disinterest in talk/ conversation.
- 3 Minimize external distractions. Turn off the television and mobile phones. Put down the magazine or book which you are studying.
- 4 Respond appropriately to show that you understand. Responses like 'umm', 'really', 'oh', 'what happened then' etc show that you are listening.
- 5 Focus solely on what the speaker is saying. Try not to think about what you are going to say next.
- 6 Minimize internal distractions. If your own thoughts keep intruding, simply let them go and continuously re-focus your attention on the speaker.

- 7 Keep an open mind. Do not make any assumptions about what the speaker is thinking.
- 8 Engage yourself. Ask questions for clarification, but, once again, wait until the speaker has finished. That way, you won't interrupt their train of thought. After you ask questions, paraphrase their point to make sure you didn't misunderstand. For example, 'So you are saying...!'
- 9 Wait for the speaker to complete what he wants to say. Even if he is complaining against you, wait for him to finish. Then you can defend yourself.
- 10 Do not give advice unless the speaker asks for it.

### Types of Listening

- Comprehensive (Informational) Listening

In this type, we listen for getting some information. Listening to railway or flight announcements or listening to the teacher's lectures, listening for any kind of information will come under this category. The content of the message is very important.

- Critical (Evaluative) Listening

As you listen to the message, you don't just get the information, you also judge the message. You evaluate using your own critical thinking skill and understand the message based on your thinking. Listening to questions in an interview fall under this category.

- Appreciative (Aesthetic) Listening

This type of listening is basically listening for pleasure. Listening to songs or some kind of pleasure falls under this category.

- Therapeutic (Empathetic) Listening

Sometimes we listen not for getting information or pleasure. Being social beings, we need to interact with other people. At times, we end up listening to other people's problems. They don't need you to judge or be critical, but they need sympathetic hearing. This type of listening is basically being empathetic to the speaker. There is no judging or finding fault.

### Skills Associated with Listening

- Listening for the main idea - students listen to identify the overall ideas expressed in the whole speech/ talk/ conversation/ recording.
- Listening for details - students listen for groups of words and phrases at the sentence level.
- Listening for specific information - students listen for particular information at the word level.
- Predicting - students try to guess key information contained in the speech sample before they listen.
- Inferring meaning - students listen to identify the difference between what the speaker says and what they actually mean.

- Identifying emotion - students listen to identify the mood of certain speakers.
- Listening for opinions - students listen to identify the attitude of certain speakers.
- Inferring relationships - students listen to identify who the people speaking are and what the relationship is between them.
- Recognizing context - students listen to audio/ background and contextual clues to identify where the conversation takes place, who is speaking, etc.
- Retaining chunks of language - student are able to retain language so that it improves their speaking skills too.
- Recognising stress patterns, rhythmic structures, functions of stress, intonation to help in their pronunciation
- Recognising grammatical word classes - improves their knowledge of grammar structure
- Detecting key words
- Identifying coherence in discourse
- Knowing the difference between literal and applied meaning
- Detecting sentence constituents

There are many more sub skills involved in listening skills. But they are in a way connected with the above skills/ sub- skills.

### Benefits of developing good listening skills

#### (i) Successful Time Management

Students with good listening skills generally follow directions correctly the first time they are given. This means they spend more time on the task, not on asking for clarifications. Active listening skills enable students to use their time more judiciously.

#### (ii) Educational Success

Students who are active listeners use new information more productively. They are better equipped to access their prior knowledge, which allows them to make connections with new information. It also enables them to decide how to use this information. Active listeners filter information, connect to what is important, use it and store it in a meaningful way. In consequence, they often seem to have a better grasp on academic content than their friends who listen more passively.

#### (iii) Interpersonal success

Active listeners tend to have more successful interpersonal relationships. Their active attention supports the speaker and helps build his confidence. As the speakers feel that they are genuinely listened to, they feel they are valued. This promotes feelings of trust and respect which in turn makes the speaker more likely to co-operate with the listener in even future endeavours.

### Barriers to Listening

- Attention span
- Listener's bias or prejudice
- Language differences or accents
- Noise
- Worry, fear, or anger
- Listener's personal attitude

### Tips for Active Listening

- 1 Make eye contact/Follow speaker - You need to make eye contact with the speaker to show that you are keenly listening to what he or she is saying. Avoiding eye contact implies you are not interested in what he is saying and you are deliberately avoiding him.
- 2 Summarize what the speaker is saying - Summarize every few sentences by stating the main ideas. 'What you are implying is that..... something like reiterating what you heard.
- 3 Make connections - Link what you are hearing to what you already know.
- 4 Ask and answer questions - Check your understanding of what you're hearing by asking questions about what you are hearing. If you can answer the questions, you understand the material. If you can't answer the questions, you need to ask the speaker for help.

### Practising listening

#### Pre-listening (Before listening)

- If you don't understand any particular word, there is nothing to worry. It is not important to understand every word you hear. You need to first understand the meaning of the message.
- Before listening try to get the purpose of listening. Like what are you listening to, why are you listening, what are you looking for in the listening passage?

- In a listening activity in class the pre-listening section usually has two or three general questions to check the listener's comprehension of the general understanding of the passage.
- Usually pre-listening activities try to give meanings for difficult words which might be used in the passage.
- Brainstorming about the idea gives lot of information which will help to understand the topic.

#### While listening

- Listening passages are usually short enough to ask questions about them and are usually recorded and played in class.
- A variety of listening items like play extract, lecture, song etc are played.
- Listen to the recording once for overall understanding and a second time for specific details.
- Take notes of any important dates you hear in the passage.
- Divide yourselves into groups and do a different listening task (e.g. different questions). Then exchange your answers and listen again and check your classmates' answers.
- Don't be afraid to repeat the listening activity.

#### Post-listening

- Compare notes with your friends to see how well you have understood the topic.
- Respond to controversial questions and even debate on them.
- Summarise the main points in the listening passage.
- As they listen to the passage, students can prepare a list of comprehension questions which can be given to other groups.

## Practice on Listening Skills

**Objectives :** At the end of this exercise you shall be able to

- practice on pre-listening activity and respond them
- respond after the lecture from instructor
- prepare a report on the republic day function you attended.

The Instructor should narrate and read out the events taken place during a Republic Day function held at New Delhi. He can repeat his reading out (lecture) twice to enable the participants to listen actively. Instructor can read the President's speech during Republic Day function.

### Task 1

#### Pre-listening Activity

- Discuss in groups
- What is the purpose of National function?
- Listen to Instructor's lecture

### Task 2

#### Post-Listening Activity

- Discuss with whole class
- What is the meaning of Republic?
- When is the Republic Day function held in our country?
- Where are the venue of the function?

### Task 3

#### While-listening Activity

A Fill in the blank as you listen to Instructor's talk.

- (i) The day on which our constitution of India came into effect is called \_\_\_\_\_ Day.
- (ii) Earlier to this we had Govt of India \_\_\_\_\_ as the Governing.
- (iii) Republic Day function is held at \_\_\_\_\_ and at all State \_\_\_\_\_ .
- (iv) The Republic Day function in our country is held during \_\_\_\_\_ every year.
- (v) Republic Day in our National \_\_\_\_\_ .
- vi All people of India come together with each other and \_\_\_\_\_ Republic day with great \_\_\_\_\_ and \_\_\_\_\_ .
- vii Republic Day makes people, every kind of \_\_\_\_\_ and Salute to National Army.
- viii During Republic Day function we hoist our National Flag to \_\_\_\_\_ and respect the people also gave their life for the \_\_\_\_\_ of our country.

#### Post-Listening Activity

Choose the correct Answer

- 1 Republic Day is celebrated in our Country
  - a Because it is a National Holiday.
  - b To respect our National Flag & Salute Freedom Fighters.
  - c To enjoy by distributing sweets.
  - d An entertainment.
- 2 Republic Day function is held at
  - a Mumbai
  - b Calcutta
  - c Chennai
  - d National Capital and State Capital
- 3 After flag hoisting, people salute singing
  - a National Anthem
  - b Cinema song
  - c Religious song
  - d Classical song
- 4 The Republic Day function is presided by
  - a President of India
  - b Prime Minister
  - c Chief Minister
  - d Leader of Political Party
- 5 Awards and medals are given during the Republic Day function to honour
  - a Those Jawans who sacrificed their life for our country sake
  - b Those who invented technologies & weapons
  - c Guest who visit our country
  - d Ambassadors of our country
- 6 Constitutions of India were written by
  - a Jawaharlal Nehru
  - b Dr. Rajendra Prasad
  - c Dr. Ambedkar & Sardar Vallabhai Patel
  - d Political leaders

### Task 4

Answer the following questions.

- 1 Have you ever witnessed Republic Day function at Delhi?
- 2 Do you see TV telecast of Republic Day?
- 3 Who presides over Republic Day function in your State?

- 4 What is the significance of Republic Day parade during the function?

**The Republic day function should be aimed at developing the listening skill.**

## Barriers to communication

**Objectives:** At the end of this lesson you shall be able to

- explain the barriers to the communication
- Learn barrier to listening
- state the strategies to overcome the major barriers
- differentiate between good and poor communication
- list out the 7Cs points for effective communications (7Cs).

### The Tower of Babel

According to the biblical account, all humans spoke the same language immediately following the Great Flood. They migrated to the west and settled in the land of Shinar. They decided to build a city with a great tower 'with its top in the heavens...' God came to see their city and the tower they were building. He perceived their intentions and in His infinite wisdom, he knew the 'stairway to heaven' would only lead the people away from God. So God confused their language, causing them to speak different languages so they would not understand each other. By doing this, God thwarted their plans. He also scattered people all over the face of the earth. "(Genesis 11:5-8).

**When there is a problem in communication, no work gets done.**

Read the following memos in an office communication.

### Total Eclipse of Communication (Author unknown)

From : Managing Director

To : Executive Director

'Tomorrow morning there will be a total eclipse of the sun at nine o'clock. This is something which we cannot see every day.

So let the work-force line up outside, in their best clothes to watch it. To mark the occasion of this rare occurrence, I will personally explain the phenomenon to them. If it is raining we will not be able to see it very well and in that case the work force should assemble in the canteen.'

From : Executive Director

To : Departmental Head

'By order of the Managing Director, there will be a total eclipse of the sun at nine o'clock tomorrow morning. If it is raining we will not be able to see it in our best clothes, on the site. In this case the disappearance of the sun will be followed through in the canteen. This is something we cannot see happening every day.'

From : Departmental Heads

To : Sectional Heads

'By order of the Managing Director, we shall follow the disappearance of the sun in our best clothes, in the canteen at nine o'clock tomorrow

morning. The Managing Director will tell us whether it is going to rain. This is something which we cannot see happen every day.'

From : Section Heads

To : Foreman

'If it is raining in the canteen tomorrow morning, which is something that we cannot see happen every day, the Managing director in his best clothes, will disappear at nine o'clock.'

From : Foreman

To : All Operators

'Tomorrow morning at nine o'clock, the Managing Director will disappear. It's a pity that we can't see this happen every day.'

You will have come across miscommunications at home, college, work and in life. This example illustrates how people can distort the message according to what they want or think they should be hearing. During the communication process, our messages may be blocked or distorted. This can happen at various stages of the communication process: the sender may not code the message effectively, the medium may be inappropriate or affected by external factors such as noise, and the receiver may not have the knowledge or skill to decode the message. The problem often lies in attitudes, in other words in the way we deliver a message and the ability or willingness of our audience to receive it.

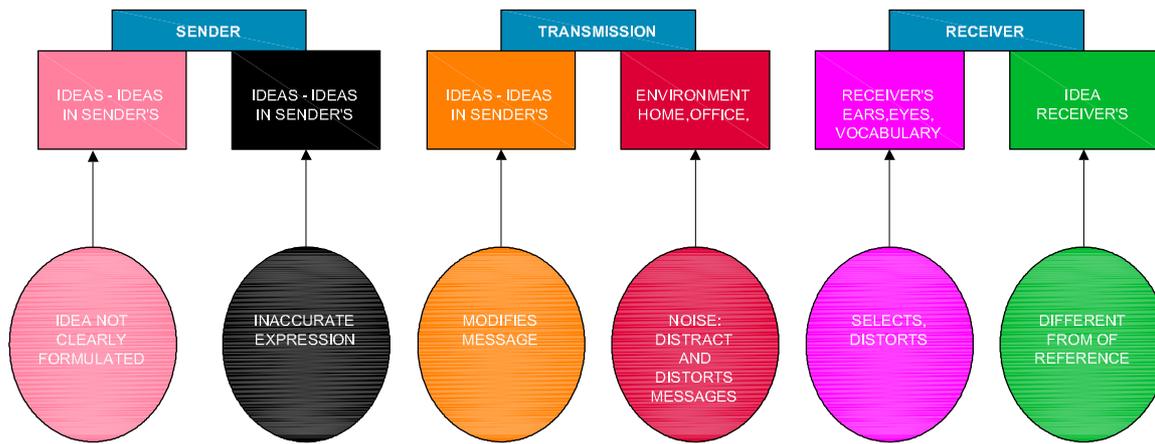
Guirdham (1995) developed a model to illustrate possible errors or barriers at each stage of communication process.

### Sources of Error

In the figure (Fig 1) we can see the different stages of communication. Right from the idea formulation stage, there are chances for errors. These errors end up as barriers to communication. So it has become essential to address these barriers and find some solution for overcoming these barriers.

When we send a message, we intend to communicate meaning, but the message in itself does not contain meaning. The meaning exists in the sender's (i.e our) mind and in the mind of the receiver. To understand one another, both the sender and the receiver must share similar meanings for words, gestures, tone and other such symbols. When there is a gap in the understanding the communication between them fails. The barriers to this communication process are varied. They could be personal, physical, cultural or even language related.

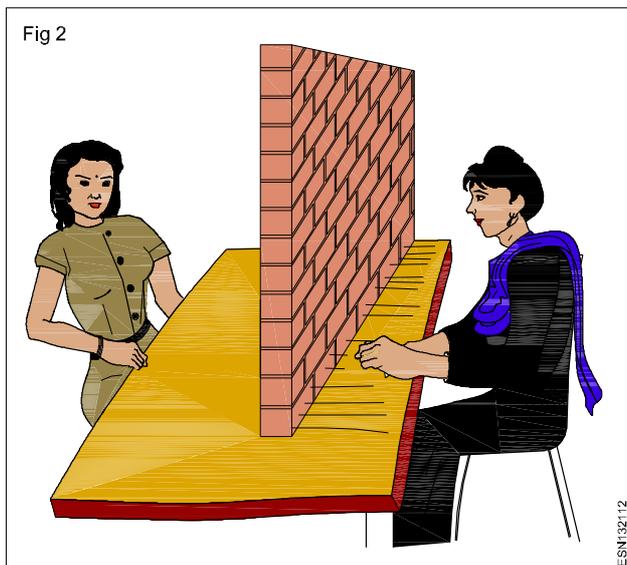
Fig 1



ESN132111

**Major barriers to Communication (Fig 2)**

Fig 2



ESN132112

**1 Environment:** The environment in which the communication is taking place may contain emotional or physical barriers. Physical barriers include

- (a) interference - distractions, noise, problems with technology
- (b) discomfort - physical discomfort like feeling too hot or too cold etc.

Emotional barriers, feeling sad or happy, can affect the atmosphere and at times distort messages.

**2 Language:** Language is the heart of the coding and decoding processes. Problems can arise if the language used is unfamiliar to the other person. For example jargon, acronyms and abbreviations. Jargon is familiar to people who are in the same group and not to outsiders. If a person is not familiar with the given abbreviations or acronyms, the message is not understood. A simple example would be the sms and chat language used by youngsters today. People who are not used to messaging or chatting, will find such messages very confusing. Another problem is the assumption that all words mean the same in all languages. Our understanding of a word is influenced by our background knowledge, culture and experience.

**3 Culture:** Cultural differences account for major breakdown in communications. Culture can impact the interpretation of non-verbal signals. Pease and Pease(2004) identified three areas where people differed due to their culture. They are greeting each other, use of gestures and use the personal space. For example westerners prefer to shake hands to greet people whereas Asians did not believe in touching strangers.

**4 Perceptions:** This term encompasses a range of thought processes, our assumptions, and our subconscious attitude. Differing perceptions can form major barriers in communication. Our perceptions are governed by the following: Jumping to conclusions, Stereotyping, Unstated assumptions about others and values and beliefs.

These are the major barriers to communication. Let us see the different barriers to four skills of language, listening, speaking, reading and writing.

**Barriers to listening**

There are many communication barriers that can prevent effective listening if they aren't understood and managed. These barriers can be minimized with a little work. The barriers to listening can be grouped under three headings - psychological, situational and socio cultural barriers. To list a few of these barriers:

- 1 Cultural Differences** - All cultures have their own peculiarities in communication. Being open minded to different communication styles helps minimize this barrier to listening.
- 2 Personal Biases** - Our biases have an effect on how and why we communicate with others. Being aware of this bias and keeping an open mind encourages effective communication.
- 3 Distractions** - Holding ones attention today is difficult enough without distractions. Thus, we need to minimize distractions. Some of the common distractions are:
  - **Noise**-Many times it is difficult to have a meaningful conversation due to a noisy location. Noise comes in many forms: from people, equipment, street noise and more. When it becomes difficult to hear and concentrate (assuming it is an important conversation) move to a place that has less noise.

- **Visual**-It can be tough to concentrate when there is a lot of activity or other visual distractions in the area. As with noise, move to a place where there are less visual distractions.
- **Stress**-The stress in someone's life can make it difficult to concentrate. Stress can be an experience for many reasons such as family issues, work problems, financial concerns, illness of self or a family member, and more. Refocusing frequent works. If it doesn't (and the conversation is important), then choose another time to talk.
- **Time**-If a pressing appointment (either for you or for the other person) won't allow adequate time to address an issue effectively then choose a more convenient time.
- **Other distractions**-There are many other distractions that can draw needed attention away from conversations. Using common sense to minimize these distractions helps improve the environment for effective listening.

### Barriers to Speaking

- 1 **Nervousness:** If a speaker is very tense, it will affect his voice, posture and at times his speech also.
- 2 **Fear:** Fear inhibits communication. Low self - confidence and past bad experiences would generate a fear of public speaking.
- 3 **Perfectionism:** Another characteristic feature that inhibits communication is perfectionism. Being too conscious of details sometimes does not allow you to communicate effectively.
- 4 **Interaction:** Communication is a two-way street. Both speaker and listener should interact. Only listening is so boring people lose interest in what you say.

### Barriers to Reading

- 1 **Lack of Time:** We are at times so busy with our day-to-day life that we don't get to enjoy simple pleasures of life. Reading is one such pleasure people are slowly losing.
- 2 **Reluctance to Read:** There could be various reasons for this reluctance. It could be due to lack of exposure of new language
- 3 **Learning disabilities:** Today there are different types of learning disabilities. If properly identified in the early stages, these disabilities need not be a problem.

### Barriers to Writing

- 1 **Errors:** Spelling and vocabulary errors reflect badly on you and the organization you are working for.
- 2 **In Appropriate Language:** You should use appropriate language while writing. When you are writing to your friend, you can adopt a casual air, but with your teacher you should be much more respectful.

- 3 **Cultural barrier:** Similar to other barriers, even in writing there are chances of misunderstanding due to cultural differences.
- 4 **In Appropriate Format:** Formats are the non-verbal aspects of a written message. An appropriate format will give a clear picture of what kind of message it is - formal or informal. Use of inappropriate formats will create confusion.

### Strategies to overcome some major barriers

#### 1 Cultural barriers

Know the culture before you start communicating with people from a different culture. It is not necessary to make a detailed study but a brief overview about the people and their culture from books, friends from the same culture or those who are familiar with that culture will be very useful in the communication process.

#### 2 Linguistic barriers

Use of a good dictionary and a thesaurus (meaning: a book that is like a dictionary which gives meanings) will help in overcoming this barrier. Proof reading and getting a second opinion also help in the same. Use simple words instead of complex words. Use familiar rather than unfamiliar words.

#### 3 Poor listening

Using different tones while talking, making the session interactive. Using visuals or videos to make it interesting will get the attention of the listener back to the communication.

#### 4 Perception

Question your perceptions. Observe carefully and attentively and be very conscious while interpreting the message. Be focused on others too and not on yourself alone.

#### 5 Emotional barriers

Focus on the issue, not on the person. This will help in being objective rather than subjective. Empathize with the other person but at the same time value your own self and your opinions. You have to be genuine rather than manipulative and be flexible not very rigid towards others. Your verbal and non verbal responses should be consistent and not differ, which would confuse the listener and give a bad impression about you.

#### 6 Non-verbal barriers

Be very conscious about your non-verbal communication and control your gestures.

#### 7 Physical barriers & Noise

Identify the suitable environment if you are going to communicate something important. If there is any external noise distracting, find the source of the noise and try to stop it. External disturbances can be controlled with proper precaution.

## Good Communication Vs Poor Communication

Good Communication	Poor communication
<ul style="list-style-type: none"> <li>• Sender is neutral or positive towards receiver</li> <li>• Receiver is open to listen and listens effectively to sender</li> <li>• People are genuine; they don't pretend to be someone</li> <li>• People pay attention to the other person</li> <li>• Message is clear and direct</li> <li>• Receiver keeps his mind clear and open to others' point of view</li> <li>• Both receiver and sender have emotion to guide but are not overtaken by them</li> </ul>	<ul style="list-style-type: none"> <li>• Sender attacks receiver</li> <li>• Receiver doesn't listen to sender</li> <li>• People wear masks, they try to uphold an image or protect a public identity</li> <li>• People are distracted and do not pay proper attention</li> <li>• Message is ambiguous</li> <li>• Receiver is judgemental and filters messages through his point of view</li> <li>• Both sender and receiver are overemotional and react illogically</li> </ul>

### Effective Communication

Look at the picture. (Fig 3) What is the problem faced by the person?



### To have an Effective Communication

- The content has to be made meaningful to the listener.
- The message also should be framed according to the capability of the listener. If it is beyond the understanding of the listener, there will be no communication taking place.
- Appropriate words should be used while communicating. It is better to use concrete words instead of high sounding, complex and abstract words.
- The speaker should also speak in a moderate speed and use appropriate tone.
- The message should be brief and clear.
- There should be a proper blend of verbal and non-verbal communication.
- A suitable channel should be selected.
- Feedback should be encouraged as it gives the speaker information about the receiver's understanding. Avoid communicating in an emotional state as it would affect the process.
- The speaker should also maintain eye contact with the listeners and he or she should create a rapport with the receiver.

### The 7 Cs of Effective Communication

Our communication in order to be effective needs to have the following 7 Cs.

- Concise - message should be short and accurate
- Clear - no ambiguity to confuse the listener
- Concrete - The message should have clear focus - not irrelevant details
- Coherent - There should logical connection in the points you present
- Complete - All information should be given to the listener not incomplete message
- Correct - Error-free communication is essential
- Courteous - the tone used should be appropriate and not offend the listener

With above checklists and strategies one could effectively overcome the barriers to communicate and communicate effectively.

## Practice on Barriers to Communication

**Objectives :** At the end of this exercise you shall be able to

- identify different barriers to communication
- use strategies to overcome these communication barriers
- participate on role play to communicate effectively in given situations.

### Task 1

Divide the class into teams of 4 people. Each team should select one chit from the given chits. Each team is asked to come up with a practical solution in removing listening obstacles such as:

- People working in isolated environment
- Dealing with a classmate who talks too much when you want to study
- Studying in a noisy place
- Dealing with an irritated customer
- Dealing with distractions in a classroom

Each team has 10 minutes to come up with at least one solution for each scenario.

At the end of the activity, one representative from each team writes down their ideas on the board and explains how his or her team came up with the solutions.

### Task 2

Look at the picture and identify what barrier it shows? How will they affect communication? Discuss in groups and present the answer to the whole class.

### Task 3

The following communications have some kind of errors in it. The 7 Cs are not followed in them. Rewrite them.

- **The following email has been sent to John by George. It is not very clear on details. Rewrite with clear details. You can add your own fictional information.**

Hi John,

I wanted to write you a quick note about Danny, who's there.. He's a great asset, and I'd like to talk to you more about him later.

Best,

George

- **The following mail is too lengthy. Can you make it briefly with relevant information?**

Hi Arun,

I wanted to get in touch with you about the environment awareness programme we planned last Thursday with the PR team. I want your opinion about this campaign. I really think that our clients are definitely going to see the company's philanthropic efforts. I think this campaign could make a big impact, and it would stay in their minds longer than a sales pitch.

We could also talk about our company's future plans. But along with that we should also highlight our charity work we have been doing in local schools. That would create a great image of our company. Don't you think so? My team strongly believes in such marketing. We need to promote ourselves to create an impression. Impressing our clients and later public would work very well. What would you say? But the main thing I wanted from you is your opinion about this new campaign. Please come and have a look and give me your opinion. Our charity work will create a greater impact.

What do you think?

Jeeva

- **Identify the errors in the following letter and rewrite it without any errors.**

Hi Vivek

Thanks so much for meeting me at lunch today! I enjoyed our conversation, and I'm looking forward to moving ahead on our project. I'm sure that the two-week deadline won't be an issue.

Thanks again, and I'll speak to you soon!

Best,

Kevin

- **Can you identify what kind of error is in this message?**

Tina,

I wanted to write you a quick note about the report you finished last week. I gave it to Mary to proofread, and she wanted to make sure you knew about the department meeting we're having this Friday. We'll be creating an outline for the new employee handbook. Are you free tomorrow evening as we are planning to go to a movie?

Thanks,

Asha

- **What error does this message have?**

Venu

I am very upset by your behaviour in the Sales meeting today. Why do you always dominate all discussions? My team had a lot to address but thanks to your continuous chatter, I was unable to do that. Why don't you allow others to talk? Hope next time you will do so.

**Task 4****Role play**

Divide the students into groups of 4-5 and give each group one situation. Ask them to do a role play based on the situation.

**Situation 1**

Your group belongs to a non-profit social organization which does social service near your locality. A business man who was impressed by your organizations' social work has awarded one lakh rupees for your organization. The Secretary wants the money to be spent on administrative equipment - an advanced computer and a photocopier which he thinks very essential for your organization. The treasurer feels that the money would be better spent on a publicity launch and fund-raising events which would be useful for future also. As a group you all need to discuss and arrive at a conclusion on how the money can be utilised.

**Situation 2**

You have been made temporarily incharge of the office in the absence of your boss. He has given you some duties to finish. You dictate a letter to the typist who is senior to you and has been in the office for more than 20 years. You ask her to type the letter and bring it immediately as it has to be sent before 3 p.m. You had given the information at 12, now the time is 1, but you haven't got the letter yet. On enquiry you are told that she has gone for lunch. You have to call and ask her for the delay. What will you do? How will you make her do the work? You cannot do it yourself.

**Situation 3**

Your parents are planning for a one-week trip to your grandfather's village. They have been making plans for this trip for a long time. All relatives plan to meet and have great fun as it is the 60th birthday of your grandfather. During the same week your college friends plan to go on a trekking trip. This trip is headed by a trained guide and most of your college mates have signed up. They want you also to come. How will you convince your parents to allow you to go on this trekking trip?

**Situation 4**

In your class you have a foreigner studying with you. He is from America and a very friendly person. You take him to your home for a dinner. Your grandfather gifts him a book on Gandhi which he receives with left hand. He shakes his grandfather's hand and thanks him, " Thank you Mr.Gopal! I will try to read this book". Your grandfather is very upset by his behaviour and even his dressing style. After that incident he was never invited back. Your friend wants to meet your grandfather. You try to explain to him why your grandfather is not very keen to invite him back. How will you tell him without hurting him?

**Situation 5**

Your sister after completing her education wants to work. She gets a good offer in another city. Your parents and your grandparents do not want her to take the job. They want her to get married and settle down. Your sister tries to convince them but they are not interested in listening to her. As the eldest boy in the house, they ask your opinion. What will you say?

**Self Awareness - Characteristic of achieving success**

**Objectives:** At the end of this lesson you shall be able to

- describe your own strengths and weaknesses
- list all the things that you can do
- state your own personal goals and employability planning.

**Iceberg!**

What is an iceberg?

It is frozen water, yet it floats. But there is more. With an iceberg there is more than 75 percent hidden beneath the water. Human beings are similar to the iceberg. There is much hidden from view. What is visible to others is only a tip. You may have heard of the term 'tip of an iceberg' that indicates what you see is only a small portion, the rest is still hidden. Most of our talents and skills are similar to an iceberg hidden below the surface.

Sometimes these talents and skills are hidden from us too! We need to first be aware of our inner talents and skills. We should explore our own inner strengths. We need to know that we are more than

- Just a name
- What we do
- The roles we play - son, brother, daughter, sister or any other.

Look at Ram! He talks about what all he can do and what he is good at! (Fig 1)



- I am good with numbers.
- I am a friendly person.
- I am smart.
- I can solve any problem in a short time.
- I can play violin.

- I can work for long hours.
- I will become an engineer.
- I will achieve success in my life.
- I will go abroad for my higher studies.
- I believe in hard work.
- My aim is to become successful in life.

**Strengths & Weaknesses**

In order to know about ourselves we need to know our own strengths and weaknesses. Strengths would mean what you are good at. And weaknesses would mean what you are not good at.

**Areas of improvement**

Instead of speaking of weakness, it is better to speak of "areas that have to be improved". This gives a positive feeling about us. The meaning is the same but the way we say it makes the difference.



For example

	Strength	Areas for improvement
Asha(Fig 2)	Making friends	Stage fear
	Organized in work	Not very punctual

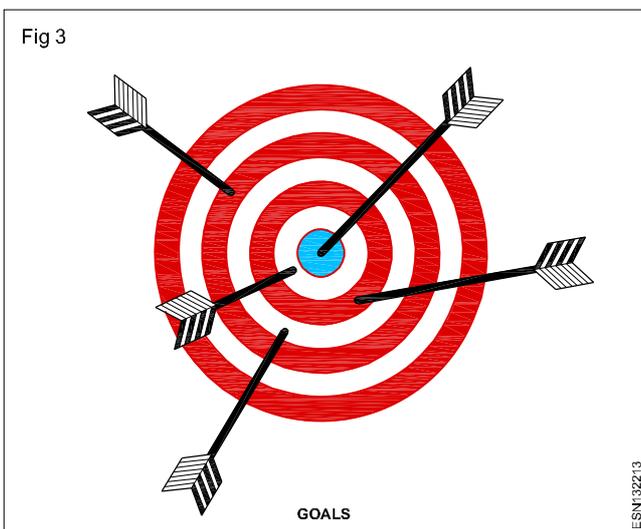
## Personal Goal

When you know about yourself, you'll know what are you good at, in which you need to improve. This will help you in setting your own personal goal.

Personal goal is not something that we speak about casually. A child who says "I want to become a doctor" is probably just imitating his/ her parents. But a personal goal is set by us after analyzing our strengths and weaknesses. Goal setting is a task in itself. Instead of setting unreachable, impractical goals, you can set short term and long term goals. Short term goals can be achieved within a short duration, while a long term goal requires long planning and more effort. Short term goals could include something that would lead to achieve a long term goal. For example, losing two kilos with a diet plan can be a short term goal for a long term goal of becoming slim. Finishing a Certificate Course in a new language would be a short term goal for learning that language which is a long term goal.

### Setting Goals (Fig 3)

There are two steps in setting goals - long term or life time goals and short term or small time goals.



- **Long term goals**

In this section we will be looking at setting goals both personal and professional. The first step in setting personal goals is to consider what you want to achieve in your life time (at least in your significant and distant future). This will give you a perspective of what you want to be in your future. To help you in setting goals for your future, you could try setting goals in the following categories and any other you would like to add on.

Career - What do you want to become?

Education - Is there any particular subject you want to learn? Any skill you want to master?

Financial - How much money do you want to earn?

Family - What do you want to do for your family - parents, brother/sister, and any other relation?

Arts - Do you want to learn something artistic?

Physical - Do you want to achieve something related to the physical, like gaining or losing weight?

Any other criteria - which you think is relevant for your progress.

Ensure that these goals are the ones that you personally want to achieve, not goals for your parents, brother/sister or friends.

- **Short Term Goals**

After setting life time goals, you need to set short term goals that you need to complete if you are to reach your life time plan. This short term plan could start from a one - month plan, progress to a one-year plan but the main aim is to work towards achieving the life-time goal. The next step in achieving these goals is to create a to - do list of things that you should do today to work towards your achieving lifetime goals. Finally review your plans and make sure that they fit in the way in which you want to live your life.

### Smart Goals

When we set goals it should be specific and attainable. If we set too high goals, we may lose interest and abandon them midway. One famous management expert suggests that we should have SMART goals. SMART is an acronym and stands for

S - Specific or Significant

M - Measurable or Meaningful

A - Attainable or Action - oriented

R - Relevant or Rewarding

T - Time - bound or Trackable

For example instead of having 'To travel around the world' as a goal, it's more sensible to say 'To travel around the world in 150 days in a cycle'. But even this goal will be attainable only with adequate preparation.

### Tips for Setting Goals

- State each goal as a positive statement.
- Be precise and specific. The achievement should be attainable and measurable.
- Write your goals down to get some clarity.
- Set priorities in your goals.
- Set goals to perform and not to achieve. You have control over your performance and not on your outcomes. So focus should be more on your performance than your outcomes.
- Your short term goals should be small and achievable and they should lead towards the long term goal.
- Your goals should also be realistic. Setting up unrealistic goals will lead to failure.
- Your goals should not be too difficult for you to achieve.

**Professional planning:** For doing professional planning we have to first identify the long term professional goal and break them into small and achievable goals.

- **Long Term Goals**

Career : To become an Editor of the magazine that I work for.

- **Short Term Goals**

To achieve my professional goal of becoming an Editor of the magazine I work for, my short term goals would be as follows:

- Five - year goal : Become Deputy Editor
- One-year goal : To volunteer for projects where your editing and leadership skills can be shown
- Six-month goal : Take up a course like PG degree in Journalism.
- One month goal : Start equipping yourself with the required skills
- One-week goal : identify the skills needed for the Editor post

With effective time management you will be able to achieve your dream job within the required period. An effective time management system is a designed combination of processes, tools, techniques and methods. Planning ahead is the most important aspect of time management. Organizing our home or the workspace is the first step towards efficient time management. The next step is to list out all activities one does in a day. Every detail should be written down, including the time it takes to commute, attend school / office, chat with friends, watch television, eat etc. Even time spent for showering, eating or sleeping should be included in this scheduling. After scheduling we should prioritize activities on a scale of one to three - one being the most important and three being the least. The last step would be rescheduling your list of activities based on your priorities. Keeping a calendar or daily planner with this revised schedule will help one's manage their time.

**Personal Barriers that Hamper our Growth**

- **Fear:** Fear is the biggest stumbling block for many people. Due to the fear of failure, many people do not attempt any new endeavour. Only very few people have the courage to overcome this barrier. They too had the fear of failing in front of a crowd. But they persisted in overcoming this fear. Persistence combined with courage will help in overcoming this fear barrier.
- **Lack of Support:** Lack of support from family and friends is a major barrier to personal growth and development. In most cases the lack of support does not imply that the family does not want you to succeed in life. But rather they care so much that they fear the outcome might not be successful and it might affect you. They might not want the change that might happen if you risk a new venture. This fear for your success could be the reason for giving no support. This barrier can be overcome by surrounding yourself with optimistic people who have similar goal in mind. Fear for some unknown result should not stop you from trying new things.
- **Ego:** Personal ego is responsible for many problems in life and this could become a major barrier in personal

growth. 'Pride goes before a fall' is a popular saying. Allowing your ego get in the way of your personal success is not healthy. You should be mature enough to deal with such trivial things when you are attempting to succeed in your life. Turn your failures as stepping stones for reaching the peak. People who hurt you earlier should become a motivation for succeeding in your life. The right attitude helps you in reaching this phase in your life.

- **Isolation:** There is no harm in asking other people for help. But the fear of being refused makes people not to ask any help. This self imposed isolation is a great barrier to personal growth. You learn when you share your ideas and thoughts. By being isolated you are denying this knowledge.
- **Selfishness:** If one is filled with oneself, where is the place for any additional knowledge or information? Selfishness is the worst barrier to personal growth. Only when you open up to others without expecting any return, you'll get more than what you expected. The satisfaction and happiness you get by letting go of the selfishness will help in personal growth.
- **Time:** Procrastination (meaning: postponing) is the worst barrier for our growth. Many talented people waste their talent and knowledge just by not utilizing their chances at the right time. Another time related problem would be that you are too busy to allocate time for your own personal growth. Family and friends always have demands, on our time but we need to be careful in our time management and not give away our time with nothing left for ourselves. It's important to make time for personal growth. In order to eliminate 'time' as a barrier for personal growth, we should allocate time everyday to focus on what we need.
- **Financial Barriers:** Sometimes financial limitations are barriers to personal growth and development. But an individual who is committed on removing barriers to personal growth and development will find a way to resolve this issue.
- **Cynicism Barriers:** Sometimes our past experiences colour our view and end up making us distrustful of anything new and this might create a barrier for our personal growth.
- **Guilt Barriers:** At times guilt can become the biggest obstacle for personal growth. Guilt can occur when you have done something wrong that will affect your personal growth. It could also arise when you haven't done anything wrong but you believe so due to the influence of others.
- **Victimization Barriers:** Blaming others and feeling like a victim, are huge personal growth barriers, especially one's personal freedom. Instead of feeling victimized if we take responsibility for our actions, this barrier can be removed.



**Scores to the questionnaire of Task 4**

For Question	Option	Mark
1,2,5,7,11,14,17,18	1	1
	2	2
	3	3
	4	4
	5	5
	6	6
	7	7

You can total your scores based on the numbers you have given for the questions. If you have scored.

**100-140**

Very confident about yourself. At times you tend to be over confident (if your scores are above 130) and this might lead to mistakes. But your confidence in yourself will help you correct it. Very strong and assertive personality. You don't need any help in boosting your self esteem.

**50-100**

You are quite confident about yourself. But at times you are unsure about yourself and at those times you need a pep talk from your friends or even a motivational book to

For Question	Option	Mark
3,4,6,8,9,10,12,13 15,16,19,20	1	7
	2	6
	3	5
	4	4
	5	3
	6	2
	7	1

make you reach those goals. You should try to identify those areas of vulnerability and deal with them to achieve the best in your life.

**0-100**

You are very unsure about yourself. You need to work on your insecurities and fears as this will affect you in your performance. If not addressed they would lead to big problem in both your personal as well as professional life.

## Ways to Motivate oneself, Importance of Commitment

**Objectives:** At the end of this lesson you shall be able to

- differentiate between intrinsic motivation and extrinsic motivation
- explain how to develop motivation
- explain commitment & its importance.

### Motivation Story

Read the following story

There was once a king of Scotland named Robert Bruce. The King of England was at war with him, and had led a great army into Scotland to drive him out of the land. Six times Bruce had led his brave little army against his foes; and six times had his men been defeated. At last his army was scattered, and he was forced to hide himself in the woods and in lonely places among the mountains.

One rainy day, Bruce lay on the ground tired and ready to give up all hope. It seemed to him that there was no use for him to try to do anything more. As he lay thinking, he saw a spider over his head, getting ready to weave its web. Six times it tried to throw its thread from one beam to another, and six times it failed. "Poor thing!" said Bruce: "you, too, know what it is to fail."

But the spider did not lose hope with the sixth failure. With still more care, it tried for the seventh time. Would it fail again? No! The thread was carried safely to the beam, and the spider had succeeded.

"I, too, will try a seventh time!" cried Bruce. He arose and called his men together. Another battle was fought, and Bruce won. The lesson which the spider had taught the king was never forgotten.

Now try to answer the following questions.

- 1 Why did Bruce feel tired and ready to give up all hope?
- 2 How did Bruce change his mind?
- 3 What the lesson that the spider taught Bruce?
- 4 Have you felt tired and hopeless after a failure?
- 5 What are the things that have given you hope?

### Motivation

Motivation is what makes people take the effort to achieve their goals. Motivation could be both from within and from outside. Many of us work hard to earn money or avoid punishment. This kind of motivation is external or extrinsic motivation. But some people work hard because they like the work and because they enjoy the challenge. This kind of motivation is known as internal or intrinsic motivation. The following table will give you a good idea of the different kinds of motivation.

Intrinsic	Extrinsic
Doing something out of interest in job, sense of achievement to avoid negative effects	Doing something to gain social acceptance, or a reward like money
Long lasting	Short lived

Which type of motivation do you think is better?

The strength that comes from within (intrinsic motivation) is definitely better and more long lasting than the strength that comes from the thought of external rewards.

### How to develop motivation

It is very difficult to motivate oneself continuously. We are constantly demotivated by negative thoughts and anxiety about the future. Everyone faces doubt and depression. The question is how to develop self motivation.

The key to developing self motivation is to understand how we lose motivation and to remove those factors.

### Reasons we lose Motivation

There are 3 primary reasons we lose motivation.

- 1 **Lack of confidence** - If we don't believe we can succeed, then we don't feel motivated enough to try
- 2 **Lack of focus** - If we don't know what we want, then we don't know what to work for.
- 3 **Lack of direction** - If we don't know what to do to achieve the goal, then we cannot do it.

### How to Boost Confidence

The first demotivating factor is lack of confidence. This happens when we don't understand our own strengths. Remember when we did self assessment, we looked at how we should study our own strengths and weaknesses. When we understand our own strengths we can decide on how we can use those strengths for achieving our goals. For example a person who wishes to earn money but does not have the confidence to get a good job should analyse and assess his own strengths and weaknesses. If he has a particular strength he can use that to achieve his goal, namely to earn money. Assessing our own strengths can give us a great deal of confidence.

## Developing Tangible Focus

The second factor that demotivates us is a lack of focus. The first step is to focus our energy on a well defined goal. By defining a goal, we automatically define a set of actions. By focusing on a positive goal, we begin devising a plan for success. This is the first step in motivating ourselves to take action. When we know what we want, we become motivated to take action.

## Developing Direction

The other factor that drains our motivation is the lack of direction. Even if we have the ultimate goal or focus, we may not have the direction to achieve it. A lack of direction kills motivation because without an obvious plan of action we cannot proceed to act. The key for finding direction is to identify the activities that lead to success. For every goal, there are some activities that lead to success and some to fail. We can make a list of all the actions we have taken so far and arrange them based on results. Then we can make an action plan that is based on the actions that have been successful.

## Commitment

Commitment is dedication to a particular work. It is a cause, or belief, and a willingness to get involved. People who are committed to their work or effort truly believe that it is important, and they show up, follow through, and stick with it.

The more people who are committed to your organization, the greater the momentum you can generate to get the job done. Commitment is the backbone of a group or organization. It is what gives a group its strength.

Here are several reasons it is important:

- The more committed people there are, the more effective they are in influencing others. If a whole group acts with determination and commitment, great numbers of people will really pay attention.
- People who are committed are the ones who don't take discouragement seriously - they don't give up. They set an example for those who don't have the confidence or experience to go through the hard times and hold out for the rewards of success.
- People cooperate at a higher level when they share commitment. Commitment fosters camaraderie, trust, and caring - the stuff a group needs to keep it going for the long run.
- If people are committed to an effort for a period of time, they will learn what they need to know to be more effective. People need time to try things out, make mistakes, and then figure out a strategy that works.

## Some things you can do to develop motivation

- 1 You can read the life stories of great people to get inspired by them.

Read the following motivating biographical sketch.

## Can you identify the man in the picture? (Fig 1)

His name is Stephen Hawking. He is one of the most famous living theoretical physicists. He's an expert on black holes. Hawking is a professor of Mathematics at Cambridge University. He held the celebrated post of Lucasian Professor of Mathematics at Cambridge from 1979 until his retirement in 2009. This post was held by Isaac Newton in the 17th century.

Fig 1



ESN132311

But Hawking suffers from ALS (amyotrophic lateral sclerosis, also called Lou Gehrig's disease) since he was a young man and is confined to a wheelchair. In spite of his condition, he became a celebrated physicist because he refused to lose his motivation because of the disease and persisted in doing his research work.

Can you think of other such people who have struggled against difficulties to achieve something?

### 2 You can participate in sports and games.

Sports and games activate both the body and the mind and increase motivation. Apart from the regular organized sports and games which help you to motivate yourself, there are many team building games which have been created especially to motivate the participants.

### 3 You can break up big goals into small achievable goals

When a goal is too big to achieve it can become tiring and demotivating to work towards it. But even the biggest goals are achieved only by taking one step at a time. So big goals are achieved by breaking them up into smaller goals.

For example, a student who is preparing for an exam has to prepare an entire book of many lessons. If he breaks it up into one lesson at a time then his goal becomes achievable.

## Practice on Motivation

**Objectives** : At the end of this exercise you shall be able to

- make a short list of your goals with list of actions to be performed
- perform a live discussion about famous leaders
- identify which motivating factor is the most important one for you.

### Task 1

Write down a short list of your goals under the following headings:

- Career: I want to become \_\_\_\_\_
- Personal: I want to do \_\_\_\_\_

Now make a list of actions you will take to achieve these goals.

### Task 2

Discuss the lives of the following people

- Mahatma Gandhi
- Helen Keller
- Srinivasa Ramanujan
- Bill Gates
- Jamshetji Tata

Answer the following questions.

- Who are these people?
- What are their achievements?
- How did they achieve their goals?
- What can we learn from their examples?

### Task 3

Tell the others in the group at least one motivating story that you have heard of or read about.

## Ethics and Values

**Objectives:** At the end of this lesson you shall be able to

- explain what are ethics and values
- state the importance of ethics in our life.

### Introduction

*"Do you think it a small matter to determine which whole way of life would make living most worthwhile for each of us?" - Plato*

You walk through the streets of your city and a dirty, bedraggled (meaning: tired looking) woman begs for money, "I am very hungry and have not eaten for days. Can you give me some money?" Questions rush through your mind about this person's character: Is she a cheat? She looks physically able, why can't she work for a living? Is she lazy? If I give money am I encouraging her to continue begging? Or will I be cheated by her lies? Too many questions, all requiring some kind of judgement. There are many people who just give money without thinking and go away. And there are people who do not want to encourage begging so don't give her any. Some people probably would give her money just to feel good and a few more would genuinely feel sorry and give money to help her. There are many instances in our life where we would have such questions clamouring in our mind. The way we react to such situations depends on our value system and our personal ethics.

**what is ethics?** (Fig 1)



Ethics is a moral code, the inner voice that tells a person what is right or wrong. Ethics can come from religion, from the law, from internal values, from learned values, from public opinion or from any other such sources. It is the study of right and wrong in human endeavours. At a more fundamental level, it is the method by which we categorize our values and pursue them.

### Importance of Ethics

Ethics is a requirement for human life. It is our means of deciding a course of action. Without it, our actions would be random and aimless. There would be no way to work towards a goal because there would be no way to pick between a limitless number of goals. Ethics will help us make this choice. Any flaw in our ethics will reduce our ability to be successful in our endeavours.

Ethics keep people from doing what is wrong. If an individual has no ethics, he will do the wrong thing whenever he believes it will benefit him and that he can get away with it. But ethics are different from laws. In case of laws, people do the right thing fearing the consequences if the illegal action is found. But unethical actions need not be illegal actions. In many ways, ethics can be even more important than the law. Law can only deter a person from wrong behaviour, if he fears penalty, while a strong person with a strong code of ethics will do the right thing just because it is right not because of any fear.

### Carpenter's Story

An elderly carpenter was ready to retire, and he told his boss of his plans to leave and live a more leisurely life with his wife. He would miss the paycheck, he could get by, but he needed to retire.

The contractor was sorry to see such a good worker go, and he asked the carpenter to build just one more house as a personal favour.

The carpenter said yes, but in time it was easy to see that his heart was not in his work. He resorted to shoddy workmanship and used inferior materials. It was an unfortunate way to end a dedicated career.

When the carpenter finished his work, the contractor came to inspect the house. He handed the front-door key to the carpenter. "This is your house," contractor said. "It is my gift to you."

The carpenter was shocked! What a shame! If he had only known he was building his own house, he would have done it all so differently.

So it is with us. We build our lives, a day at a time, often putting less than our best into the building. Then with a shock we realize we have to live in the house we have built. If we could do it over, we would do it much differently. But we cannot go back.

You are the carpenter of your life. Each day you hammer a nail, place a board, or erect a wall. Your attitudes and the choices you make today build your "house" for tomorrow. If the carpenter in the story had been true to his profession, he would have built a wonderful and sturdy

house which would have been gifted to him. His unprofessional attitude made him end up with a badly constructed house. Our choice and attitude decide what we get in our life.

In the light of this carpenter story, ethics can refer to two things. First, it refers to well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues. It refers to those standards that impose reasonable obligations to refrain from stealing, murder, assault, slander and fraud. Ethical standards also include those that enjoin virtues of honesty, compassion, and loyalty. It also includes standards relating to rights, such as the right to life, the right to freedom from injury, and the right to privacy. Such standards are adequate standards of ethics because they are supported by consistent and well-founded reasons.

Secondly, ethics refer to the study and development of one's ethical standards. As mentioned above, feelings, laws, and social norms can deviate from what is ethical. So it is necessary to constantly examine one's standards to ensure that they are reasonable and well-founded. Ethics also means, then, the continuous effort of studying our own moral beliefs and our moral conduct, and striving to ensure that we, and the institutions we help to shape, live up to standards that are reasonable and solidly-based.

### Ethics, Values & Morals

- **Ethics**

Ethics, morals and values are not the same. They differ in the context in which they are used. Ethics tend to be codified into a formal system or set of rules which are explicitly adopted by a group of people. Thus you have medical ethics or legal ethics. Ethics are thus internally defined and adopted, whilst morals tend to be externally imposed on other people.

If you accuse someone of being unethical, it is equivalent of calling them unprofessional and may be taken as an insult. Being unethical is perceived as more personal than being called immoral.

- **Values**

Values are the rules by which we make decisions about right and wrong, good and bad. They also tell us which are more or less important, which is useful when we have to trade off meeting one value over another.

- **Morals**

On the other hand, morals have a greater social element than values and tend to have a very broad acceptance. Morals are far more about good and bad than other values. We can judge others more strongly on morals than values. We can have people who are immoral, but no words for people who do not follow any values.

The following example shows the difference between ethics, values and morals. "One should not tell lies" is a moral. But in a situation where you need to save someone by telling a lie, you value the person more than the moral. If in a situation in which you are asked to

save the person at the cost of your organisation, if you refuse you are ethical.

Although it is easy to see why ethics are important, it is also easy to see problems. The major problem arises from determining what is ethical or what is morally right. While you could look to public opinion or personal value codes to determine what is ethical, these things can be skewed (meaning: twisted) if society as a whole or if the person in question views something that is "wrong" as "right."

Many different theories have been proposed to try to define what is right and wrong, moral and immoral, but the reality is that the answers shift and change as society changes.

Academicians exploring ethical values define ethics in terms of moral duties and virtues that flow from six core ethical values. They call these values the Six Pillars of



Character: (Fig 2)

- **Trustworthiness:** Ethical people are worthy of trust. Trustworthiness means being honest, having integrity, keeping your promises, and being loyal.
- **Respect:** We must respect ourselves and remember that every person has the right to be respected.
- **Responsibility:** We must be accountable for our own actions, practice self-restraint, and always do our best.
- **Justice and Fairness:** Fairness is one of the most difficult values, because sometimes it means doing the right thing even if others don't agree. We must try to do what we know is fair and just.
- **Caring:** Caring is concern for the interests of others.
- **Civic Virtue and Citizenship:** Responsible citizenship means being involved in public service. This includes voting, reporting crimes, testifying as a witness, protecting the environment.

### Differing Perspectives

Ethics can even mean dramatically different things in different situations. For example, assume that a person goes to another person and says "I have just murdered my wife, will you help me." Your immediate reaction, ethically right reaction, is to inform the police. But what if the person who heard that confession was a defense lawyer? Under the code of ethics for the lawyer, he is morally forbidden from going to the police.

Thus, while ethics remains extremely important in governing behavior so that society can continue to function, it must be remembered that there is not always one clear definition of ethics or what is ethical. The decision must be made in the light of all the facts, and in the light of what is most "right" in the given situation.

### Ethical Dilemmas

An ethical dilemma or a moral dilemma is a situation in which a person attempts to resolve an action or course of action against his/her moral or ethical values. In other words, an ethical dilemma is any situation in which guiding moral principles cannot determine which course of action is right or wrong. In a school it could be a simple dilemma of looking at your classmate's answer paper during an exam. There are different types of ethical dilemmas: self-imposed dilemma, world-imposed dilemma and prohibition-dilemmas. As the names imply, self-imposed dilemma relates to personal action of an individual. Here the individual has to make a decision on his own. In the world-imposed dilemma this choice is forced on him. In the last type an individual might have to go beyond the prohibition like going against the law because of circumstances.

#### • Example for Ethical Dilemma

A family of three members were held captive. The gang leader decides to kill one family member. He gives one family member the choice of choosing which member should be killed. If he does not tell, all three would be killed. Whom will the family member choose? He cannot offer himself. He has to choose one among the other two family members. Whom will he choose? Another famous example is about a young man who has to choose between fighting for his country or taking care of old, blind mother. His country is fighting a war against another conquering country. The government has asked all trained young man for service. The Youngman wants to go but his mother who is old and blind is all alone. If anything happens to him in the war, there is no one to care for his mother. What should he do?

Another real life example is the one incident which happened during the tsunami which struck the Asian

countries. One mother was holding her two children in two hands when she was dragged to the sea by the waves. She tried to hold onto her children. But after a time it became difficult for her to keep herself afloat without support. For the support she had to let go of one child. If she did not, all three would be dragged by swirling waves. What did she do?

These are a few examples for ethical dilemma. Is there a right or wrong decision? How will you feel after making such decision? How will a mother live with her decision of deliberately letting one child die? In real life people face many such instances where they have to take some kind of decision. People who have strong values and ethics instilled in them will be able to face such ethical dilemmas and try to take a decision which might be morally right. Many people would rather take an easy way out or end up feeling guilty all their lives.

Some ethical dilemmas are the result of uncertainty about the kind of actions one should take to achieve the best outcome. This can be because the future results of each decision are not known or because facts that can influence certain outcomes are not available. For example, if the young man who has to decide between war and care for his old blind mother, knew that he would survive the war, it would be easy for him to take a decision.

#### • Facing an Ethical Dilemma

- There should not be any personal feelings. Focus on acceptable standards. For example, stealing is considered to be against standard ethics.
- Evaluate the consequences. Consider who will benefit, who will be hurt and what are the disadvantages. Determine the long-term and short-term consequences.
- Analyze all possible actions. Decide which actions corresponds to respect, honesty, fairness and the vulnerability of the people involved. Choose the action which is the least problematic.
- Make the decision based on your evaluations. Compare and reconcile the identified consequences and actions.

**Practice on Ethics, Analysing Characteristics of Ethics**

- Objectives :** At the end of this exercise you shall be able to
- determine the rating of characteristic according to graphs printing
  - analyse the different characteristics that forms the base for ethics
  - react to real life ethical situation .

**Task 1**

Divide the class into groups of 6 - 8. Ask them to look at the table of the six pillars of character given below. The characteristics are listed in the first row and their main features are listed below. Using their features as

reference, rate the six characters according to your group's priority. As a group decide which characteristic you would value the most? Rate them from 1 - 6.

**SIX PILLARS OF CHARACTER**

Trustworthiness	Respect	Responsibility	Fairness	Caring	Citizenship
<ul style="list-style-type: none"> <li>• Be honest</li> <li>• Don't deceive, cheat or steal</li> <li>• Be reliable - do what you promise to do</li> <li>• Have the courage to do the right thing</li> <li>• Build a good reputation</li> <li>• Be loyal to your family, friends &amp; country</li> </ul>	<ul style="list-style-type: none"> <li>• Treat others with respect</li> <li>• Be tolerant of differences</li> <li>• Use good manners not bad language</li> <li>• Don't hurt anyone, deal peacefully</li> <li>• Be considerate to others' feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Do what you are supposed to do</li> <li>• Be persistent</li> <li>• Use self-control</li> <li>• Be self-disciplined</li> <li>• Think before you act</li> <li>• Be accountable for your choices</li> </ul>	<ul style="list-style-type: none"> <li>• Play by the rules</li> <li>• Take turns and share</li> <li>• Be open minded and listen to others</li> <li>• Don't take advantage of others</li> <li>• Don't blame others</li> </ul>	<ul style="list-style-type: none"> <li>• Be kind</li> <li>• Be compassionate</li> <li>• Express gratitude</li> <li>• Forgive others</li> <li>• Help people in need</li> </ul>	<ul style="list-style-type: none"> <li>• Do your share to make your area better</li> <li>• Co-operate with your neighbours</li> <li>• Get involved in community affairs</li> <li>• Vote</li> <li>• Obey laws and rules</li> <li>• Respect authority</li> <li>• Protect the environment</li> </ul>

**Task 2**

Read the following story.

**A True Friend**

In ancient Greece, Socrates was reputed to hold knowledge in high esteem. One day one fellow met the great philosopher and said, "Do you know what I just heard about your friend?".

"Hold on a minute," Socrates replied. "Before telling me anything I'd like you to pass a little test. It's called the Triple Filter Test."

"Triple filter?". "That's right," Socrates continued. "Before you talk to me about my friend, it might be a good idea

to take a moment and filter what you're going to say. That's why I call it the triple filter test.

The first filter is Truth. Are you absolutely sure that what you are about to tell me is true?" "No," the man said, "actually I just heard about it and...". "All right," said Socrates. "So you don't know if it's true or not. Now let's try the second filter, the filter of Goodness. Is what you are about to tell me about my friend something good?" . "No, on the contrary...". "So," Socrates continued, "you want to tell me something bad about him, but you're not certain it's true. You may still pass the test though, because there's one filter left: the filter of Usefulness. Is what you want to tell me about my friend going to be useful to me?" "No, not really." "Well," concluded Socrates, "if

what you want to tell me is neither true nor good nor even useful, why tell it to me at all?"

Discuss Socrates' character based on this story. Does this story talk about his ethics? Character? Morals? Values?

### Task 3

A collection of situations of ethical dilemma is given here along with some questions to discuss. Divide the class into small groups of 4 -5 and ask them to decide what will they do if they have to decide.

#### Situation 1

Naveen's best friend Vivek is getting into some risky habits including alcohol and drugs. They have been friends from I standard. After 10th standard, Naveen changed his school and they slowly drifted apart. Now they meet up occasionally. In such occasional meetings Naveen comes to know about Vivek's bad habits. What can Naveen do to help his friend?

#### Discussion Questions

- What should Naveen do?
- Should he tell any adults? If so, whom should he tell?
- How do you think it will affect Naveen's friendship with Vivek if he comes to know that Naveen has told about his bad habits to adults?
- How do you think Naveen would feel if he doesn't tell anyone and later he comes to know that Vivek has become sick due to his bad habits?
- What would you tell if someone position was in as Naveen?
- If you were Naveen what will you do?
- How do you personally weigh the friendship against the fact that the friend is doing something harmful illegal and potentially problematic?

#### Situation 2

Ram's classmate Vishal has spread a lie about Ram to the class and this has given him a very bad image to teachers as well as other classmates. He spread a lie saying that Ram had copied his assignment from internet. The teacher has also given Ram very low marks. But Ram's report was his own work not copied. When Ram confronts Vishal who had spread such rumours, he was unrepentant (meaning: not sorry). He just said that he spread such news just for fun. But Ram is very hurt. Ram along with his close friend Madan tried to do similar things to Vishal, that is trying to spread rumours about him. But the situation

is still worse with both Ram and Vishal always at loggerheads (meaning: fighting) and Ram's friend helping him in this fight. The class teacher is very upset with the three boys and makes them sit in a room and talk it out.

- Do you think all three boys need to apologize? Why or why not?
- Who is most guilty of doing wrong. Why?
- Do you think it will improve their friendship if Ram forgives Vishal?
- Have you ever been in a position like this? What happened? Would you make the same choices if you were in the position again?
- Is there someone in your life right now that you might need to forgive for something?
- What does it feel like to forgive someone? Why do you think you feel like that?

#### Situation 3

Someone left money sticking out of an ATM machine and there's nobody in sight. Nobody but Ravi, that is. When Ravi was returning home he saw money sticking out from ATM machine. It was a 500 rupee note. There was also a receipt. If he takes it to the bank next day, it probably will be returned to the rightful owner. But Ravi feels, it is just Rs.500 to the person, but for a student like him, it is big money. If he takes it, does that make him a thief? What should he do?

#### Discussion Questions

- If you were Ravi, what will you do?
- Would your choice be different if there had been no receipt?
- Would your choice be different if you knew the money belonged to the bank, and not to an individual?
- Would your choice be affected if there were other people walking by?
- Would your choice be different if you were with friends? How so?
- Have you ever done something you knew was wrong because nobody was watching? How did you feel when you did it? Would you do it again? Why, why not?
- Think of a choice you made recently that might affect more people than just you. Now imagine that every one in the world did that same thing. What would the world be like? Would you want to live there?

## Manners Etiquette, Dress Code for Interview

**Objectives:** At the end of this lesson you shall be able to

- state the importance of job interviews and how to face the interviews
- explain how to prepare for an interview - suggestion
- answer for the common interview question
- list out do's and don't of interview etiquette.

### Facing Interviews

The most difficult part of the job hunting process is facing the job interview. You may have heard of many instances when people with excellent qualifications and experience have been rejected during the interview.

### The Job Interview

A job interview can be defined as a meeting between a job seeker and an employer at which the employer can find out whether the candidate is suitable for the job and for the organization and the candidate can find out whether the job is suitable for him / her.

### Types of Interviews

Interviews can be of different types depending on the kind of job. Some interviews can be conducted by a single person while some are conducted by a panel of interviewers. Some interviewers test the candidate's technical knowledge, while others test the candidate's skills and attitude. Still others test the candidate's ability to handle stress.

### How to prepare for an interview

Whatever the type of interview, candidates need to prepare well before facing one. The following suggestions can help you prepare for an interview.

- **Formal Dress:** The candidates should appear well dressed and well groomed to create a good first impression. This does not mean that he should dress fashionably or colourfully. They should wear formal clothes which convey a professional attitude at the interview.
- **Confidence:** The candidate should convey that they are self confident through their behavior, speech and body language. Good manners and proper behavior are necessary. He should use formal greetings and observe all other formalities. He should sit down only after being told to. He should not show any nervous movements and show a lack of confidence and concentration.
- **Preparation:** The candidate should prepare well both about his own area of specialization as well as about topics related to current events of general interest. Regular reading of newspapers, listening to radio and TV discussions, participating in group discussions and general reading habits are helpful in developing

general awareness. These will help better for the candidate to perform better at interviews. The candidate should also gather information about the organization to which he has applied and should be prepared to ask relevant questions about the organization at the interview.

- **Sufficient number of resume copies for everyone:** The candidate should bring enough number of copies of his resume to provide one for each member of the interview panel (if there is a panel). This will give each person in the panel an idea about the candidate. It will also help the candidate appear prepared and organised.
- **Eye contact:** The candidate should make the right eye contact at the right time with the interviewer or with the panelists. When the candidate is explaining a point or answering a question, he should make eye contact with each member of the panel.
- **Calm Approach:** Many candidates get tense and nervous when a member of an interview panel asks a difficult question. Such questions are asked to test whether the candidate can approach a problem calmly and can handle stress. (In some stressful jobs like Pilots, Administrative Services or IAS, stress interviews are conducted specifically to choose candidates who can stay calm under pressure.) So the candidate should focus on the question, stay calm and answer the question slowly and clearly. This will show that the candidate knows how to function under pressure.

You have already learnt about self analysis. In order to succeed in an interview each candidate must make an honest self-assessment and find out his areas of strength and weakness. If one knows one's weaknesses one can overcome them by effort. This would help one perform better at the interview.

### Common Interview Questions

There are some popular questions which most interviewers use in interviews to assess the candidate's skills and personality. Look at the following questions and discuss how you can answer them.

- 1 Tell me something about yourself?

This question is aimed at making the candidate convey something more about his personality that reflected in the resume. This will give the interviewer a good clue about how the candidate will fit into the work atmosphere in the organization, whether he can handle the job and whether he can interact with the others in the organization.

2 Where do you see yourself five / ten / fifteen years from now?

This question is aimed at understanding the kind of vision the candidate has, whether he is ambitious and whether he has the ability to plan for the future, both for himself and for the organization. This will give the interviewer an idea about how much the candidate will be able to contribute to the growth of the organization.

3 How would others describe you?

This question is aimed at helping the interviewer to understand the candidate's perception of himself. The

answer would show whether the candidate is honest and objective.

4 Why do you think you should get this job?

This question is aimed at measuring the candidate's level of confidence and his ability to judge his own skills and capacities.

5 What is your greatest achievement?

The answer to this question would not only tell the interviewer about the candidate's achievement, it would also give him an idea about the candidate's personality and views on achievement.

**Interview etiquette has many Do's and Don'ts which are listed below**

S.No	Do's	Don't
1	Dress appropriately	Dress too casually or look untidy
2	Make sure that you are 15 minutes early.	Make derogatory remarks about past employers.
3	Bring a copy of all relevant documents	Lie about your abilities to get the job.
4	Be confident and express yourself and your views clearly.	Be too excessive in your gestures.
5	Listen carefully to the questions and answer clearly and thoughtfully.	Interrupt the interviewer before they have finished asking you a question.
6	If you are being interviewed by a panel, ensure that you direct your answer to the person who asked the question, while still including the other interviewers by making brief eye contact.	Don't answer questions with a simple "yes" or "no". Make sure that you explain your reasoning fully
7	Ask questions. Selection is a two way process. They select you, but you also select them.	Try to control nervous mannerisms
8	Show enthusiasm for the company and the position.	Don't worry if you answer one question badly. Treat each question individually.

## Practice on facing Job Interviews

**Objectives:** At the end of this exercise you shall be able to

- answer questions about yourself, your skills with confidence
- practice to participate in role play of an interview panel and applicants.

### Task 1

Practice answering the following interview questions.

- 1 Tell me about yourself.
- 2 Why did you leave your last job?
- 3 What experience do you have in this field?
- 4 Do you consider yourself successful?
- 5 What do co-workers say about you?
- 6 What do you know about this organization?
- 7 What have you done to improve your knowledge in the last year?
- 8 Are you applying for other jobs?
- 9 Why do you want to work for this organization?
- 10 Do you know anyone who works for us?
- 11 What kind of salary do you need?
- 12 Are you a team player?
- 13 What is your greatest strength?
- 14 Tell me about your dream job.
- 15 What motivates you to do your best on the job?

### Task 2

Role play

Student 1, 2, 3 & 4 play the role of interview panel for a firm which is recruiting for various positions in a construction company, electrician, computer operator, plumber, carpenter.

The remaining students play the roles of applicants for these jobs.

The rest of the class observes the role play activity and note down their observations of the kind of questions asked by the interview panel and the performance of the candidates.

## Confidence Building - Problem Solving

**Objectives:** At the end of this lesson you shall be able to

- describe attitude, its importance and ways of safeguarding it
- define problem solving and systematic approach to solve a problem
- describe confidence and the factors affecting it
- list the steps for confidence building
- list out the characteristics essential to achieve success
- state the importance of commitment.

### Attitude

Attitude is a positive or negative evaluations or feelings that people have towards other people, objects, issues or events. Attitudes include the general way people feel towards socially significant objects and most attitudes are lasting. Attitudes decides the attitude of success.

### What is a Positive Attitude?

Attitude is the way you look at things mentally, your mental focus on the world. Your attitude is never static; it's always in flux-the result of an on-going process that's dynamic and sensitive to what's going on. Events, circumstances, and messages-both positive and negative-can affect your attitude. No one can be positive all of the time. A positive attitude makes problem solving easier. The more you expect from a situation, the more success you will achieve.

### The Importance of a Positive Attitude

- Business is complex and competitive, and most competitors have access to comparable resources, including people.
- A company gets its edge from its supervisors, from training it provides to each employee, and from the attitude of its people.
- People with a positive attitude always seem to be looking up and looking forward; individually and as a team. They are more likely to work to higher standards of quality, safety, and productivity.
- The attitude you bring with you every day will significantly affect what you can see, what you can do, and how you feel about it.

### A Positive Attitude Affects Personality

- A person with a highly positive attitude can convert an ordinary personality into one that is interesting or exciting to others.
- A positive attitude can make a typical person seem better looking to others.
- A positive attitude can attract attention to outstanding traits in a personality that would otherwise go unnoticed.
- Some positive attitudes seem to "shine through" other personality characteristics, making the total image of a person brighter and more attractive to others.

### The Power of a Positive Attitude

- A positive attitude triggers your enthusiasm.
- A positive attitude enhances your creativity.

- A positive attitude prompts serendipity; people who have a positive attitude have a tendency to make valuable or positive discoveries by accident.

### Safeguarding Your Attitude

Safeguard your attitude by:

- Solving personal conflicts quickly
- Taking the "high road" if someone behaves unreasonably or unfairly
- Insulating or distancing yourself from a person with whom you have a repeated conflict
- Focusing on the work
- Changing your traffic pattern to avoid people who pull your attitude down

**Remember:** your attitude belongs to you and to you alone.

### Confidence

Confidence means believing in yourself and your abilities. It means being ready and willing to face new situations and accomplish difficult tasks. Self-confident people are usually eager, assertive, motivated, willing to accept criticism, emotionally mature, optimistic, and productive. People who don't have self-confidence lack the inner belief in their ability to be successful. They tend to be withdrawn, unmotivated, overly sensitive to criticism, distrustful, and pessimistic. They don't feel good about themselves. Often they feel like failures.

### What Affects Confidence?

Confidence is affected by life experiences. You are influenced by parents, siblings, friends, and teachers. From them, you learn how to think about yourself and the world around you. It is the support and encouragement you receive from the people around you - or the lack of it - that helps shape your inner feelings about yourself. A nurturing environment that provides positive feedback improves self-confidence. People learn by making mistakes, and they need to feel that missteps along the way are to be expected. However, when friends, family, and others offer unfair criticism, hold unrealistic expectations, or put too much pressure on a person, self-confidence can be affected.

Several different types of behaviour show a lack of self-confidence:

- You judge yourself or your abilities too harshly, or you are overly critical of your performance.
- You focus too much on your failures and see them as negative events instead of learning experiences.

- You place too much pressure or stress on yourself to succeed.
- You set goals that are unrealistic and above your abilities.
- You are fearful of not succeeding or making mistakes.
- A lack of self-confidence can often keep people from achieving their full potential.

**How Do You Build-Confidence?**

Confidence is not built overnight. It is a process that begins by first understanding why & where you lack confidence, then taking active steps to change your negative thinking and behaviours into positive ones.

First, think about why you lack confidence. Perhaps you are unhappy with your appearance, your social or academic achievements, or the way a relationship ended. Try to identify these feelings and perhaps talk about them with someone you trust. It may surprise you that others share the same kinds of self? doubts are ones of their own. See your fears as challenges you can overcome-don't let them have power over you!

**Steps for building Self-Confidence**

Think of building self? Confidence as a process. Aim to make small, positive steps toward success. Practice these strategies until they become your new habits.

1. Think about your good quality
2. Think positively about yourself and what you set out to do. Negative thoughts lead to worry, which can confuse you and keep you from achieving success.

3. Set realistic goals that you can truly reach. Praise yourself when you reach even the smallest goals, but keep striving for the bigger ones.
4. Focus on your successes and not on your failures. Realize that everyone makes mistakes, and let yours be tools for learning.
5. Be assertive. It is essential for people to express their thoughts, feelings, and emotions to others. You are entitled to your opinion, and you have important things to say. Don't be afraid to say them.
6. Find a creative outlet for self?expression. Find an activity that lets your abilities shine,such as music, art, cooking, crafts, or sports. You don't have to be the best at what you do, but the risks you take and the things you create provide a fast route to greater self confidence & self acceptance.

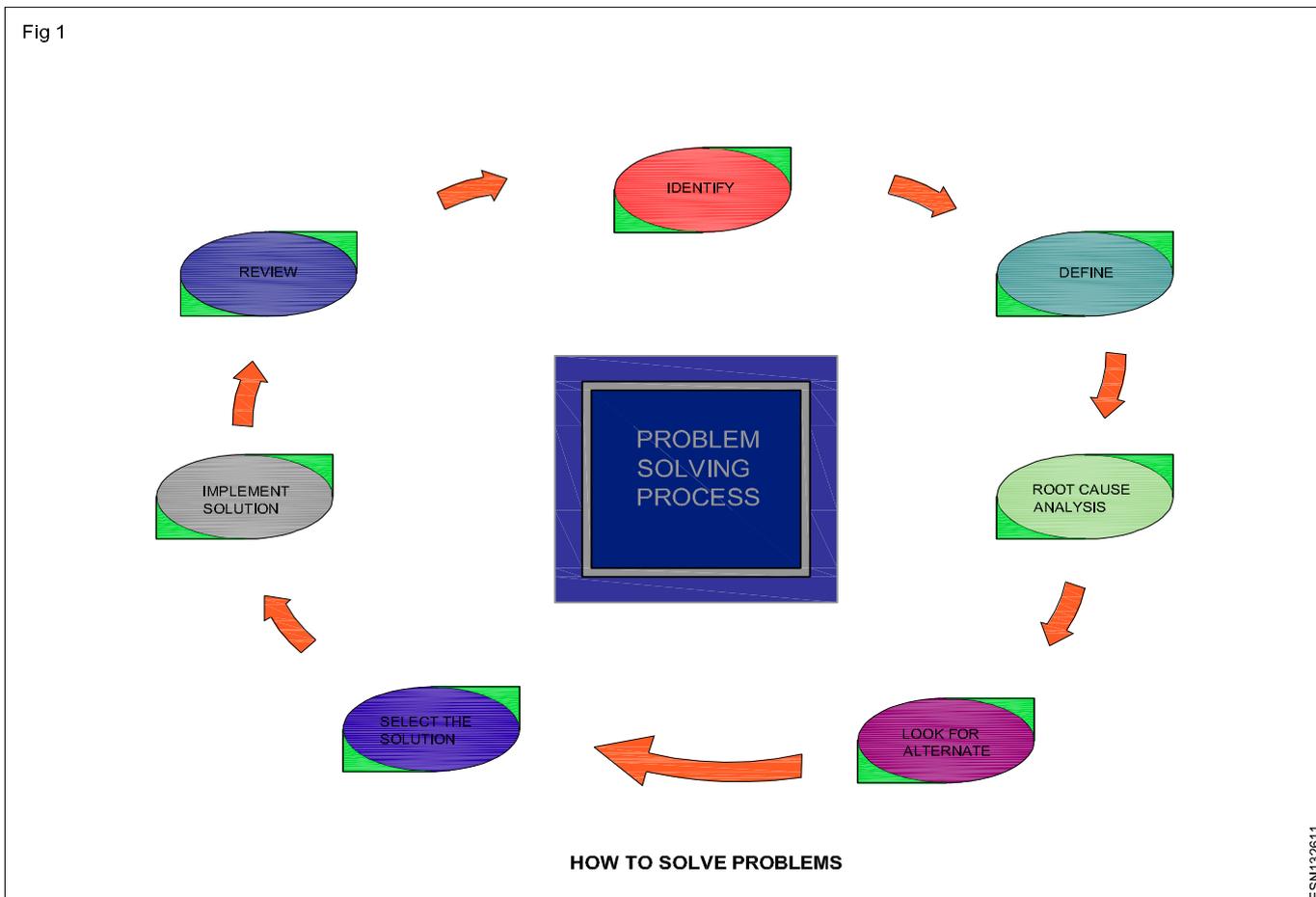
**Problem Solving**

Problem solving is an important life skill because it is also a very useful tool to help you tackle immediate challenges or achieve a goal. It is a skill because, once you have learnt it, you can use it repeatedly.

There are a variety of problem-solving processes. However, each process consists of a series of steps, including identifying an issue, searching for options and putting a possible solution into action. It is useful to view problem solving as a cycle because, sometimes, a problem needs several attempts to solve it, or the problem changes.

**How to solve problems**

Here is a process to help you to break the problem into easier stages, rather than tackle everything all at once.



1. **Identify** the problem and focus on solving one aspect at a time. When you know exactly what you are dealing with, you will feel more in control and actually less afraid.
2. **Define** exactly what the problem is in the clearest and most simple terms. Sometimes, problems can seem huge and you may end up blowing them out of proportion with inflammatory language.
3. **Root cause Analysis** i.e. understanding where exactly the problem came from will also help you put it into context and, going forward, mitigate the chances of it happening again.
4. **Potential solutions** - Look for alternate solutions and make a short list. Seeing the problem in different ways is likely to help you to find an effective solution. This is where creativity can be really helpful, so that you can explore all options available to you.
5. **Select the solution** - Use the goal that you are trying to achieve to help you to select the solution. From the list of possible solutions, you can sort out those that are most relevant to your situation and those that are realistic and manageable.
6. **Implement the solution** - Now it's time to create a plan of action. When you have explored all the consequences, you can use this information to identify the solution which is most relevant and is likely to have the best outcome. You can prepare yourself to implement the solution by planning when and how you will do it, and who you will need to communicate with for support and co-operation.
7. **Review, identify lessons learnt and record for future reference.** It is always key to review and work out what went well and what you have learnt so that you can make improvements going forward. It is advisable to have an alternative backup plan.

Problem solving is purely skill oriented. By applying the above techniques, to a process you can try to solve the problem. Through practice, you can try to win prove your skill. It is really important to review how you did and make a record of what worked and what didn't so that you can learn and improve your problem-solving skills. You will also be able to help other people by sharing some of your experiences.

Some examples of the characteristics of a good problem solver are:

innovative	creative	open minded
risk taker	motivated	open to challenge
flexible	multi skilled	courageous

### Characteristics essential to achieve success

#### Integrity

Integrity is doing the right thing regardless of the outcome. Organizations want employees who do the right things just because they are right. If you are a person of integrity, your employer will respect you and entrust you with important jobs. When a person is trusted, they are allowed to progress within the organization.

#### Work Ethic

You must be able to work, without someone watching over your shoulder. If you can take initiative and turn goals into action, that will be a tremendous value. Prove your ability to work independently and doors will open automatically.

#### Self-Care

Quality business organisation want employees who is always healthy. You must take care of your home life because when there are crises at home, they often overflow into the workplace.

#### Confidence

When you are given a task, your supervisor wants to know that you feel confident to complete the tasks assigned. Confidence is contagious, so when you feel confident, those around you naturally draw their confidence from your own.

#### Savings

In order to be successful, you need to learn how to save. Money in the bank opens doors - it creates options. With a healthy savings, you can stretch yourself a little further and take the risks necessary to do what you love. In order to get savings, you'll need to pay off your debt first. Get organized with a debt snowball spreadsheet and make aggressive debt payments. Once you are out of debt you'll find it easier to take calculated risks.

#### Negotiation

Negotiation is simply the act of finding a place of agreement between two parties. Your kids will negotiate with you. Your boss will negotiate with you. Your spouse will negotiate with you. The store owner will negotiate with you. Unless you learn to get what you deserve in transactions, it will be hard to be successful.

#### Self Marketing

This is the ability to say to other people, "I do good work. Let me show you." Self marketing is not about creating a false reality (your organization can't function without me). Nor it is about over stating your case (this will not change your life), but it is about highlighting what you do well and the contributions you can make to a company.

#### People Skills

In an increasingly digital era, some people think people skills are less important. Many people who have progressed in their career paths simply because they are likable people to be around. They are great conversationalists and communicate well. Learn to confidently shake hands, look people in the eye, and carry a conversation and you'll reap the rewards.

#### Instinct

This one is hard to develop and even hard to measure. However, some people have good instincts. They know the right timing, the right thing to say, the right pitch, and they execute. Somewhere along the line, you need to learn what people want and how to deliver that to them. While instinct can't be taught, you can learn from those with good instinct.

**Practice on Behavioural Skill and Problem Solving**

**Objectives:** At the end of this exercise you shall be able to

- practice on attitude
- practice on confidence building
- practice on problem solving.

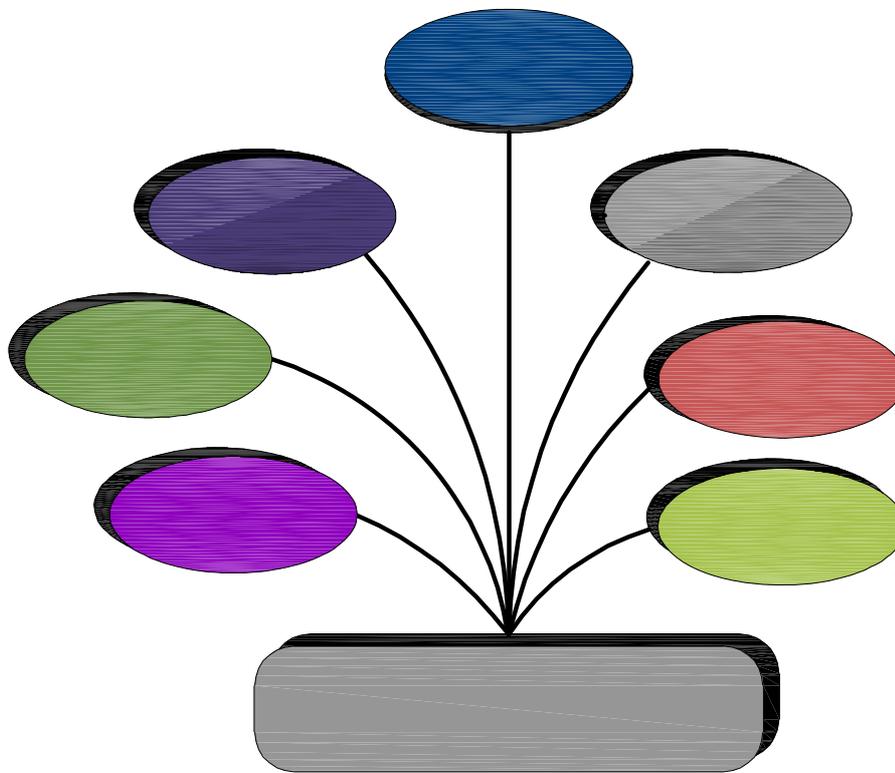
**Task 1**

Divide the class in a group of 7 participants each. Give each of them a handout (sample given below) and ask them to write their name in the Rectangular box. They then pass their paper to their neighbour on the left who has to fill in a oval space, writing in something positive

about the named person. Everyone then passes the paper on to the person on the left and so on until your paper comes back to you. After giving everyone an opportunity to read through their own paper, ask each participant to read to the group of the thing written about them.

This exercise will boost the confidence among participants.

Fig 1



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**Task 2**

Divide the class into team of 5 participants. Instructor will ask each team to think of an invention and present it in front of whole class. Also ask to prepare answers to few questions about participant’s creation. So that they will remember to answer them during your presentation.

- What is the name of the invention?
- How did you come up with the invention?
- Who would want or utilise this invention?
- What was it like to use your creative skills as a group?

As a team you have to do brain storming what you want to invent draw your invention on chart paper or poster board and present it to the class.

The answers to these question will vary, Learners' inventions are always unique and very creative. Some groups may come up with an invention that is out of this world and different, while other groups may focus on a specific need or product and how to improve it. There are no wrong answers. Questions 1-3 are for learners to analytically think about their invention. Question number 4 leads to the objective and over all understanding.

### Task 3

At college level games, the winners to stand on boxes to get three medals. For three medal winners four boxes are needed to give the medals. Use cubes to make this shape.

- To distribute medals to 5 people more boxes are added. Use your cubes to make this shape. How many cubes did you need to make the shape?
- For 7 people to get medals more boxes again will be added. Use your cubes to make the boxes for 7 people. How many cubes did you need to make the shape?

### Task 4

Anisha (Girl), Boris (Boy), Carla (Girl) and David (Boy) are talking about their favourite food.

They know they all like different foods and these are:

Curry - Fish and chips

Lasagne - Chicken burgers

- Boris does not like chips.
- Anisha will not eat chicken.
- One of the boys likes fish.
- One of the girls likes burgers.
- Neither of the boys likes spicy food.

Which person likes what food?

- 1 Which one is a vowel?  
 A j  
 B q  
 C u  
 D w
- 2 Pronunciation refers to the .....  
 A spelling  
 B grammar  
 C punctuation  
 D production of sound
- 3 The word that is pronounced the same as another word but differs in meaning, is called.....  
 A diphthong  
 B consonant  
 C homograph  
 D homophone
- 4 Which one is a consonant?  
 A a  
 B f  
 C i  
 D u
- 5 The word that shares the same written form as another word, but having different meaning is called.....  
 A diphthong  
 B consonant  
 C homograph  
 D homophone
- 6 All English Alphabets, except vowels (a, e, i, o, u) are called.....  
 A diphthongs  
 B consonants  
 C homographs  
 D homophones
- 7 Which is a silent letter in the word "WRITTEN"  
 A W  
 B T  
 C E  
 D N
- 8 Fill in the blank with proper pronoun  
 "He made this cake....."  
 A itself  
 B myself  
 C herself  
 D himself
- 9 Which is a silent letter in the word "ANSWER"?  
 A R  
 B E  
 C W  
 D S
- 10 Which one is an adjective?  
 A Write  
 B Large  
 C Teach  
 D Learn
- 11 Fill in the blank with suitable place preposition,  
 "My house is \_\_\_\_\_ the third floor".  
 A at  
 B in  
 C on  
 D under
- 12 Use the appropriate conjunction,  
 "Is this a sheep \_\_\_\_\_ a goat?"  
 A as  
 B or  
 C and  
 D but
- 13 Which one is an Exclamation mark?  
 A !  
 B ?  
 C ,  
 D \_
- 14 Which one is in passive voice?  
 A Rohan is painting a house.  
 B She was reading a book.  
 C Her birthday was celebrated by us.  
 D I have seen that movies.
- 15 Which one is in active voice?  
 A Ram has scored two goals.  
 B The ball was caught by him.  
 C The book was being read by her.  
 D We were drew home by Dad.
- 16 Fill in the blank with correct simple past tense,  
 "The Princess's ball \_\_\_\_\_ into the well".  
 A will roll  
 B rolled  
 C is rolling  
 D has been rolled

- 17 Fill in the blank with present progressive tense,  
"It \_\_\_\_\_ dark".  
A got  
B will get  
C is getting  
D was getting
- 18 A resume should be.....  
A short and precise  
B having acronyms and abbreviations  
C having long and detailed information  
D fancy and colourful
- 19 When you greet higher officials such as Teacher Instructor or Supervisor you should use.....  
A "Good morning"  
B "Hi"  
C "Hello"  
D "Hey"
- 20 Which one of the following is a good office etiquette?  
A one should dress formally  
B one should not be punctual to work  
C one should have fancy mobile ring tone  
D one should litter one's work place
- 21 Which one is a cardinal number?  
A one  
B fifth  
C second  
D eighth
- 22 Fill in the blanks with suitable comparative adjective,  
"Ram is \_\_\_\_\_ than Shyam."  
A tall  
B taller  
C more tall  
D tallest
- 23 Fill in the blanks with suitable preposition from the given choices.  
It was not possible \_\_\_\_\_ all trainees to attend the classes yesterday  
A of  
B for  
C to  
D by
- 24 Fill in the blanks with a suitable "wh" word for the given sentence.  
\_\_\_\_\_ are you living?  
A When  
B What  
C Where  
D Why
- 25 Fill in the blanks with a suitable tense verb.  
I \_\_\_\_\_ (write) my final exam yesterday  
A written  
B wrote  
C will write  
D shall write
- 26 Fill in the blanks with suitable Preposition from the given choices.  
The books were kept \_\_\_\_\_ the table.  
A at  
B in  
C on  
D over
- 27 Choose an appropriate 'wh - question' for the following sentence.  
"I live in Bombay"  
A What is your place  
B When did you leave Bombay?  
C Why do you love living in Bombay  
D Where do you live?
- 28 Fill in the blanks with suitable tense verb.  
Vinod \_\_\_\_\_ the length of the table and noted it down.  
A measure  
B will measure  
C shall measure  
D measured
- 29 Which one is an Cardinal number?  
A XI  
B 2nd  
C 1st  
D 1
- 30 A written description of duties and responsibilities to be carried out in job is called.....  
A Resume  
B Job description  
C CV  
D Job Application

- 1 Which one is an input device of the Computer?
  - A Printers
  - B Monitors
  - C Key Boards
  - D CD/DVD
- 2 Which one of the following is an example of operating system?
  - A Microsoft word
  - B Microsoft Access
  - C Desktop
  - D Microsoft windows
- 3 The short cut key to select the whole document in Ms-Word?
  - A Ctrl + A
  - B Ctrl + C
  - C Ctrl + X
  - D Ctrl + V
- 4 The expansion of WAN is.....
  - A World Area Network
  - B Web Area Network
  - C Wide Area Network
  - D Word Area Network
- 5 The Short cut key to 'cut' the selected file/ text is.....
  - A Ctrl + A
  - B Ctrl + C
  - C Ctrl + X
  - D Ctrl + V
- 6 CPU stands for.....
  - A Central Programme Unit
  - B Central Processing Unit
  - C Central Planning Unit
  - D Central Progress Unit
- 7 Interconnecting two or more computers in a single room is called as.....
  - A LAN
  - B WAN
  - C MAN
  - D CAN
- 8 Extension of MS Word file is.....
  - A .doc
  - B .xls
  - C .text
  - D .ppt
- 9 Which one of the command is used to close all windows operating system?
  - A Close
  - B Exit
  - C Shut down
  - D Reset
- 10 The advantage of USB connector is.....
  - A web integration
  - B multiple display support
  - C power management
  - D add devices without restarting
- 11 The data is stored in a Hard disk as.....
  - A analogue voltage
  - B analogue variables
  - C zeros and ones
  - D dots
- 12 Which of the following is NOT a mouse usage?
  - A Moving the curser
  - B Entering data
  - C Drag and drop
  - D Selecting
- 13 EPROM stands for.....
  - A Electrically Programmable Random only Memory
  - B Erasable Programmable Read only Memory
  - C Electrically Programmable Read only Memory
  - D Erasable Processors Read only Memory
- 14 Which one is the Hard copy output device?
  - A Pen drive
  - B CPU
  - C Joy stick
  - D Printer
- 15 Which virus infects the important file of MS word?
  - A Macvo virus
  - B Trojan virus
  - C Worm virus
  - D Anti virus
- 16 Internet Explorer is a .....
  - A web address
  - B web browser
  - C web host
  - D web server
- 17 Low level language is also called.....
  - A assembly language
  - B machine language
  - C middle ware
  - D source code

**Employability Skills - I.T. Literacy**

**Model Questions**

- 18 Which of the following is a social networking website?
  - A Netscape
  - B Outlook
  - C Face book
  - D Firefox
- 19 Which device is used to connect telephone line to a PC?
  - A Modem
  - B Monitor
  - C Printer
  - D Hard drive
- 20 Which one of the following is a basic unit of MS Excel?
  - A Cell
  - B Row
  - C Word
  - D Column
- 21 Which browser is an inbuilt browser in windows?
  - A Internal explorer
  - B Google chrome
  - C Netscape
  - D Firefox
- 22 Which one of the following is brain of computer?
  - A Bus
  - B CPU
  - C Monitor
  - D Hard disk
- 23 Work sheets are part of...
  - A MS excel
  - B MS Word
  - C Paint & Brush
  - D Notepad
- 24 The expansion of ROM is.....
  - A Read octet Machine
  - B Read only Memory
  - C Random only Memory
  - D Rewrite octet Machine
- 25 1 Byte =.....
  - A 2 bits
  - B 4 bits
  - C 8 bits
  - D 16 bits
- 26 Where are the deleted files will be stored?
  - A Personal folder
  - B Official folder
  - C Recycle bin
  - D CD
- 27 In MS Paint, which extension is not supported?
  - A .jpeg
  - B .doc
  - C .gif
  - D .png
- 28 What is the cell address of 4th row and 4th column?
  - A 4D
  - B E4
  - C D4
  - D B4
- 29 Which one is a search engine?
  - A Flick
  - B Hotmail
  - C Orkut
  - D Google
- 30 Which one is a DON'T in information security?
  - A Always use hard to guess passwords
  - B Take backup data from your PC regularly
  - C Encrypt laptop, hard drive & mobile devices
  - D Disclose password to anyone

**Employability Skills - Communication Skills**

**Model Questions**

- 1 Communication that involves exchanging of information without use of words is called.....
  - A Verbal communication
  - B Non verbal communication
  - C Written communication
  - D Pictorial communication
- 2 Gesture "Quick tilt head" shows .....
  - A boredom
  - B confidence
  - C interest
  - D insecurity

- 3 What does ASAP stands for in SMS language?  
 A As Silent As Probable  
 B As Soon As Probable  
 C As Soon As Possible  
 D As Simple As Possible
- 4 Listening to the song falls under.....  
 A critical listening  
 B comprehensive listening  
 C appreciative listening  
 D therapeutic listening
- 5 Which of the following is a long term goal?  
 A Study for the exams  
 B Become a manager in a big company  
 C Complete a given homework  
 D Complete the diploma course successfully
- 6 Noise, physical discomfort of hotness or coldness comes under.....  
 A cultural barrier  
 B language barrier  
 C perception barrier  
 D environment barrier
- 7 Identify the kind of communication used in the following:  
 "Please find the assignment attached"  
 A Memo  
 B SMS  
 C Telephone conversation  
 D Email
- 8 The messages that we send with our voice are called.....  
 A Para language  
 B Body language  
 C English language  
 D Pictorial language
- 9 Which one is NOT a part of Triple - A listening ?  
 A Anxiety  
 B Attitude  
 C Attention  
 D Adjustment
- 10 Dedication to a particular work is called.....  
 A Confidence  
 B Commitment  
 C Integrity  
 D Intelligence
- 11 Which one is a good communication ?  
 A Sender attacks receiver  
 B Receiver doesn't listen to sender  
 C Message is ambiguous  
 D Message is clear & direct
- 12 Intrinsic motivation is.....  
 A for money or reward  
 B short lived  
 C long lived  
 D to gain social acceptance
- 13 Which one is a DON'T for an interview ?  
 A Confidence  
 B Informal dress  
 C Calm approach  
 D Proper eye contact
- 14 Which one of the following is a barrier to speaking?  
 A confidence  
 B nervousness  
 C calmness  
 D friendliness
- 15 Goals are categorized as.....  
 A short term & long term  
 B intrinsic & extrinsic  
 C inner & outer  
 D good & bad
- 16 Which one of the following is not a means of communication?  
 A Phone  
 B SMS  
 C E-mail  
 D Bus
- 17 In face to face communication, body language accounts for.....  
 A 7%  
 B 38%  
 C 55%  
 D 100%
- 18 "Hello Pradeep. This is Sulaiman. My colleague John told me that Raja called me at 11:00. Is he available? In this conversation, identify the sender and receiver of the message?  
 A Sender: Sulaiman, Receiver: Pradeep  
 B Sender: Pradeep, Receiver: Sulaiman  
 C Sender: Raja, Receiver: Sulaiman  
 D Sender: John, Receiver: Pradeep
- 19 In SMART goal, S stands for .....  
 A Specific  
 B Sincere  
 C Smartly  
 D Scientific

20 Motivation is categorised as.....

- A Good & Bad
- B Intrinsic & Extrinsic
- C Verbal & non verbal
- D long term & short term

21 Nervousness in public speaking is due to.....

- A Over confidence
- B Fear and inferiority complex
- C Lack of personality
- D Lack of facility

22 Nervousness leads to .....

- A Tension & irritation
- B Anger & Hunger
- C Happiness & pleasure
- D Self confidence

23 Body language in communication is .....

- A Gesture with arms & hands
- B Shouting to establish control
- C Dominating with oration
- D Interrupted communication

24 "Be reliable, do what you promised to do" What is this characteristic .....

- A Respect
- B Responsibility
- C Trust worthyness
- D Citizenship

25 "Be accountable" is the character, relating to.....

- A Respect
- B Responsibility
- C Fairness
- D Citizenship

**Key to Questions**

**I. English Literacy**

- |      |      |      |      |
|------|------|------|------|
| 1 C  | 2 D  | 3 D  | 4 B  |
| 5 C  | 6 B  | 7 A  | 8 D  |
| 9 C  | 10 B | 11 C | 12 B |
| 13 A | 14 C | 15 A | 16 B |
| 17 C | 18 A | 19 A | 20 A |
| 21 A | 22 B | 23 B | 24 C |
| 25 B | 26 C | 27 D | 28 D |
| 29 D | 30 B |      |      |

**II. I.T. Literacy**

- |      |      |      |      |
|------|------|------|------|
| 1 C  | 2 D  | 3 A  | 4 C  |
| 5 C  | 6 B  | 7 A  | 8 A  |
| 9 C  | 10 D | 11 C | 12 B |
| 13 B | 14 D | 15 A | 16 B |
| 17 B | 18 C | 19 A | 20 A |
| 21 A | 22 B | 23 A | 24 B |
| 25 C | 26 C | 27 B | 28 C |
| 29 D | 30 D |      |      |

**III. Communication Skills**

- |      |      |      |      |
|------|------|------|------|
| 1 B  | 2 C  | 3 C  | 4 C  |
| 5 B  | 6 D  | 7 D  | 8 A  |
| 9 A  | 10 B | 11 D | 12 C |
| 13 B | 14 B | 15 A | 16 D |
| 17 A | 18 A | 19 A | 20 B |
| 21 B | 22 A | 23 A | 24 C |
| 25 C |      |      |      |