Senior Secondary Course

Employability Skills

Book - 1

A Word With You

Dear Learner,

Welcome to the course on Employability Skills!

You have just taken your first step towards realizing your goals. Often the most difficult part is to make a beginning. However, once you begin, you would want to keep improving and become the best that you can be. On this journey of personal growth, you will discover that there is much knowledge and wisdom to be gained – insights about yourself, about others, about life and about things around you. Let us begin this journey of learning with joy.

The new course has been designed to equip you with values, attitude and behavior for sustainable employability. Nineteen lessons in four modules will take you through the path of building aspirations, practicing communication skills, negotiating the world of web and leaning the intricacies of entrepreneurship. All the lessons are related to life experiences.The lessons will equip you with the skills of responding to challenging situations in logical, sensitive and positive ways without harming self and society and optimizing opportunities.

These life skills enriched materials aim at empowering you to enhance not only your academic but also personal and social competencies. Along with subject knowledge, you would have the ability to discriminate between right and wrong and take the correct decision regarding your life and career.

During the course of study, you will find a number of activities, including intext questions, in the lessons. Do make a sincere effort to attempt them. While activities have been carefully designed to provide you an opportunity to learn and practice, the intext questions and Tutor Marked Assignments (TMA) help you assess the extent of your learning. Attempting these will aid in developing life skills without any extra effort.

You would also have to make a portfolio that will be evaluated in practical examinations. The activities of portfolio are built from first lesson onwards. To know what is expected of you, read the curriculum and sample question paper given at the end of your study materials.

I hope you will find these life skills enriched study materials rewarding and helpful in your personal and professional life.

Chairman, NIOS

How to use the Study Material

Congratulation! You have accepted the challenge to be a self-learner. NIOS is with you at every step and has developed the material "Employability Skills" with the help of a team of experts, keeping you in mind. A format supporting independent learning has been followed. If you follow the instructions given, then you will be able to get the best out of this material. The relevant icons used in the material will guide you. These icons have been explained below for your convenience.

Title: will give a clear indication of the contents within. Do read it.

Introduction: This will introduce you to the lesson linking it to the previous one.

Objectives: These are statements that explain what you are expected to learn from the lesson. The objectives will also help you to check what you have learnt after you have gone through the lesson. Do read them.

Notes: Each page carries empty space in the side margins, for you to write important points or make notes.

Intext Questions: Very short answer self check questions are asked after every section, the answers to which are given at the end of the lesson. These will help you to check your progress. Do solve them. Successful completion will allow you to decide whether to proceed further or go back and learn again.

What You Have Learnt: This is the summary of the main points of the lesson. It will help in recapitulation and revision. You are welcome to add your own points to it also.

Terminal Exercise: These are long and short questions that provide an opportunity to practice for a clear understanding of the whole topic.

Do You Know: This box provides additional information. The text in boxes is important and must be given attention. It is not meant for evaluation, but only to improve your general knowledge.

Answers : These will help you to know how correctly you have answered the questions.

Activities: Certain activities have been suggested for better understanding of the concept.

www   **Web site:** These websites provide extended learning. Necessary information has been included in the content and you may refer to these for more information.

Course Overview

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1. Let us find ourselves!
2. Connecting the Dots
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4. From Confusion to Clarity
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Book 3

Contents

MODULE I: THE EMPLOYEE EVERYONE WOULD LIKE TO EMPLOY

1. Let us find ourselves!

2. Connecting the Dots

3. The Leader in Me

1

LET US FIND OURSELVES!

We, as individuals, are just one of the many humans, however, in our own little world, our lives mostly revolve around me and myself'. What do I want to do? What do I want to become? Who will I get married to? Will I be able to do this or how will I achieve what I want? Yet, there are times when we are distracted, lost or confused. Question 'Who am I?' have puzzled many. Often we compare ourselves to those more successful than us. We expect others to function as per our viewpoint. We assess ourselves in terms of the marks we score in a subject. While it is important to understand our relationship with others, it is equally important to recognize our own individuality. This lesson aims to do just that – find ourselves!

OBJECTIVES

After studying this lesson you will be able to:

- analyse the process of identity formation and the role of personal values, attitude and behaviour in decision-making;

- review personal action plans and assess how decisions influence aspirations;

- describe different learning styles and identify suitable and preferred learning style;

- identify goal setting as the key link in achieving aspirations;

- apply Stephen Covey's 4 Quadrant principle for managing time;

- explain the need and importance of perseverance and commitment to succeed in life;

- recognize that a happy employee is physically and emotionally healthy and is able to create work-life balance;

- develop a vision of good health by identifying factors that promote or inhibit good health; and

- identify and list occupation-specific hazards that may affect health, plan appropriate preventative measures.

1.1 IDENTITY FORMATION

Following is the sequence of events in a normal human life represented in the flow chart:

birth → schooling → college → working (job) → marriage

Fig 1.1: Events in human life

At each stage think about something that you could identify personally as **'yours'**. For example as soon as you come into this world you were seen belonging to a particular background, with a particular religion and definitely a surname. Did you choose any of this at birth? Not likely! Similarly in the other stages, see if you identify yourself with that was given to you or that was chosen by you.

Name, Caste, Origin, Surname, Religion	Profession, Stream, Residence, Place of work

Fill in your particulars for both the columns. Which of the above are mostly acquired at birth. Which ones are chosen and can be easily changed as per individuals choices and circumstances?

These pointers are called identities. Identities maybe given or chosen. They define us and even others can identify us through our given and chosen identities.

Ma, I told you I am not yet ready to get married. I have to work very hard and get the coveted position I have been working for. I definitely don't need a diversion of mind right now. Will come home this weekend and then we will talk. I also need to pay papa's dues for the unpaid bills.

Ma, I will not be able to come home over the weekend. He is out of town and I will need to take care of Ammaji. Chotu is also not feeling too well. It's becoming difficult even to manage my studies in B.Ed through distance mode that I enrolled for.

Fig. 1.2: The given and chosen identities

Let us Find Ourselves!

We can see that Anamika and Laxmi are functioning in two completely different contexts. What can you say about the behaviour and attitude of the two women through their conversations over the phone? We can see that both the women are aware of their duties and responsibilities. Both the women are also shown taking a stand in their respective situations. It is not possible to place one woman's stand over the other. What are the values these women possess based on their behaviour and attitudes as depicted in the picture? Are their values similar or different from one another?

1.2 ROLE OF VALUES, ATTITUDE AND BEHAVIOUR IN DECISION-MAKING

Life is a triangle between attitude, behaviour and values. The interdependence of the three determines our decisions. These decisions can be directly or indirectly related to our aspirations. Think of three decisions you made in the past week and how it shaped your day or week. It could be as small as deciding to wake up later or earlier, deciding what to eat or not to eat or even what to wear or not to wear, as long as it had an impact on something you did and the way you did it.
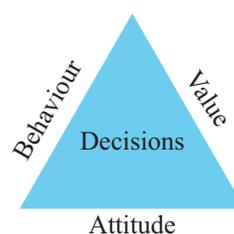
Fig 1.3: Decision making triangle

In order to understand how decisions based on our values, attitudes and behaviour affect our aspirations, let's look at the cases of Madhu, Biju and Jatinder. They have just completed their secondary education from NIOS. They have scored similar grades. Now they have to select subjects for senior secondary. They are confused so they consult and weigh their options. Let us see what kind of decisions each one takes.

Table 1.1: Kind of decisions

choice of subject	Reasons	Values	Decisions influencing aspirations
Madhu takes Science with Biology and Math	Math helps in every field. She doesn't want to be a doctor but would like to try Biology and change later if she is not comfortable with the subject.	willing to work hard Practical Plays it safe and smart	Madhu can pursue her passion later on and analytical skills developed in Science may help her. She is flexible with options and not scared of hard work.

	She is advised that science keeps many options open whereas career options in Arts are restricted. She wants to pursue History in the future.	Aware of her passion Considers others viewpoints.	Informed decision-making can take her a long way
Biju takes Home Science with Data Entry Operations	He is clear he wants to pursue his own business after school. He has strong cooking abilities and knows Home Science can help him join the Hotel Management course. rather than opting for science to keep options open. Though his family wants him to take science and become a scientist, Biju wants to pursue his passion.	Clarity of thought Awareness of his abilities Driven by passion instead of what people may say Confident and independent thought process	Biju is very clear about not wanting to waste time and spending all his resources on his passion. He is not scared of competition and willing to aim straight at his goal. Such clarity, confidence and dedication can help Biju achieve his aim. His single minded focus can also strengthen him to be persistent in case the journey is longer.
Jatinder takes Science then shifts to Commerce with Math	Jatinder wants to be a fashion designer which he will think about after school.He takes Science due to undue pressure of his parents. He is scared to tell his parents about his dream but changes his stream to commerce because of his friends. He compensates by taking maths to pacify parents.	Easily influenced Escapist Fearful Lacking clarity Sensitive	Jatinder knows what he wants to do but lacks the clarity and determination. He is sensitive to others feelings but unaware of his own and thus ends up being indecisive. If he doesn't get the right guidance he may falter but a good influence can lead him to the right path. He needs to be more self-dependent to achieve his dream.

Whose decision do you find more valid in the above cases? How do you think their decisions influence their aspirations positively or negatively?

The line between us and our aspiration is not straight. There are many factors involved in the process some of which we have already discussed. Let's continue our journey towards understanding our aspirations and how some of our decisions influence them.

Notes

INTEXT QUESTION 1.1

1. Sangeeta aspires to be a professional babysitter in a metro city where many parents are working. Look at the following attributes of Sangeeta and classify them as her value, attitude or behaviour towards her aspiration. Give reasons for the choice.

    (i)   She has always felt that women can do the job of dealing with emotions, empathy and patience better than men, especially with young children.

    (ii) She has always admired innocence and honesty. She is very sensitive and caring to the vulnerable lot of the society.

    (iii) She enrolled for diploma in Early Childhood Development and has training in dealing with kids, despite many claiming it is a waste of time.

1.3   EFFORTS, CHOICES AND DECISIONS INFLUENCE ASPIRATIONS

You may have heard or read about Dasharath Manjhi. He lived in a village nestled under the Gehlaur hills near Gaya in Bihar. He was a daily wage labourer and used to travel from his village to his place of work, every day over the Gehlaur hills. His wife would try to bring him hot food every day. While bringing him lunch one day she slipped from the hill and was grievously injured. She died of injuries as the nearest medical help was across the hill. Overcome with grief Manjhi set out to dig a tunnel by hand through the hill, so that no one in his village has to go through such a mishap again. After twenty-two long years he carved a 110 km long road with hammer, chisel and a firm determination. "When I started hammering the hill, people called me a lunatic but that steeled my resolve." He said, "Though most villagers taunted me at first, there were quite a few who lent me support later by giving me food and helping me buy my tools".

What qualities did Manjhi possess that made him achieve his almost

Fig 1.4: Accepting challenges

impossible goal? Can we say that it were his values and attitude that changed his behaviour? Close your eyes and take a deep breath. Surround yourself with your aspirations. Now you are what you aspire to be. Open your eyes. Recall the story of Dashrath Manjhi and create a story of the journey you will chart to reach your goal. What are the personal hurdles you can come across and how do you plan to adjust your behaviour, attitude and values to overcome the hurdles? What kind of societal pressures and circumstances you may have to tread past to reach your goal? Who could help you? I hope you have successfully written your own story. Now, read it and feel inspired. Keep this story in the portfolio.

You may know about the famous Phogat family. The movie *Dangal* was based on their life . It was evident that the collective efforts and individual efforts of the father and the two daughters led them to succeed in the international arena of wrestling. Let's list some of the efforts the father took at an individual level and also collectively to achieve his dream. He challenged family and society while he taught his daughters to wrestle, which was considered a sport for men. He motivated his daughters to wrestle with boys in public arena and earn name. We can also observe in the movie how the choices and decisions of the elder daughter impacts the way she performs in her matches. Her personal choices impacted her relationship with her family, especially the father. They even had an adverse effect on her professional capabilities as a wrestler.

She then went into deep introspection to learn from her mistakes and decided to take decisions based on her personal values. Her efforts, dedication and her sister's support ultimately led her to create history. Thus, we must remember that we always have a certain degree of power and responsibility in our personal, professional and social domains. When mixed in right proportions, these create a balance that will help us reach our goals.

Activity 1.1

Revisit your own story that you had kept in the portfolio. Based on what you learnt from such inspiring lives, write what is going to be your individual role along with the responsibilities that you will need to fulfil to chalk out an effective plan for achieving your aspirations? Given below is a table to help you identify and list the different factors that you might need to consider while making the plan.

Personal Sphere	Professional Sphere	Social Sphere

Let us Find Ourselves!

Keep this table in your portfolio. You may keep adding to this table as you continue to learn new things.

Activity 1.2

Think about a person around you who inspires you. Look for an appropriate time and meet this person. Introduce yourself and tell this person why you want to speak with her/him. Ask their permission and conduct an interview with them. Some questions have been given. You may add more questions to bring out their story.

1. When did you first realize you had to become what you are today?

2. What was the driving force behind your aspirations?

3. Were their times you felt this is too difficult for you? What made you feel that way?

4. What made you continue despite the struggles in your path?

5. Did things work out as per the plan that you had set out with? If not, what were the struggles that came in the way of normal functioning of the plan? What were your feelings at such times?

6. What is it that you would change about you and around you if you were to go back in your journey and start all over?

7. What were your guiding principles that you couldn't compromise with to achieve your aspirations?

Write the story of this person and keep it in your portfolio.

1.4 LEARNING STYLES

Surely you have heard the names of popular cricket stars such as Sachin Tendulkar, Virat Kohli and M.S. Dhoni. They and many others like them, are known all over the cricketing world for their excellence in the field of cricket. Can we say that they are exactly alike in the way they play cricket or the way they practice before a match? Surely not! Similarly all of us have different ways of learning. We may have same or different goals but the way we choose to achieve them may be very different from one another. Whether it is negotiating with other people, solving a problem or dealing with difficult situations, it requires previous learning that guides our actions. It is also possible that new learnings may occur. Let us discuss a few learning styles that we may possess and that help us to achieve our goals.

Given here are a few statements which need to be completed based on the four endings provided against each statement. You have to rank each ending as 4, 3, 2 and 1 in the space provided next to each ending. Remember that 4 = most like you, 3 = second most like you, 2 = third most like you, 1= least like you.

Notes

Table 1.2: Learning style

No.	Sentence	Column 1	R	Column 2	R	Column 3	R	Column 4	R
1.	When I learn…..	I like to deal with my feelings		I like to watch and listen		I like to think about ideas		I like to be doing things	
2.	I learn best when…..	I trust my feelings		I listen and watch carefully		I rely on logical thinking		I work hard to get things done	
3.	When I am learning….	I have strong feelings and reactions		I am quiet and reserved		I tend to reason things out		I am responsible about things	
4.	I learn best by……	feeling		watching		thinking		doing	
5.	When I am learning…..	I am an instinctive person		I am an observing person		I am a logical person		I am an active person	
6.	I learn best from…….	personal relationships		observation		rational theories		a chance to try out and practice	
7.	When I learn……	I feel personally involved in things		I take my time before acting		I like ideas and theories		I like to see results from my work	
8.	I learn best when…..	I rely on my feelings		I rely on my observations		I rely on my ideas		I can try things out for myself	
9.	When I learn……	I get involved		I like to observe		I evaluate things		I like to be active	
10.	I learn best when…..	I am open minded		I am careful		I analyse ideas		I am practical	
Total scores from each column		**Column 1**		**Column 2**		**Column 3**		**Column 4**	

The four columns that you have just totalled relate to the four stages in the Cycle of Learning from Experience. This is the Cycle of Learning by David Kolb which consists of the following four learning modes:

(i)   Concrete Experience (CE)- Learning through experiences by feeling them and getting personally involved in the situations before them

(ii) Reflective Observation (RO)- Learning through observation and critically thinking about the situations presented without making black or white decisions

(iii) Abstract Conceptualization (AC)- Learning through a structured and a logical thought process with sound reasoning about what is going on and what is presented

(iv) Active Experimentation (AE)- Application-based learning which deals with learning by doing and experimenting upon the environment and present situations

Now enter the total scores from each column in the following boxes and rate your learning:

Column 1 (CE): ☐   Column 2(RO): ☐

Column 3 (AC): ☐   Column 4 (AE): ☐

INTEXT QUESTION 1.2

1. State the learning modes used in the following situations:

 (i)   I have seen that if Ranjeet does not listen or watch carefully he finds it difficult to learn.

 (ii) Pritom learns best when he tries things out himself.

 (iii) How can anyone learn without analysing ideas?

 (iv) Adi's performance improves when he participates in group learning.

1.5 KEY TO ACHIEVE ASPIRATIONS

Have you ever gone for a visit outside your town, to a distant place? You didn't just get up one fine day and set out for the journey, did you! You or someone must have planned the trip for a number of days, booked tickets, arranged for an accommodation, packed appropriately and so on. It requires planning. Just as reaching your destination is your goal here, your aspiration in life is also a goal. You need meticulous planning to reach this goal.

1.5.1 Goal Setting

Let's consider Rita's situation. Rita is a good, hardworking student. She loves teaching. She teaches her younger siblings and neighbours' children at home. She realizes that she wants to teach but is not sure where to start. She has just appeared in her senior secondary examinations. She decides to write down on paper what she has to do to achieve her goal. Let's look at how she is planning to go about it.

(i)   I will apply to various colleges to pursue teaching course.

(ii) I will apply in schools to join as a teacher as soon as possible.

(iii) I will join a school and start teaching the students.

(iv) I want to teach students so that they understand the concepts easily and score good marks.

(v)   I will be popular among my students professionally and personally.

Rita's goal setting is ambitious but it doesn't sound practical. If we were to look at point (i): How will Rita apply? When will she apply? Which teaching course will she apply to? What are the colleges that she can apply to, keeping in mind the availability, fees and accessibility? Are these some questions that need to be catered to during the process of setting goals.

Table 1.3: PSMART Goals

P.	I will apply online or through direct forms which I may submit through mail or by hand.
S.	I will apply to so and so colleges.
M.	I will apply to at least five colleges.
A.	I will be applying to these colleges keeping the fee structure and distance in mind.
R.	I will only apply for D.El.Ed or ETE colleges as I cannot apply for B.Ed or M.Ed yet.
T.	I have to apply before July so as to not miss the deadline of submission of forms for a course preferably of two years which will give me time to gain experience before further studies.

Carefully look at the first coloumn of the table. You will notice that the letters PSMART are written there. Let us try to understand what PSMART means.

Notes

P goal is **performance based** which requires Rita to decide how she is going to apply to a course which will help reach her passion. **S** goal is **specific, a goal that** clearly states which colleges she plans to apply to. **M** stands for **measurable** goal which tells precisely how many colleges she has decided to apply that match her marks, eligibility criteria and needs. **A** and **R** are the **achievable** and **relevant** goals which are made keeping the structural and viable points in mind such as the fees or distance and nature of the course which match her eligibility at the point of time. Can you guess what **T** stands for**?** Yes, **T** is the **time-bound** goal which refers to applying on time and completing the course in specified number of years. Rita can get a job to teach and also strengthen her financial condition to pursue further studies after she achieves this goal. In other words, set new targets and climb new mountains to move forward in life.

INTEXT QUESTIONS 1.3

1. Let's try to fit in the PSMART goal in a single objective for Rita's goals. Goal A has been done for you. Formulate the other goals for Rita through the PSMART goal setting.

   (i)   I will apply through online/ hardcopy form to V, W, X, Y and Z D.El.Ed/ ETE colleges (for two year program) before July.

   (ii)

   (iii)

   (iv)

   (v)

1.5.2 Time Management

You will agree that time is an integral part of life. Well, it is also one of the important parts of the formulation of goals. Observe closely, most of our activities are based on time such as deadlines, last dates, opening time, closing time, *shubh muhurat*. Life as we know is not just our goals and us, it is a medley of lot of other events, incidents, work, people and so on. It is certainly not easy to juggle all this with our goal constantly in mind. Let us go back to Rita's case study. Help her arrange the following activities according to priority, starting from highest to least keeping her goal in mind.

1. Friend's birthday party

2. Helping mother set the table

3. Filling up the form for your course with last date of submission two days away

4. Fill the form for exams for the course one month away

5. Meeting a visiting family friend who is in the field you aspire to be in

6. Taking your mother for her scheduled doctor's appointment

7. Teaching your younger sibling for their test next week

8. Going to shop for new clothes for the festival

Stephen Richards Covey was an American educator and author. He popularized the 4 Quadrants Model for Time Management. It is very helpful in prioritizing our work. Let us try to apply it to Rita's list of activities to do. Two activities have been placed for you in the Covey's 4 Quadrants Model for Time Management given in Table 1.3. Now arrange the remaining activities in the following quadrants according to the title in each box.

Table 1.4: Covey's 4 Quadrants Model for Time Management

Do it now **A-Urgent and important** (Example- Crises, meaningful deadlines, ● Filling up the form for your course with last date two days away	*Decide when to do it* **B-Important not urgent** (Example- Relationships, health, planning) emergencies) *Dump it* ● Friend's birthday party
Delegate it **C-Urgent not important** (Example- Interruptions, emails, meetings)	*Leave it* **D-Not important not urgent** (Example- Trivia, time wasters , busy work)

Did your Covey's quadrant list follow the same order as the previous list? If we learn to divide our tasks priority wise as listed in the Covey's quadrants it will help in making the right choices and building focus towards a more goal-oriented life. It may not eliminate our struggles but it certainly helps manage them more conveniently towards the goals, keeping our time at hand in mind. If we learn the art of time management with respect to all the happenings in our life, reaching the goal becomes a lot more accessible. We must keep in mind that after having sorted out our tasks according to each box we must frame a timeline to complete the tasks at hand. They can be according to associated deadlines, convenience, availability, accessibility and so on.

Notes

Activity 1.3

Think of all the tasks that you have at hand next week. Organize your week according to Covey's 4 Quadrants Model for Time Management. Keep this in your portfolio.

Now follow it during the week. Then check if you were able to complete these tasks within the given timeframe. Record your observations and keep these in your portfolio.

1.5.3 Perseverance and Commitment

Do you remember Shubhpreet Kaur from India's Got Talent and Jhalak Dikh Laja? The thirty-one year old lost her leg in a road accident due to the doctor's negligence in 2009. She did not let her loss weaken her determination. In fact she turned into a dancing sensation on popular television even though she was dancing on one leg only. Her motto in life is: "Never give up … Nothing is impossible." You can see, she has rightly lived up to. Complete Shubhreet Kaur's personality paragraph in the following paragraph by filling in the missing words from the one given below:

> Determination Resolve Aspiration Hope Trained Skilled Grit Courage

Shubhreet's .... kept her going to achieve her dream. Her .... to perform exceptionally in dance was vivid in her attitude and talks. She made sure her physical challenge did not come in between her and her dream. She .... herself to live up to her motto of life. There are many good dancers on television yet it is this .... and .... she carries with herself that makes her a known face today among popular dancers.

What were the words that came to your mind as you filled in the blanks in the paragraph given above? Could you observe that the nature of words were more intrinsic than externally associated to the individual? Yes right! It is something very similar to Shubh's resolve, determination, spirit, courage, perseverance and faith. Without these one is easily bound to give up at the smallest hurdles that come across our path. Efforts, performance, time management, planning are all terms that we have to materialize but what is it from within us that compels us to act upon these terms?

Do you remember the rather popular dialogue from the movie *Wanted*—"*Ek bar jo meine commitment kardi, phir mein apne apki bhi nahi sunta*." (Once I have made a commitment, I don't even listen to my own self over the commitment.) We all make commitments, big or small. Commitment is the other intrinsic factor that aids in keeping the promises one has made and also to reach their goals. It has to be first instilled as a habit, then it becomes an attitude. Let's observe the following two cases.

Case I

Ahmad's new year's resolution is to complete his distance diploma in business and training with flying colours. For that he will have to devote certain hours of each day to his studies. He starts studying and is managing fine when suddenly his father takes ill. His father is unable to go to the shop he runs thus Ahmad has to take up the responsibility. It takes time for him to manage the entire shop alone. He is also worried about his father's deteriorating health. In the idle hours at the shop Ahmad takes to studying and completing his course syllabus. There are distractions but he keeps trying.

Case II

Sameer realizes his poor test results are due to huge amounts of hours spent on his cell phone. WhatsApp, Facebook, YouTube you name it! This weekend he has planned to limit himself on the cell phone by just checking it in the morning and at night for important messages and calls. Sameer checks his phone the next morning as planned but ends up spending two hours on it playing games, watching suggested videos and so on. His mother sends him to get some grocery and instructs him to return early as she has to leave for the doctor. Sameer buys the grocery and starts talking to his friends on the way and returns in an hour. Mother is obviously unhappy. He doesn't touch the phone till night and when he does he goes on till 2.30 a.m. in the morning.

Who can you say is a committed individual in the above two cases? What attributes of the person made you say that he is committed? What attributes of the person made you feel that he is not as committed?

Commitment, we must remember, is not about making and fulfilling promises to only one self but also acting upon commitment made to others. This behaviour is evident which transforms itself into an attitude and gets instilled in us as a value ultimately also helping us in the process of planning to reach our goals.

To keep our commitment strong and intact, it's very important to keep reminding ourselves about the promises we have made to others and ourselves. People like Ahmad may have these values already instilled in him because of practice or nature, but many of us are like Sameer. Let's think about some commitments and the ways in which we can remind ourselves about them and keep them.

Table 1.4: Reminders to commitment

Commitment	Reminder
I will exercise four days a week for 30 mins	Mark on calendar how well you perform per week till you get on track for a month at least
I will read or watch a short inspiring piece first thing in the morning every day of deviation	Put a small reminder chit of an inspiring motto or inspiring character in all places where or which are likely to be a source
I will play games on my phone in the morning and at night for a maximum of ten minutes each	Put a reminder on phone of task at hand 'first things first'

Notes

We must always remember that the most important source of commitment comes from within therefore the need to fulfil it is also intrinsic. No matter how many reminders, if we are unable to remind ourselves about consequences of failure to keep with our commitment, we will not do it. Always think about the satisfaction achieved after having met a commitment and long-term gains. This can be done by trying to be around your inspiration as often as possible or having their pictures, sayings, story, read ups around you always. You don't have to be it, you have to feel it. Feeling leads to being. Commitment is one weapon that can deter the most adverse of circumstances, people or structures and results in further strengthening you.

Activity 1.4

Think about some commitments you made to yourself or others. List the ones you were able to fulfil and the ones you were not. Analyse the factors that contributed in keeping you away from fulfilling your commitment/s and how you can work upon them to ensure fulfilling it next time.

1.6 PERSONAL WELL BEING

What are the major aspects we consider before planning to visit a new place? Weather, places worth visiting, people, safety and so on. We will avoid going to Mumbai during the monsoons for fear of floods or hilly areas for fear of landslides. During days after tsunami, many tourists avoided going to beaches and islands. Why? Most would fear for their safety unless of course they are looking for adventure or are in professions like journalism.

Let's look at the following two situations:

Situation 1	Situation 2
Lily is a 3–4 years old child. Her parents have ensured that the stairs in the house are carpeted. There is a small gate with a latch at the top of stairs. All the switches are high on the wall. Windows and balcony have iron grill. Lily is at home while her parents are both working. The maid who stays back is busy watching T.V. She scolds Lily if she makes too much noise when feeling lonely and does not check if she has finished her meals. When the mother returns from work late she is tired and gets frustrated easily. Father returns mostly late into the night when Lily falls asleep. Lily mentions she doesn't like her maid but her parents tell her to learn to adjust.	VIBGYOR Bright School has slippery tile floors for easy cleaning. The primary section is located on the first floor with considerable gap in its fence. It has no ramps and only stairs. The walls in the school are low. There is a major construction site right next to the school. The teachers at this school are psychologically tested if they can connect personally with students before recruitment. Each level has an experienced counsellor to deal with students and parents. The teachers are always available for remedial sessions if any of the students are facing problems. And both students and teachers have interactive workshops where they are given a chance to connect and bond with one another.

Consider the positive and negative aspects of situations 1 and 2. Where do you think will the children be safe?

We have observed in the above cases that environment that is physically and emotionally conducive results in a happier and healthier individual. In the same way when any one of us start working, the environment around us should be physically and emotionally safe. It helps in the workforce remaining physically and mentally healthy and contribute to productivity.

News is replete with instances of unsafe environment in different occupations and how it affects the workers involved. You must have heard about some of the cases of disasters like Bhopal gas tragedy 1984 due to faulty pipelines without maintenance, Mayapuri Radiological Incident, 2010 or the NTPC Power Plant Blast, 2017. Do try to find out more about these from old newspaper articles and internet.

Think about some of the common safety measures that should have been ensured that could have created a more protective environment. Yes, it is very important to ensure safety gear, equipment and infrastructure within any occupational structure. It is important to organize awareness programmes for all the workers to inform them of the occupational hazards involved and equip them with ways to handle them as effectively as possible. Frequent drills for training the work personnel in case of an emergency is important. Emergency contact numbers should be provided to all workers in this age of fast connectivity.

Apart from occupational hazards, all of us are personally responsible to maintain the equipment that we handle. We should also ensure that we do not indulge

in activities and habits such as smoking and drinking alcohol that can seriously undermine our abilities to remain alert. Such habits will eventually take a toll of our health also.

WHAT YOU HAVE LEARNT

Influences my aspirations

Physical Health
Mental Health
work life balance

perseverance

Time Management

Prefered Learning Style

Goalsetting

MY IDENTITY

Behaviour

Values

Decision

Attitudes

me

TERMINAL QUESTIONS

1. Compare and contrast between given and chosen identities.

2. Giving an example, explain how personal values, attitudes and behaviours are connected to one another with respect to making decisions.

3. In what way are efforts important in bridging the gaps to meet our aspirations?

4. Give two ways in which the personal, professional and social spheres are related to each other in realizing individual role in the process of trying to meet our aspirations.

5. Define learning styles. Why is identifying one's learning style important to make the learning process more effective?

6. What are the PSMART objectives? How can setting proper objectives help map our personal action plan/s towards achieving our goal?

7. Using the Stephen Covey's 4 Quadrant principle, discuss how effective time management is very important for goal setting and meeting them.

8. Mention at least two universal values that need to be imbibed for success.

9. What is the difference between being emotionally healthy and physically healthy? How are they interrelated?

ANSWERS TO INTEXT QUESTIONS

1.1

1. a. Attitude. Sangeeta believes this statement to be true and generalizes it over all men and women because of her observation and experience probably.

   b. Values. Sangeeta is sensitive and her values indicate honesty and innocence as precious characteristics in an individual which are most vivid in a child. She wants to provide protection and care to those who need it most.

   c. Behaviour. No matter the advice, Sangeeta goes ahead and does her diploma and training in the respective course based on her attitude and values to reach her aspiration of becoming a babysitter.

Let us Find Ourselves!

1.2

1. (i) RO   (ii) AE   (iii) AC   (iv) CE

1.3

1. B. I will apply to X, Y, Z private schools near my home where there is
        likely vacancy for primary to elementary level teachers as soon as I
        finish with my final term examinations.

    C. Upon selection to the school I will do a student analysis and start
        implementing the novel teaching strategies, I used during teaching
        practice for at least one class I am allotted in teaching mathematical
        concepts.

    D. I will aim through my strategies that at least 80 per cent of my class
        is able to score above 80 per cent in the given tests held twice a month.

    E. I will try to maintain my professional relationship with my students
        by keeping the above objectives in mind and maintain my personal
        relationship by having a weekly session allotted to three children and
   their parents to deal with their personal issues.

Notes

2

CONNECTING THE DOTS

What if we were all robots in the human form! It would be a vicious cycle of work, earn and consume.

Fig. 2.1

Maybe the machine like life would carry us forth without any emotional hassles, troubled relationships or mixed feelings. Isn't it! Fortunately or unfortunately we humans were not meant to be boring. We as humans are bound by multiple roles in this life. All these roles are associated with emotional connect, building relations and developing respective spaces.

This demands creating a right balance between all our roles by connecting the dots at various points in our life and experiences. This lesson aims to discuss one such role that you aspire to take up- that of an effective employee. We would

try to chart out the course of this journey by effectively dealing with situations difficult or otherwise. So let's proceed on to connecting the dots of this lesson!

OBJECTIVES

After studying this lesson you will be able to:

- explain the qualities of an effective employee i.e., producing intended results and aligned to customer needs;

- analyse that empathy in professional and personal spaces create positive experiences;

- align to social realities and appreciate social diversities;

- handle attraction and rejection in a responsible manner;

- explain the pivotal role positive relationships plays in being a happy employee;

- establish the importance of taking hundred percent responsibility in professional and personal relationships and

- apply the four step ESCA model to create win-win relationships.

2.1 QUALITIES OF AN EFFECTIVE EMPLOYEE

Think of a time when you had gone to your local grocery, a tailor or an eatery. Think about one good experience and one bad experience you may have encountered with the staff. Many of the words listed in the following box may help you.

Circle the adjectives you feel are necessary to make a suitable employee or staff. This will help us to list the qualities that we need to improve in us to become an effective employee.

cooperative	cheerful	inattentive	sulky
courteous	dedicated	rude	uncooperative
ignorant	helpful	empathetic	unresponsive
neglectful	uninformed	misinformed	

The Employee Everyone
would like to Employ

Let us analyze the following two situations-

Fig. 2.2: Poor Service

Notes

Fig. 2.3: Good Service

Notes

How would you feel in each of the situations if you were the customer and why?

There are a number of qualities that a desirable employee must have. You may already know about many of these qualities. Let us see which of the abilities are not often discussed and yet play a crucial role in making you a desirable employee.Can you aspire to inculcate their abilities in yourself?

1. Ability to Empathize: Leads the Way

Think about a person around you who is your role model. Step into their shoes for some time. Think about some of their significant relations and how they dealt with them to make this journey of life successful and memorable. Let us understand this by analyzing the following situations.

Activity 2.1

Vijayamma your senior colleague is upset. Her mother-in-law has been keeping quite unwell. She had to take leave for few days, twice within a gap of three four days. She claims that although she has been a very dedicated employee her supervisor is being very unreasonable. Despite knowing her situation she is unwilling to give her any more holidays and is warning to deduct at least one week's salary. Vijayamma needs the money and the leave as there is nobody to take care of the mother in-law at home. However supervisor is worried as the business is not doing too well. She has been warned that if she does not keep her employees in check she will be personally held accountable.

i)   Think carefully and see what will you do in such a situation?

   A. You listen patiently to your colleague, say you understand and carry on with your work. After all you don't want to be caught in controversy with your supervisor.

   B. You tell her that self-respect is utmost and she should quit this job and find a new one. You feel her pain and no one has the right to behave this way to a dedicated employee.

   C. You agree with her that the situation is definitely not easy. Then ask if the supervisor is always uncooperative. Also advise her that she should not act impulsively at the moment, instead have a one to one talk with the supervisor to reach a compromise.

   D. You tell her to find the right moment, barge in supervisor's office and give the supervisor a piece of her mind. Just because they are supervisor does not mean they become stone-hearted.

ii)   Now put yourself in Vijayamma's situation. What kind of response would you have liked to have? A, B, C or D?

iii) Now put yourself in the supervisor's situation. How would you have handled this issue?

If you have chosen C in the situations given above, then you can probably **empathize**. 'Empathy' is defined as- "The ability to identify another person's emotions and thoughts and to respond to them in an appropriate way".

We can say that empathy is to get into the shoes of the other person and understand the situation from their perspective and responding in a manner which is not impulsive but appropriate.

You must try to use empathy in your professional and personal spaces so that you create a happy experience for all.

2. Ability to appreciate social realities and diversities

Do you remember the movie 'Chak De India'? It was made on the struggles and the triumph of the women's hockey team as well as their coach. Do you think the movie would have had the same impact had the members of the team come from the same social background? Probably not! The beauty and entertainment lay in the film's social diversity. Even within the movie the **whole** team performs successfully only when they accept one another and keep their larger purpose in mind- to play well as a team. The following picture consists of some variety of shapes
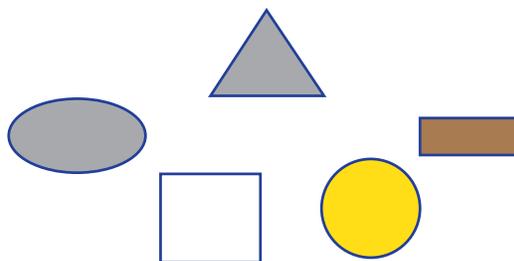

Fig 2.4: Meaningful shapes

Let's try to rearrange the shapes to complete the picture.
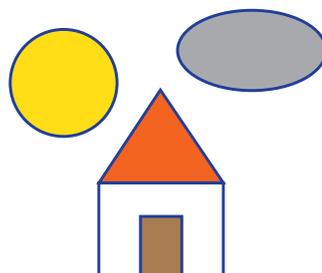
This is one possibility. There may be more. Did you observe how, without disturbing the nature of shapes, we aligned the diverse shapes in a way that the picture makes more sense? The beauty is in co-existence despite the diversity. The **'whole'** includes all the shapes.

We too live in a country that is socially diverse. Land of many states, religions, languages, festivals and holidays too! When was the last time you met a different shape…Oops…someone from a different social background? You may just have passed them by; seen them in a bus; maybe even interacted with them.

Social realities may differ from person to person and even from profession to profession. We have to bring in 'Chak de India' in our professional space while dealing with our employer, employee, colleague or customer. The idea is to deal with everyone with empathy and create a bigger picture that makes sense? Do you remember Activity 2.1? We learnt that all the stakeholders had to be treated with empathy to maintain a healthy working environment. Empathy without inclusion is no empathy. Inclusion without empathy is no inclusion.

Fig 2.5

Remember the fight between the shop keeper and a young person from Arunachal Pradesh in 2014 in Delhi. As he looked different, because of his origin and hairstyle, the episode took an ugly twist. The verbal fight turned violent leading to the tragic death of the young boy. It was found that fellow shop keepers also joined in to beat up the boy with sticks.

If you were the shopkeeper or an employee, how would you have reacted if your customer felt offended by a remark you may have made ? What would you have done to control the situation?

INTEXT QUESTIONS 2.1

Consider the following situations and write answers in the space given below:

1. You are a newly inaugurated ladies tailor in Baroda. There are certain periods of times through the year when your services are high in demand. You aim to make maximum profit and earn big name among the ladies for your services.

2. You have just opened a sweet shop in Agra. You want to make it big. You know that some periods during the year require high demand of sweets. The workoad will also be heavy at such times and you may even need to hire extra workers.

Think and write your answers in the space given below-

a) List 2 ways in which your services will fit in to everyone's need and appeal?

(i) ………………………………….............…………………………….
(ii) …………………………………………….............…………………….

b) Mention two way in which you will conduct yourself that shows that you appreciate social and cultural diversities?

(i) ……………………….………………………….............…………….
(ii) …………………………………………….............…………………….

c) Share two ways that you plan to cater to your employees' needs during the time of peak seasons?

(i) …………………………………………….............…………….
(ii) …………………………………………….............…………….

Notes

3. Ability to handle attraction and rejection in a responsible manner

Think about your first crush. It may have been long back, sometime back or maybe even now. It is completely normal to feel attracted to someone, similarly it is normal for someone to feel attracted towards us. It is not restricted to particular age, place, gender or even the number of times. However it is our right to accept or refuse. Yet it should be done with empathy. Although we know that it is our right to reject, question is how do we react to rejection when it happens to us.

Activity 2.2 Complete the dialogue

1. You are a new joinee. Your supervisor has been very kind to you, includes you in every meeting and helps you whenever you need it. Supervisor also makes sure that you are comfortable and well-adjusted in the new environment. You have started developing feelings for your supervisor. The special attention given to you makes you feel good. You decide to take a call and admit your feelings at an opportune moment expecting the supervisor to reciprocate for sure. Imagine the following exchange of phone messages where

Y = You and S = Supervisor

Y – I have to admit something to you…

S – Yes, tell me. Is everything ok?

Y – Ummm, ya…its about you…actually us…Promise me you won't feel bad…

S – Tell me…I hope alls okay.

Y – I have been thinking a lot and I didn't know whether to do this or not. But I feel I should let you know. I feel we both feel the same for each other.

Pause

S – Hmmm…You are a wonderful person and very dedicated. I really respect that. I have even mentioned your work to my spouse. I have always needed and looked for your kind of zeal among my co-workers. And I believe in giving my time and guidance to all of them. You can go a long way. And I hope I can be of continuous support for you and others also.

Y – …………………………………….......................................………..

(Please complete your reply before going ahead.)

What would be the responsible way of responding for you at this point? Yes, it would be responsible to accept it gracefully just as the supervisor has done.

We must always remember that feelings and emotions are a natural part of us. How we handle them to behave responsibly for ourselves as well as others is important.

2. You may be presented with other such situations involving attraction and rejection at your workplace. How would you deal with these feelings (yours or others)? Discuss the following two situations with your friends and try to find responsible ways of responding to it.

    (i)   Your colleague seems to be attracted to you and always offers help even when you don't need it. Sometimes getting uncomfortably close.

    (ii)   Your junior approaches you telling you how your fellow colleague and friend has been persuading her for a date even after her reluctance.

Surely you must have realized that these are difficult question to answer. Yet, it is important to learn the skills to handle these situation before it gets out of hand.

Have you ever, maybe in your childhood, tried touching a snail or a turtle? It will most probably hide in its shell. If you still keep picking on it, how do you think it feels? Should you still keep poking it?

How would you feel if someone starts using your diary, room, personal e-mail without your permission? Would you stop them from using it? Surely you would prefer that they take your permission before they use it, only if you allow. Similarly your hands, your lips, your back, your hair, your legs, also belong to you and so does your control over them. What is your responsibility towards others? Yes, you should also never touch other's things without permission. Just as we are responsible for our handling of attraction and rejection, we are also responsible for our sexual behaviour. Interestingly while the way we feel may not be always under our control but acting upon such feelings is under our control.

INTEXT QUESTIONS 2.2

1 Read the following case study and select the appropriate answer. Give reasons for the selection of your answer.

You are the employer. You keep an eye on the employees for their behaviour and work within the professional space. You do not interfere in their personal space. You have observed two of your employees X and Y getting physically close on various occasions like break time, informal meetups, recreation time etc.. They have been spotted holding hands together. X does not get too close to other males on her team as she does to Y. Y in return gives X a lot of attention, assists her wherever needed and spends a lot of time with her. On one occasion X with her friend comes to you and appears quite depressed. X breaks down and tells you about instances where Y tried misbehaving with her even when she stopped him. Y has also been sending X inappropriate messages and threatens X. It happens during office time and beyond.

A. You will not blame the female as you are a broad minded feminist and you will not judge X on this kind of behaviour.

B. You clearly tell both of them that you have observed the interaction between the two. You have no clue what went on between them but whatever it is should not affect work or else both of them will be fired. Any personal matter should be resolved by them mutually outside office.

C. Clearly X never stopped Y before. Now suddenly she has flood of complaints against his physical behaviour towards her. You give her a sermon on how decent girls should behave from the very start to avoid such situations.

D. You listen to both X and Y. Discuss self-control to avoid such situations altogether especially in professional space, prevention is better than cure. Also No means No and Stop means Stop no matter how far ahead you are in any relationship.

2. Common cliches are given below with twisted meanings under 'Misninterpretation of Consent'. Give it a sensible meaning under the heading 'True Interpretation'. Examples have been given.

Misinterpretation of Consent	True Interpretation
a) Hansi toh Phasi!	Smiling is my right and I must enjoy it without being judged
b) You asked for it!	_____

c) Silence means a yes! _____

d) I swear he was looking at me! There is a difference between looking and gawking when one uses eyes.

e) Would you like to catch a coffee! _____

f) No means yes! _____

3. Keeping the above points in mind, as a future employee, worker or employer give at least 3 precautions you plan to take to avoid irresponsible sexual behaviour?

   (i) …….................…………………………………………………………

   (ii) ……………….................…………………………………………………..

   (iii) …………………………….................………………………………………….

5. Ability to develop and maintain positive relationships

You must have had a fight with a friend or sibling sometimes? Don't you think that unpleasant incidents always create tense and sad environment. Similarly, when there is discord at work place, the morale as well as performance of the employees gets affected.

Lets consider a case. You have decided to expand the small saloon which you ran with one help. You hire two new competent staff to make a team of three. You also tie up with the companies to procure organic beauty products at factory rate. Now with professional help you manage to give more time to your family. You also decide to pursue the beautician course to expand services. After some days you notice the clients visits are lesser and you get complaints of your employees' inefficiency and rude behaviour in your absence. It doesn't take long for you to realize that the three employees are not getting along well. Reasons quoted by your three employees- 'Your old employee is very bossy and tries to dominate', 'the two new young employees are unwilling to learn from the old one', 'your older employee gets more pay despite the younger ones working harder', 'The two new employees backbite about the older employee together', 'the older employee demeans the new employees in front of customers by constantly taunting and bossing them', 'The two new employees tend to gossip a lot about everyone which the older employee believes is strictly against professional behaviour'. You realize that your final word can affect your business and relationships with your employees, customers and family also.

Activity 2.3

Lets try to do a fish bone analysis of the above situation.
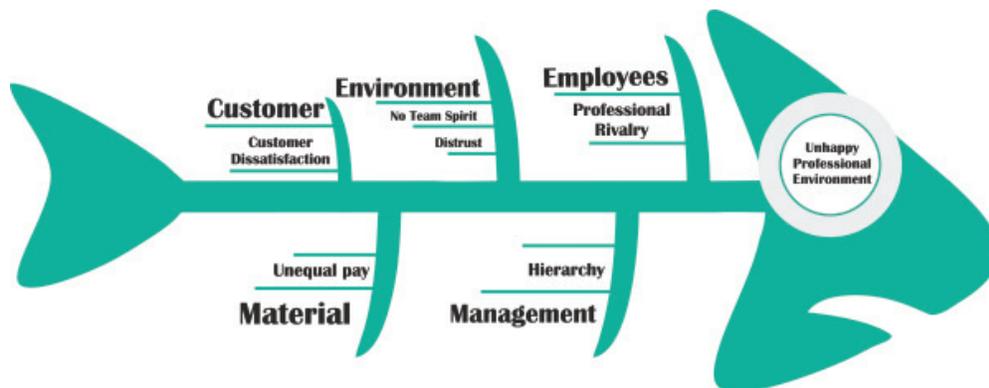

Fig. 2.6: Fish bone analysis

Some of the causes and sub causes of the unhappy environment are given in figure 2. Add at least three more sub-causes that could be contributing to the unhappy professional environment.

INTEXT QUESTIONS 2.3

1. You have just been given a promotion. Your sub-ordinates still see you as the old employee and you have to direct them to do work. Now give two suggestions how you will get work done while maintaining good relationship with your employees without being considered a mean boss?

    (i)   ……………………...........……………………………………………….

    (ii) …………………………………...........…………………………………

6. Taking hundred percent responsibility in relationships

We saw in the previous section that positive relationships help maintain an overall happy environment. Who creates the negative relationship? It is always the other person's fault. Isn't it! When was the last time you acknowledged your fault in a conflict between you and the other/s involved?

Activity 2.4

As a third person (observer) decide what is the 'Reaction' to be given in case of an occurrence in the 'Event' section.

Event	Reaction
Employee A reacts sharply to some comments supervisor makes during presentation.	a. Supervisor stops the presentation and threatens to fire A if it is repeated. b. Supervisor apologizes and does not comment any further. c. After presentation supervisor calls A, asks if theres a problem and an explanation for the behaviour.
A team is to work together on a project. Relatively experienced team member Y rejects all ideas, shouts and emphasizes own ideas recounting his experience. Another equally competent but new member X is vocal and appreciated by the rest of the team.	a. X puts down Y every chance she gets with strong points and makes sure team is on her side. b. After making her point X lets go if Y rejects it and backbites to the employer and team about Y. c. X tries to reason out with . Talks to Y about what the team feels and how it can be worked out.

Lets term a, b and c reactions. a. = Eye for an eye b. = Taking a backseat c. = Carefrontation. Carefrontation, you may observe, is an empathetic version of confrontation. It requires one to be aware of the other's feelings while simultaneously admitting to their own feelings. In our day to day life we may face situations where our reactions can pave way to maintain healthy relationships and to avoid unnecessary stress and negativity. Which of the terms given for a, b and c can help you take relationships a long way in your professional and personal settings?

We must keep in mind, an event leading to a reaction may just as well have been a reaction to some other event. This forms a never ending RER chain (Reaction-Event-Reaction) of estranged or positive relationships and emotional in/stability.

To maintain a responible RER chain is important for happy relationships. So the next section will be an extension of **'how'** we must take hundred percent responsibility in professional and personal relationships.

2.2 BREAK THE CHAIN, BUILD A WIN-WIN: THE POWER OF ESCA MODEL

Possible comic strip

Now Figure 2.7- In a public place an autodriver is having a loud argument with a woman standing outside his auto. The woman is reacting but is unable to meet his level of loudness. A passerby tries to tell the autodriver to behave himself. The autodriver starts fighting with the passerby and asks him to mind his own business.

Fig. 2.7

Look at figure 2.7. It seems that the auto driver is very unreasonale and seeing a woman he is trying to fleece her. However, everything is not always what it seems. Let us go half an hour back and oserve the scene unfoding. The lady took an auto at place A to reach place B. They decided upon an amount on reaching the destination as the meter isn't working. She tells the autodriver to stop at least two times before reaching. At one place she buys some groceries. The second time she waits for someone who never shows up at the end. The autodriver protests so she tells him to quit complaining as he will get his dues. Upon arriving at the destination she realizes she had forgotten to pick one of the packet at grocery shop. She asks the autodriver to to take a U-turn and go back. After reaching the destination she gives him the decided amount at which the autodriver protests. She tells him had the meter been fixed she would have given him the meter amount but the price was mutual decision and the fare is anyway more than what the meter would show. The autodriver deserves to be paid for the distance he has travelled including the wait time and loses temper.

What do you feel about the whole situation now? Good relationships are built on courteous conversation. A win-win relationship is dependant on how we converse to resolve conflicts. Let us study the ESCA Model, that can teach us a lot about it.

The Employee Everyone
would like to Employ

Notes

EMPATHY
E
- Listen, acknowledge
- Don't judge and jump to conclusions

SEARCHING
S
- Ask relevant, open ended questions
- Be curious to know more

CONFRONTING
C
- Help the other person to take responsibility
- Carefrontation

ADVISING
A
- Ask for suggestions
- Work towards consensus

Figure 2.8: ESCA Model of conflict resolution

Lets consider a situation where your supervisor shouts at you during a discussion in front of everyone. You are stunned. But after the discussion you go to the supervisor and confront. Choose the order in which you would carry out the conversation from statements C, S, A and E-

C- Do you feel your frustration of other work related issues may have come out on me or was I really that bad?

S- Sir/Ma'am are you facing any other problem regarding my work?

A- I assure you I am a trusted employee. If you have any problem, I would really appreciate that you would talk to me about it in person and I will be glad to help out in my capacity.

E- Sir/Ma'am I realize you are upset with me as you felt I had not completed my work on time.

Were you able to fit the statements in order of the ESCA Model i.e. E, S, C and A? How would you feel if someone responded to you through the ESCA model in a given situation? Do you think you can create a win-win situation for yourself through it?

The Employee Everyone would like to Employ

Notes

WHAT YOU HAVE LEARNT

Qualities of Effective Employees

Ability to empathize

Ability to handle attraction and rejection in responsible ways

Ability to take 100% responsibility in relationships

Ability to appreciate social reality

Ability to develop and mantain positive relationships

Ability to create a win win situation by using ESCA Model
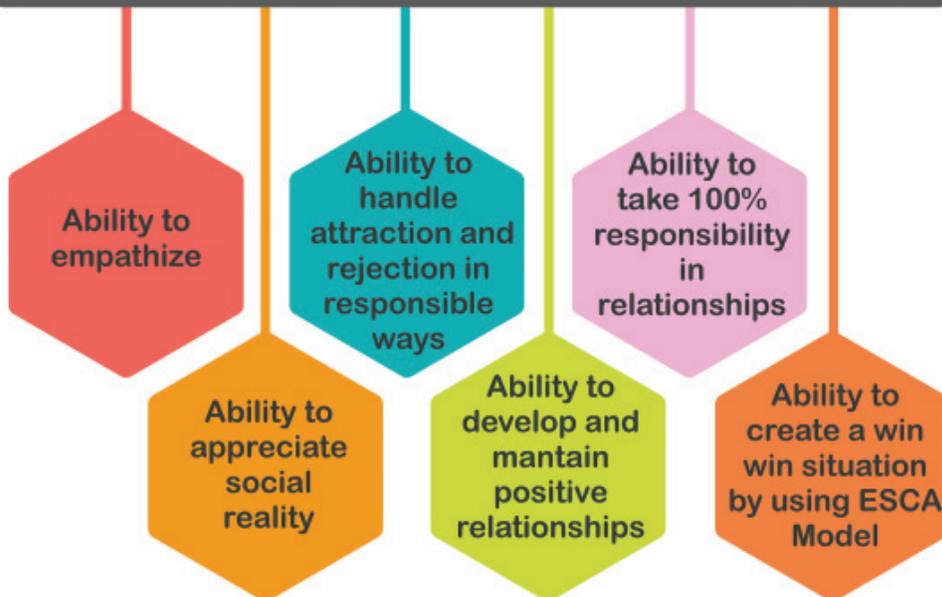
TERMINAL QUESTIONS

1. Mention any three qualities of an effective employee that help to

   a) produce the desired results and

   b) meet the customer needs.

2. Explain how good relations between the stakeholders could make the world of work a happier place.

3. Demonstrate the ESCA model with the help of examples for the components. (How can ESCA Model help create win-win relationships in the work space? Comment).

4. What do you mean by empathy? Keeping the ESCA Model in mind, determine how empathy plays a primary role in professional and personal spaces to create a happy space for everyone.

Notes

5. Compare and contrast between irresponsible sexual behavior and responsible sexual behavior at work place. Cite some instances of irresponsible sexual behavior that may appear normal but are inappropriate in any given space.

6. Do you think flattery comes under building positive relationship for a happier environment? Support your answer with a valid argument.

7. Define RER. How do you plan to break the RER chain at your work place? How will it help you personally?.

8. "Inclusion plays an important role in aligning oneself with the social realities within the professional space" Comment. Give an example of social diversity in professional space?

ANSWERS TO INTEXT QUESTIONS

2.1

1. (a)

   - I will have to make my services readily available and on time especially during peak period.

   - I will stock all the festival specific required material well in advance to combat delays.

   - Any other relevant point

1. (b)

   - I will keep myself informed about my customer's cultural values and beliefs.

   - I will greet my customers in their traditional greeting.

   - I shall make my services available on all festivals irrespective of where I come from and what I believe personally.

1. (c)

   - Give them overtime

   - Provide pick and drop facilities

2.2

1. D

2.

Misinterpretation of Consent	True Interpretation
i. Hansi toh Phasi!	i. Smiling is my right and I must enjoy it without being judged.
ii. You asked for it!	ii. I remember having a good time but definitely did not ask to be troubled.
iii. Silence means a yes!	iii. Silence means I am considerate enough to not to be rude, please consider my silence as an answer!
iv. I swear he was looking at me!	iv. There is a difference between looking and gawking when one uses eyes.
v. Would you like to catch a coffee!	v. Coffee is a good energizer for fresh ideas….at work and for work. Nothing more.
vi. No means yes!	vi. No means no and only a yes means yes. For hidden meanings read poetry, not me. *You can come up with true interpretations of your own*

3. My mantra for avoiding irresponsible sexual behavior will be self-control.

   i. Never believe in clichés and respect the rights of others

   ii. Never behave in an unwanted and inappropriate manner

   iii. Accept rejection gracefully

   iv. If the proposal is accepted I will still make sure that unnecessary affection displays are avoided within the workplace and otherwise.

   v. Any other

2.3

1. i. I will try to maintainmy original relationships at workplace through trust and not being unnecessarily dominating.

   ii. If I am facing an issue regarding some matter I will try to talk about it with the concerned person/s. Indulging in backbiting and gossip is always bound to create unhappy relationships.

   iii. I will try to maintain a balance between work and personal relationships. Though I aim to be a dedicated worker, I also plan to be a good listening ear so the employees. I will also try to give sound advice wherever required.

Notes

3

THE LEADER IN ME

The year was 1999 and the venue was the VigyanBhavan hall, New Delhi. Chinnapillai, a woman in her fifties, clad in a simple saree and a pair of worn-out rubber slippers went on to the stage to receive the *Stree Shakti Puraskar* from the then Prime Minister, ShriAtalBihari Vajpayee. All of a sudden the Prime Minster bent down and touched her feet as a mark of respect, leaving the audience stunned. What did Chinnapillai do which impacted the Prime Minister so much?

Fig. 3.1

(Image source: http://www.rediff.com/news/2001/jan/15spec.jpg)

Coming from a small village called Pulliseri in Madurai district of Tamil Nadu, she worked as a labourer in the rice fields for 40 years. She lead a small group of village women to collectively bargain for their daily wages with landlords and moneylenders. Over a period of time it became a women's movement that

created a banking system to ensure women's financial independence. Now it has spread not only to all the four southern states but is expanding beyond as well. How did Chinnapillai do this? How did she organize illiterate village women to develop into a people's movement? We will try to identify answers to such questions in this lesson.

OBJECTIVES

After studying this lesson, you will be able to

- define a wholesome leader;
- examine your own leadership style and identify gaps to become a wholesome leader and
- articulate the labour laws relevant to the industry you are working in.

3.1 WHO IS A WHOLESOME LEADER?

Chinnapillai does not know how to read. Her writing skills are limited to signing her name in Tamil. She works as a labourer in fields earning between Rs 30—50 a day. Yet, she managed to make a band of workers who offered their services to the farmers, landlords and job contractors. Chinnapillai would always **manage to convince** the farmer that better wages not only meant better quality of labour; it also meant the job would get done much faster. **It was not an easy task**. The landlords were initially dismissive of her efforts. But she **persevered**. Finally they understood. With that, came **loyalty and respect**—both from the landlords and her co-workers.

Fig. 3.2

(Image source: http://4.bp.blogspot.com/_8Bamw8f7rLs/ScsuTgRkjlI/AAAAAAAAAF8/bO1Y8v1_Sdw/s320/Ms.Chinnapillai+shares+about+the+Kalanjiam+institutions.JPG)

Soon her work was recognized by the Dhan Foundation. They were promoting a movement for women labourers called *'Kalanjiyam'*. It focused on financial independence based on the idea of growing big through small savings.Chinnapillai understood the potential of the movement. But she was also **aware of the limitations** of the women labourers. Their earnings were small and the moneylenders were strong. But she also **recognized the power of united action**. She **convinced** 10 women to contribute Rs20 per month. She used the money collected as a 'revolving fund' for giving loans at very low interest rate to the members of the group.The members used the loan for starting small business or for meeting their financial needs. This saved the members from going to the moneylenders.

As the confidence of the group grew, she **encouraged the members to spread the idea**. Soon they spread the idea of the small savings unit to nearby villages. Now they have 4lakh members spread across nine Indian states, Rs 100 crore in savings and Rs 200 crore in revolving loans.

Her approach from the beginning was to build a strong organizational structure based on simple but thorough record-keeping. This led to total **transparency and confidence** and the movement increased. Every issue was debated and decisions were taken together. **Rules were rigorously enforced.**

However, Chinnapillai **keeps reminding others the fact that she is not the movement's only leader; there are many others.** She also feels **each member should be given due credit** since Kalanjiam's success is based on the fact that it is a community organization. **True to her words**, she stepped aside to let another woman lead Kalanjiam. The idea is to **create the opportunity and the space that will allow others and the movement to grow.** Now, the movement is spreading to other countries like Senegal, South Africa, Tanzania and Ethiopia

Read the highlighted lines in the above paragraph. Don't you think these are the necessary qualities that a leader should have in any field? Chinnapillai's leadership is what many would call as 'Wholesome Leadership'. Such leaders don't get tied by their current circumstances but are determined to take charge of their lives and the future of the group they are leading. A 'wholesome leader' is one who motivates the team to become aware of their strengths and weaknesses and dream big. The wholesome leader recognizes that each person brings a different strength to the table. They take the responsibility to ensure that everyone contributes to the larger benefit of the group. Understanding that there will be difficulties along the way, they encourage the group members not to give up. They tell their team members that if everyone does their job properly, the team will achieve its goals. Further they are ready to take difficult decisions in conflicting situations and are flexible in their plans. Also, they behave the way they expect others to do. They '*do what they say*' and '*say what they do*'. This extends to their personal life too. Companies too want to employ people who have qualities of a wholesome leader.

The Employee Everyone would like to Employ

Notes

'saying' & 'doing' match

Aware of themselves

Take difficult decision

WHOLESOME LEADER

Motivates People

Involves everyone

CONFERENCE ROOM

SMOKING IS INJURIOUS TO HEALTH

SAY NO TOBACCO
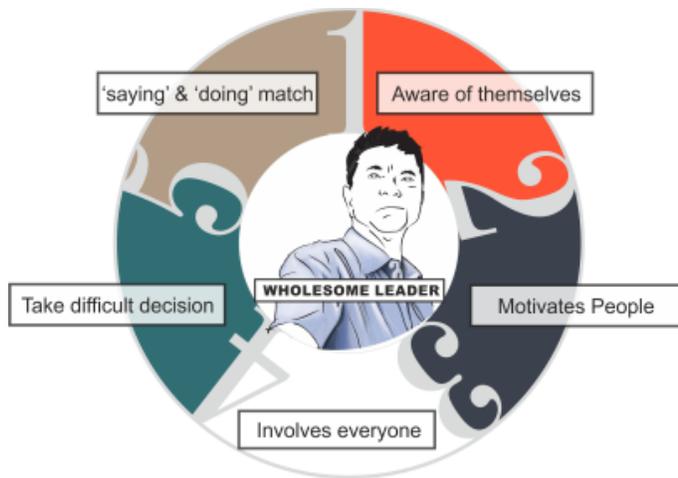
Fig. 3.3

Activity 3.1

Can you think of any person living around you who displays the qualities of a 'wholesome leader'? Write down the names of two such people in the table provided below. The case of Chinnapillai has been done for your reference. Now do the same for yourself. Do your words and actions match?

Name	What they asked others to do	What they did
Chinnapillai	Take change of your own life.	She helped women in attaining financial freedom and developed their entrepreneurial capabilities.
1		
2		
3 your name		Now think if your words and actions match

Notes

3.2 FINDING MY WHOLESOME LEADERSHIP SCORE!

If you can refer to the qualities of a leader in section 3.1, you must have understood that self-awareness is a common quality shown by all great leaders. They are aware about their personal, social, civic and environmental responsibilities. Knowing their strengths helps them in setting the goals, taking charge of their life. It gives them strength to face challenging life situations and overcoming them.

Activity 3.2

1. Let us see if you are aware of your leadership abilities? To be a 'wholesome leader', you need to know where you are. You can take the following quiz to understand the leader in you better. Remember that there are no 'right' or 'wrong' answers. This is not a test; have fun!

Table 3.1: Are you a wholesome leader

1. I believe that having fun together is an important goal for any group. Always = 3 • Sometimes = 2 • Never =1	Always = 3 • Sometimes = 2 • Never =1
2. I keep an open mind and encourage people to share their opinions. Always = 3 • Sometimes = 2 • Never =1 *(A cartoon like this)*	8. When there's a problem, I focus on finding a positive solution, rather than complaining or blaming others. Always = 3 • Sometimes = 2 • Never =1 *(A cartoon like this with kids faces)*
3. I consider what's best for the group and its goals, not just what I want for myself. Always = 3 • Sometimes = 2 • Never =1	9. I listen carefully, and I urge my team to respect everyone's ideas. Always = 3 • Sometimes = 2 • Never =1
4. I'm polite to the team, such as by saying please and thank you. Always = 3 • Sometimes = 2 • Never =1 *(a cartoon like this with a leader talking)*	10. I try to understand the feelings of each person on the team. Always = 3 • Sometimes = 2 • Never =1
5. When opinions are different, I look for things we agree about, rather than choosing sides. Always = 3 • Sometimes = 2 • Never =1	11. I stay flexible and calm when people disagree with me. Always = 3 • Sometimes = 2 • Never =1
6. I realize mistakes will happen, and I try to learn from them. Always = 3 • Sometimes = 2 • Never = 1	12. I give others praise for their great work and ideas. Always = 3 • Sometimes = 2 • Never =1
7. I get others involved in making important decisions.	

36–28 points	**27–30 points**	**19–12 points**
You're doing a great job as a wholesome leader! Keep encouraging and helping others.	You have lots of positive leardership skills. Keep up the good work as you learn more skills.	With practice, you can grow as a leader. Look at the question for which you marked 'never' or 'sometimes' for ideas and work on them.

Notes

(Questions based on ideas from: - https://www.brilliantstarmagazine.org/uploads/play/pdf-play/Quiz_MA14_p5_r3.pdf))

2. Discovering your Leadership Style through Unknown I - Land

Let's go on a leadership quest and discover the leader in you. Download the app on your mobile device from the following link –

(https://play.google.com/store/apps/details?id=com.zmq.cyc)
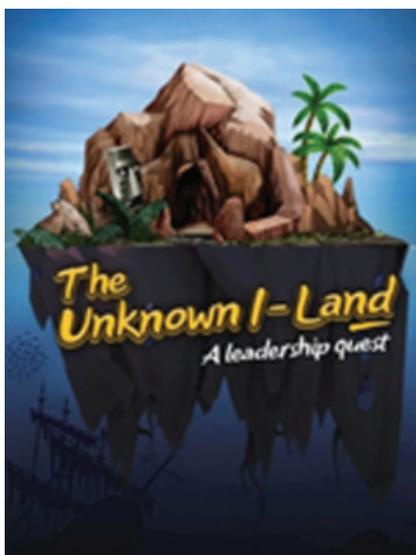
Fig. 3.4: The unknown land

The Unknown I-Land app is a tool to assess your leadership abilities through fun-filled, life situations-based quest game. It takes you on a journey where along the way you will face different leadership 'situations'. You will have to make choices which will determine the course of the journey. Through this adventure-filled journey you will be able to analyse your choices. Did these decisions help you achieve what you wanted to? Play the game again and see if the outcomes change with your decisions. Let the leader in you shine! Ask your friends to play the game. Share your results with theirs and see what kind of decisions did they take?

(Source: 5th Space http://5thspace.in/theunknowniland/)

Notes

INTEXT QUESTIONS 3.1

1. Watch the Lead India 2020 video from the following link - https://www.youtube.com/watch?v=TUM_zIKlHF0 and answer the following questions:

Fig. 3.5: Lead India 2020

(a) Refer to the leadership qualities you had picked in yourself in activity 3.1. As a young person, list three ways you can contribute to the Lead India 2020 programme.

(b) As a wholesome leader, what will you do if you were in charge of the initiative?

2. **Read the following case study and select what you think is the most appropriate answer for each situation.**

Tamanna joined a company as an Assistant Manager three years ago. She has performed well in her job and wants to move up in her career. To do that, she needs to be a 'wholesome leader'. If Tamanna is to become a 'wholesome leader', what would you advise her to do in the following situations?

(a) Shanti, who reports to her, is a qualified employee. She lacks confidence and thinks that she doesn't have the ability to complete a challenging project. What should Tamanna do?

   (i) Remove Shanti from the company as having her in the company might set a bad example to others.

   (ii) Have Shanti in the company, but give her easy tasks. She is a qualified person and will still be able to contribute to the company.

   (iii) Ask Shanti to do any job which she likes. Giving her freedom may help her gain confidence.

   (iv) Tell Shanti about the things she has accomplished in the past and show her that she has the ability to perform.

(b) Vinod is a creative person with many brilliant ideas. He is very shy and prefers to remain silent. The company is facing a tough situation and a meeting has been called to find a solution quickly. Every one gives many ideas. Vinod is also present in the meeting but does not open his mouth. What should Tamanna do?

(i) Ignore Vinod as time is very short and move ahead with the suggestion provided by others.

(ii) Shout at Vinod for not speaking during the meeting. His silence may encourage others to be silent too.

(iii) Encourage Vinod to participate and ask for his ideas even if it takes more time to complete the meeting.

(iv) Let Vinod be and don't interfere. Forcing someone to give their ideas is not a good idea.

(c) Len is a close friend of Tamanna. Balvinder is also working in the same office. Both are reporting to Tamanna. She has to recommend one of them for promotions. Balvinder is more qualified than Len, but promoting him could damage her friendship with Len. What should Tammana do?

(i) Promote Len as friendship is more important than company requirements.

(ii) Promote Balvinder as company comes first and explain to Len that as her friend he should help her take this tough decision.

(iii) Promote neither Len nor Balvinder and recommend a third person. This would avoid any unpleasantness.

(iv) Promote Balvinderand befriend him. It makes sense to be friends with a qualified person. Also, Len will become a source of problem.

(d) Tamanna has to decide whether to accept a new project or not. She doesn't have the qualification to complete it successfully. However, taking this up will help her in her quest to become a leader. What should Tamanna do?

(i) Accept the project as her personal desire; to be promoted matters more. If she ignores this offer, she may not get any in the future.

(ii) Reject the project outright and wait for the next one which suits her skills. If she fails to perform in this project, it will spoil her reputation.

(iii) Tell the top management that the project can be executed better by another person. However, make a request to allow her to assist the project in a capacity suitable to her talents. She can use this as an opportunity to learn.

(iv) Don't take any action and let her bosses take the decision instead. Sometimes not taking a decision is the best decision.

(e) Tamanna asks her team members to be always punctual. However, when the company chief is absent for a month due to personal reasons, the heads of other departments arrive late to office and ask Tamanna also to come late. What should she do?

(i) Take it easy and come late as there's not much work. It is necessary for a person to relax and refresh oneself.

(ii) Come late but insist that her team members be on time. There is work to be done and others should learn to manage without her.

(iii) Come on time and inform the Company chief about the other heads who weren't punctual. It is important to maintain discipline.

(iv) Come on time as punctuality is a habit that is to be practiced irrespective of the situation. If she comes late now, her team members may not value her words and would come late when she's absent from work.

3.3 AN ETHICAL AND RESPONSIBLE LEADER

Prakash, an entrepreneur, has a large factory which produces customized furniture. All the employees in his company like Prakash and are inspired by him. He is very ambitions and wants to expnad. To do so, he needs to increase his profits. Therefore, he focuses on cutting costs. He ignores the various laws and regulations. To his utter surprise the company starts making losses. The workers suffer a lot and their output goes down. Due to miserable working conditions accidents happen. Soon they start protesting against this and go on strike. Also, he has to pay penalties for violating various rules. All this ruins Prakash's dream of expanding his business.

Fig. 3.6: An ethical and responsible leader

Where did Prakash go wrong? Is Prakash a wholesome leader? As we discussed previously, wholesome leaders are aware about their personal, social, civil and environmental responsibilities. A wholesome leader should take care of not just his *'personal well being'* but equally of his workers and his company.

Individuals or companies cannot operate in isolation. The company depends on its suppliers for raw materials and machines from other companies to process them. The workers are needed to operate the machinery. Finally, the product must reach the consumers. The government ensures that the roads, power and water are available for the company to run. The police and the courts are needed to protect the company. Also, the environment must be protected to make sure that the growth of the company can be sustained. All these services must be paid for and this responsibility too ultimately falls on the leader.

To cut costs, Prakash compromised on the safety standards. This harmed his workers, the people living around his factory and perhaps the entire locality. You must be aware of the Bhopal gas tragedy. Thousands died due to gross negligence of the factory safety rules. Many continue to suffer till date. Everyone including the company management, the workers, the people of the city and the state were affected. The world was shocked by this incident and India's image was damaged. This shows the importance of responsibility that a wholesome leader carries.

Fig. 3.7: Impact of irresponsible leadership

Prakash and the company need the government and the workers to do their duties. If the facilities are not made available, the company cannot make profits to pay taxes to the government. If the workers are at fight with the company management, it would be difficult for the company to run. You must have heard of the terrible Maruti violence case where the workers agitation lead to the death

of GM (HR). Thirteen workers were given life sentence. This is the worst case of lose-lose situation. The responsibilities of the company and its rights are linked. The wholesome leader balances them so that he, his company and workers perform in a safe and healthy environment.

A wholesome leader knows that rights and responsibilities are two sides of the same coin. Without one, the other loses its value. Prakash has every right to take any action which will increase his profits. However, he has a responsibility towards his workers. Worker's safety, security, working conditions, working hours, salary, bonus are some other things that he needs to take care. He has to keep in mind that the company needs to pay back to the society for the resources and the services which they utilize. To ensure this balance, laws are framed and enforced by the government. Penalties are imposed when these laws are broken. These laws and regulations are meant to protect the workers from abuse and give power to them to demand their rights.

India has the largest youth population in the world today. Many young people like you will be entering the workforce in the near future. Don't you think that you should be aware of the existing labour laws and rights, and the on-going reforms? Knowing the labour laws would shield you from being exploited. It also cautions you not to exploit when you are in the position of power. Though there are many labour laws in India, the following are the laws every employee should know to protect their rights:

1. The Factories Act, 1948

This act protects workers of a factory. It covers aspects like health, safety, proper working hours, leaves and welfare measures. Its provisions include both measures for workers and environment.

Applicability of the Act – To any premises where 10 or more persons are working with the aid of power or 20 or more workers are working without aid of power.

Working Hours and Overtime of Adults

- Weekly hours not more than 48 hours
- Daily hours, not more than 9 hours
- Intervals for rest at least 30 minutes on working for 5 hours
- Extra wages for overtime double than normal rate of wages
- Restrictions on employment of women before 6 a.m. and beyond 7 p.m. In the case of a night shift, a notice has to be given 24 hours before the shift

Employment of Young Persons

- Prohibition of employment of young children below 14 years

- However, a new law has been passed which allows under-14 children to work in non-hazardous family enterprises
- Non-adult workers to carry tokens,for example, certificate of fitness
- Working hours for children not more than 4 ½ hrs. and not permitted to work during night shift
- International Labour Organization (ILO) sets the general minimum age for admission to employment or work at 15 years (13 for light work) and the minimum age for hazardous work at 18 (16 under certain strict conditions). It provides for the possibility of initially setting the general minimum age at 14 (12 for light work) where the economy and educational facilities are insufficiently developed.

Annual Leave with Wages

- A worker having worked for 240 days is entitled to have one day wages at the rate of one day for every 20 days.
- Accumulation of leave for 30 days.

Measures Related to Health of Workers

- Cleanliness
- Disposal of wastes and effluents
- Ventilation and temperature
- Dust and fume
- Overcrowding
- Artificial humidification
- Lighting
- Drinking water

Point to ponder!

Do you think employment of young persons in any manner damages their childhood and interferes with their education? If employment of all children below 18 years is banned, can you think of measures to support their livelihood?

Do you think

- *these measures must be provided irrespective of the number of workers?*
- *measures related to separate toilets for women and persons with disability must also be provided?*
- *facility of crèche must be provided for male workers also?*

Welfare Measures to be provided by the Employer

- Washing facilities
- Facilities for storing and drying clothing
- Facilities for sitting
- Firstaid appliances—one first aid box, not less than one, for every 150 workers
- Canteens when there are 250 or more workers

- Shelters, rest rooms and lunch rooms when there are 150 or more workers

- Crèches when there are 30 or more women workers

- Welfare office when there are 500 or more workers

Penalty for not following the Provisions of the Act

- Imprisonment upto twoyears or fine upto Rs.1,00,000 or both.

> **Point to ponder!**
>
> *Should the minimum wages provide for the bare minimum necessary for survival or should it aim to provide for a standard of living which helps the workers to achieve their potential?*
>
> *Can a company afford to pay such an amount and make profits?*

2. Minimum Wages Act, 1948

The Act specifies the minimum wages payable to the employees. The government fixes the minimum rates of wages based on the recommendations of a committee appointed by it. Only the union and state governments have the right to revise the wages. Penalty for paying less than minimum wages is imprisonment upto sixmonths or with fine upto Rs.500.

3. Payment of Wages Act, 1936

The Act specifies the time period within which wages must be paid to the employees. Employers cannot withhold the wages earned by workers nor can they make any unauthorized deductions from the wages. The payments must be made before the fixed pay day after the wage period. If the payment of wages is delayed or wrongful deductions are made, the workers or their trade unions can file a claim. The payment of overtime is decided by the Minimum Wages Act, 1948. The wage limits are constantly revised by the central or state governments. It is your responsibility to keep track of all such amendments.

> **Point to ponder!**
>
> *With digital currency coming into picture, do you think it will be a good idea for the workers to be paid in electronic money instead of cash?*

4. Workmen's Compensation Act, 1923

This Act deals with issues related to compensations of injuries during the period of employment. If the injury is life threatening or damages an employee's capacity to work, then the labour and employment lawyer could try to seek the best compensation. The Act also specifies the rate of compensation and the method of calculation.

> **Point to ponder!**
>
> *Is monetary compensation sufficient or measures like re-skilling the worker be made compulsory so that they can take up new jobs?*

5. Payment of Bonus Act, 1965

This Act states that any organization which has over 20 employees has to pay bonus. It gives formula for calculating bonus and the minimum and maximum percentage bonus to be paid. It also provides for a redressal mechanism. The amount is usually calculated on the profits earned by the company.

Point to ponder!

Can you think of other means besides money through which a company can thank an employee? What would a wholesome leader do?

Notes

6. Payment of Gratuity Act, 1972

Gratuity is a retirement benefit paid as a token of thanks for the services offered. An employee, upon completion of five years of service, is eligible for gratuity, which is calculated at the rate of 15 days of salary for each full year of service. An organization with 10 or more employees is supposed to pay gratuity to workers who have worked for 12 months or more. Gratuity is the last drawn salary (sum of basic and dearness allowance) multiplied by the number of years of service. In case the employer fails to provide gratuity, they can even be imprisoned.

Point to ponder!

What if a companymakes losses due to external circumstances, should bonus be delinked from profits? Can you think of an arrangement where workers are not affected by market circumstances?

7. Employees Provident Fund and Miscellaneous Provisions Act, 1952

The EPF Act provides social security benefits like pension and insurance cover to the employee of an organization which has 20 or more employees. The employees and employers contribute equally throughout the covered persons' employment. This sum is payable normally on retirement or death. Other benefits include Employees' Pension Scheme and Employees' Deposit Linked Insurance Scheme. In case of default, the employer can be arrested without warrant. All dues have to be paid by employer with damages up to 100 percent of arrears.

Point to ponder!

Should the government also contribute to the fund? Should the employer contribute more than the employee?

8. Equal Remuneration Act, 1976

This Act prevents discrimination among workers on the basis of gender. According to this Act, employers can't discriminate among genders in matters of wages, training, transfer and promotion. The Act provides for equal remuneration to both men and women workers for the same work done.

Point to ponder!

Women do all the household work which adds to their burden. What measures can you suggest to reduce the burden on women?

9. Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

The aim of the Act is to provide protection against sexual harassment of women at workplace and for the prevention and redressal of complaints of sexual harassment.

Definition: The Act defines sexual harassment as follows:

- any behaviour or act including physical contact
- demand/request for sexual favours
- making sexually coloured remarks
- showing pornography and any other unwelcome physical, verbal or non-verbal conduct of sexual nature

The following behaviour are said to constitute sexual harassment at a workplace:

- promise of preferential treatment
- threat of detrimental treatment
- threat about present or future employment status
- behaviour that creates an intimidating/offence/hostile work environment etc.

The Act specifies the kinds of Complaints Committees which should be made available to the complainant. It also talks about the constitution of the committees and their functions. The procedure for making complaints is also mentioned in the Act. It also details the inquiry mechanisms and the action which can be taken based on theinquiry report. The Act mentions in detail the duties of an employer. You can read in detail

Point to ponder!

Have you heard of any such instances occurring at workplace through TV, radio or through personal interactions? As a wholesome leader, what suggestions can you provide to handle this issue?

about the various provisions of the Act. Look into the various illustrations, scenarios and examples given in the handbook. You can download the 'Handbook on Sexual Harassment of Women at Workplace' from the following link:
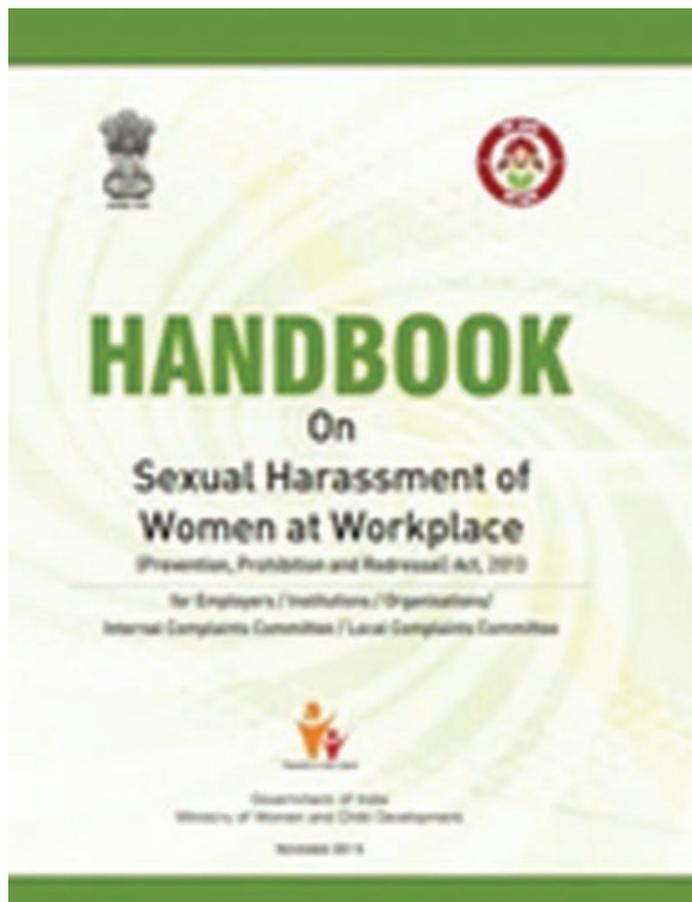
Fig. 3.8: Handbook of sexual harassment of women at workplace

(https://www.iitk.ac.in/wc/dataHandbook%20on%20Sexual%20Harassment%20of%20Women%20at%20Workplace.pdf)

10. The Rights of Persons with Disabilities Act, 2016

This law gives effect to the principles of the United Nations Convention on the Rights of Persons with Disabilities. According to the United Nations, around 40 to 80 million disabled people live in India. The law makes some provisions regarding employment of persons with disability. The employers should

- frame an Equal Opportunity Policy containing details of the facilities provided to the disabled employees in order to enable them to effectively discharge their duties,

- appoint a liaison officer to oversee the recruitment of disabled persons,

Notes

- identify posts/vacancies for disabled persons,

- prohibit discrimination because of disability,

- provide additional facilities/benefits,

- overhaul existing hiring practices,

- conform with accessibility norms and

- maintain records containing details of the disabled persons who are employed.

> **Point to ponder!**
>
> *The wholesome leader understands that everyone is unique and brings something special to the table. Can you think of some of the ways in which persons with disability will add value to the company?*

11. Industrial Disputes Act, 1947

The aim of this law is to bring a balance between the rights and responsibilities of the employees and employers. However, when disputes arise wherein the workers as a group are concerned, this Act becomes a useful mechanism. This Act provides for investigation and settlement of industrial disputes. The Act makes provisions to form industrial tribunals and works committees to promote industrial peace. The committee

> **Point to ponder!**
>
> *Many companies are asking the government to simplify the labour laws and make it 'industry friendly'. What do you think will be effect on worker's rights?*

comprises of employer and employee representatives. The key aim of this committee is to open channels of communication between employer and employees and resolve disputes. The act deals with

- power of Labour Court,

- prior permission for lay off and lay off compensation,

- lay off and payment of compensation; conditions for laying off,

- retrenchment of workmen compensation and conditions,

- period of operation of settlements and awards,

- prohibition of unfair labour practice either by employer or workman or a trade union,

- right of workmen during proceedings,

- conditions of service during proceedings,

- closure of an undertaking and

- strikes and lock out.

Notes

Activity 3.3

1. Visit the Government of India, Ministry of Labour & Employment website from the following link - http://labour.gov.in/industrial-relations

   i.   List the categories under which the various labour laws are organized?

   ii. Mention the laws mentioned under each category.

   iii. Identify the categories under which the various labour laws discussed above are mentioned.

   iv. Discuss with your friend if there are any issues which are not dealt with under the current laws.Give suggestions to form a new law which will address them.

2. Download the e-book published by theMinistry of Labour & Employment from the following link - http://labour.gov.in/sites/default/files/MoLE%20e-book.pdf

The e-book talks about the new initiatives that safeguard the interests of workers in India's organized and unorganized sectors. Find out the following information from this website and discuss with your friend as to how these will help you:

   1. The initiatives, policies and schemes that deal with employees entering the workforce.

   2. What are the vocational training schemes for the youth to improve their job profile and prospects?

   3. What are the employment services provided by the Ministry?

Fig. 3.9: ebook initiative safeguarding interests of workers

3. Choose an organization close by. Analyse the labour laws that are applicable to it.

INTEXT QUESTION 3.2

Read the following questions and choose the correct option. Give reasons for your choice.

1. Rekha's manager calls her at 5:00 p.m. and asks her to report for duty at 10:00 p.m. due to some emergency. Which of the following Act is violated?

   A. Factories Act, 1948   B. Equal Remuneration Act, 1976

   C. Workmen's Compensation   D. Payment of Bonus Act, 1965
      Act 1923

   Reason: _____

2. Many workers of a large manufacturing unit were removed from service without giving any notice. Under which Act can the workers proceed further?

   A. Payment of Gratuity Act, 1972   B. Industrial Disputes Act, 1947

   C. Factories Act, 1948   D. Workmen's Compensation Act, 1923

   Reason: _____

Notes

3. Ayeesha is working with an export company. Though she's eligible for promotion, she is overlooked because of her gender. Under which law can she file a case against the company?

   A. Workmen's Compensation Act, 1923

   B. Industrial Disputes Act, 1947

   C. Factories Act, 1948

   D. Equal Remuneration Act, 1976

   Reason: _____

4. You are the owner of a large textile unit. Which of the following actions you cannot take?

   a. Remove workers after giving sufficient notice period

   b. Pay equal salary to men and women working in your company

   c. Withhold payment to a worker as he is not efficient

   d. Install crèches though there are no women working in your unit.

   Reason: _____

WHAT YOU HAVE LEARNT
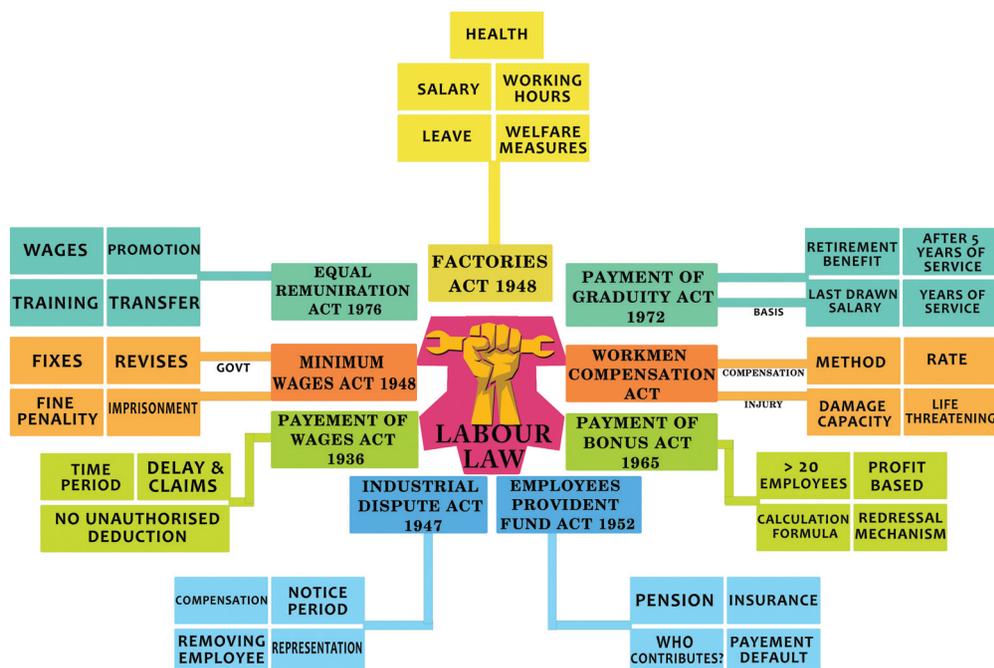
TERMINAL QUESTIONS

1. Why are laws needed to keep the balance between rights and responsibilities?

2. Should a wholesome leader follow a course of action that has been successful in the past or change it and risk failure? Give two reasons.

3. Should companies continue to follow the laws if the government is not able to provide the necessary resources and services needed for the industry to discharge its responsibilities? Give two reasons.

4. Shubash is the first disabled person to join a small firm. He finds that there are no toilets suited to his needs. What should the employer do considering the fact that the company is still making losses?

5. You are the owner of an electronics company. You have to recruit a new manager to head your company's operations. List five qualities you will look for in the new candidate to be selected.

6. Kabir is a brilliant executive working in your company. The company incurred losses due to his decision that was taken under extreme pressure and limited information. Will you retain Kabir? Give tworeasons.

7. Man Singh refuses to pay salary to some of his employees as they are not able to repay the loans taken by them. Are Man Singh's actions correct? Give reasons.

8. Keertha loses her arm in an accident while working in the factory. The company promises to give job to her son instead of paying her. Would you agree with the company's decision? Give reasons.

9. Arman is an honest person and is against paying bribes. After starting his own company he finds that his competitors are paying bribes to get their job done. His team members advise that he too must pay bribe in the interest of the company. As a wholesome leader, what should Arman do?

10. Pavalamani is a highly talented entrepreneur with a keen business mind. However, many employees in her company are not able to match up to her levels of performance. She sets extremely high standards and is disappointed when her team members are not able to live up to her expectations. Can you give some advice to Pavalamani about motivating her team members?

11. Jimmy is a self made man and a budding entrepreneur. He comes from a poor family and has risen through extremely challenging circumstances.

Laws demand that Jimmy spend a part of his company's profits in initiatives that will help the society. Jimmy feels that it is unfair to force him to spend on a society which has done very little for him. Do you agree with Jimmy? Give reasons.

12. You are the owner of a Manufacturing Unit which handles highly toxic chemicals. You discover that one of your managers has been indulging in a malpractice which has severely compromised the safety of your unit. What would be your course of action?

ANSWERS TO INTEXT QUESTIONS

3.1

(i) D) One of the leader's responsibilities is to nurture leadership abilities of their team members. To do this, it's necessary to push them out of their comfort zone and give them confidence that they have ability to accomplish new tasks.

(ii) C) A leader needs to take everyone along. Every member of the team brings something unique to the table. Also, Vinod may bring some fresh insights which will make others to think in new directions. This will benefit everyone.

(iii) B) Many a time we need to decide between an 'easy choice' and a 'right choice'. Making the 'right choice' is tough but that's what makes one a 'wholesome leader'. Balwinder is more qualified for the job and is the 'right choice' for the promotion.

(iv) C) A 'wholesome leader's' words and actions match. If Tamanna is unable to deliver on her promise, it will lower the trust in her. Accepting one's limitation is also a strength. She will be appreciated for her honesty which will help her in the long run.

(v) D) A good habit is internal to a leader and is not determined by external circumstances. By such actions, the leader becomes a role-model for others and will be considered as an authentic person by his team.

3.2

(i) A) The Factories Act, 1948 places restrictions on employment of women before 6AM and beyond 7 PM. In the case of a night shift, a notice has to be given 24 hours before the shift.

(ii) B) The Industrial Disputes Act, (1947) lays down conditions for lay-off and retrenchment of workmen. It also talks about the subsequent course of action available to the workmen.

(iii) D) Equal Remuneration Act, 1976 specifies that employers can't discriminate among genders in matters of wages, training, transfer, and promotion.

(iv) C) Withhold payment to a worker as he is not efficient. The employers cannot withhold the wages earned by workers nor can they make any unauthorized deductions from the wages.

MODULE II: EXPRESSION AND COMMUNICATION

4

FROM CONFUSION TO CLARITY

A lady needed few things to make dinner for the guests. She decided to send her husband to buy them. He came later than usual with three huge bags. He put them down on the kitchen floor and told her that he would be back with the rest of the bags.

The wife wondered what he was talking about and she started unpacking the bags. In the first one there was 1 kg of refined flour, two bags of *sugar* and 3 bottles of oil. In the second bag there were 4 dozen eggs. In the third bag were six cartons of milk and her shopping list. She looked at the list and suddenly realized what had happened. Her shopping list is shown as follows:

Her husband misunderstood the numbering of the items for the quantity to be purchased!

Miscommunication causes confusion.

How does communication happen? What are the processes involved in communication? What is clear communication? How do we avoid miscommunication? What is the appropriate way to communicate in a given situation? How to use communication as a tool to achieve a favourable outcome for all? We will try to find answers to these and related questions in this lesson.

* 1kg of refined flour

* 2 bags of sugar

* 3 bottles of oil

* 4 dozen eggs

* 6 cartons of milk

OBJECTIVES

Afetr studying this lesson you will be able to

- identify the elements of a communication loop and use suitable techniques to communicate clearly;

- recognize the barriers in communication and handle them appropriately; and

- identify the various forms of communication and use them to handle life situations to arrive at win-win solutions.

4.1 COMMUNICATION LOOP

During the Mughal era, royal pigeons were used for carrying royal or state mail. Pigeons were trained and housed in the royal palace, in the *kabutar-khaana*, found even today in the relics of Mughal palaces. The sender holds the receiver's pigeons prior to release. Messages are written on thin paper rolled into a small tube attached to the bird's leg. Once released, the pigeons used their homing system to deliver the message. The receiver sends another pigeon as an acknowledgement of the message.

Muskaan has an innovative idea to purify and convert waste water from homes into drinking potable water. She wants to set up a water treatment plant in her village. To obtain the required funds to setup the unit, she approaches a bank with a ten page 'Business Proposal' outlining her plans. The bank agrees to fund her treatment plant and writes a letter to Muskaan asking her to come to the bank for preliminary discussions.

Sagar is a manager at an electronics firm. He approaches his reporting officer, Kiran, with a request to grant him a month of paternity leave to assist his wife. Kiran empathizes with his situation but says that the current rule provides for only 15 days of paternity leave. However, She informs Sagar that she would take up the matter with her boss and ask him to consider Sagar's request. She asks Sagar to write a formal email in this regard.

Senthil suffers from hearing impairment and communicates through sign language. He takes deep interest in social issues. The recent lynching of a couple who were involved in an intercast marriage moved him deeply. He took to social media and uploaded a video registering his protest through sign language along with subtitles. The video went viral which drew the attention of many people to the issue of casteism.

Do you find any commonality in the given situations? Have you noticed that, in all the cases, there's a *sender* of the message, a *receiver* and the *message*.

You might have also seen that the message is encoded by the sender before sending. The message is carried through via a *medium* or a *communication channel* to the receiver who decodes the message. Do you think the process stops here? In all the cases, the receiver sends some sort of message to the sender which is called as the *feedback*. Also, there's an element of disturbance when the message passes through the channels which is called as the *noise*. This whole process is called a 'Communication Loop' and is illustrated below–

Notes

(*Image source* - http://kidcourses.com/wp-content/uploads/2014/05/communication-model-sender-encode-decode-receiver.gif)
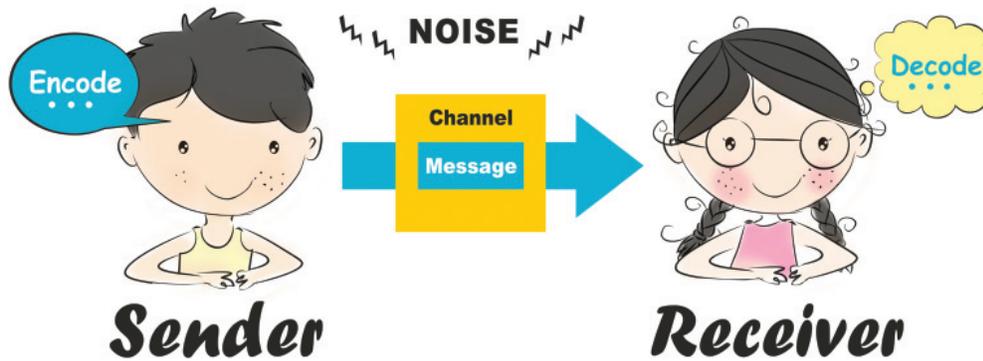
INTEXT QUESTION 4.1

Fill in the following table based on your reading of the above passage. The first row is filled for your reference –

Situation	Sender	Receiver	Channel	Noise	Feedback
Piegon Post	Mughal Emperor	Royal court official	Pigeon	Elements of nature like rain, that can damage the scroll	Pigeon sent by the receiver as an acknowledgement
Muskaan's Business Proposal					
Sagar's leave request **Senthil's protest**					

In the above instances, the message is transferred from the sender to the receiver. But do you think merely sending the message is enough for communication to occur? Is it possible that the sender meant one thing and the receiver interpreted it as something else? Do you think miscommunication can occur while communicating?

4.2 BARRIERS IN COMMUNICATION

Given below are three situations involving three different types of communication. Go through them and answer the questions at the end.

1. The following conversation occurs in a famous television series, between a new naval recruit, Homer Simpson and Captain Tenille –

Captain Tenille: Tell me young man, what do you want out of life?

Homer Simpson: *[straining to reach the peas on the table]* I want **peas**.

Captain Tenille: We all want **peace**, but it's always just out of reach!

Homer Simpson: Uh huh.

Captain Tenille: So, what's the best way to get **peace**?

Homer Simpson: *[reaching out and picking up peas on his knife]* With a knife.

Captain Tenille: Exactly. Not with the olive branch, but the sword.

— *The Simpsons*, "Simpson Tide"

Are Homer Simpson and Captain Tenille talking about the same subject? At the end of the discussion, do you think they arrived at the same conclusion? If not, why did the misunderstanding occur? How do you think this miscommunication could have been avoided?

2. The CEO of a company feels that his employees should have an opportunity in a safe environment to view a rare "solar eclipse". He conveys his message through a memo so it reaches everyone in the company. The communication flow from the CEO through various departmental heads to the staff is given below.

Miscommunication

Note from CEO to Manager

Today at 11 o'clock there will be total eclipse of the sun. This is when the sun disappears behind the moon for two minutes. As this is something that cannot be seen every day, time will be allowed for employees to view the eclipse in the parking lot. Staff should meet in the lot at ten to eleven. When I will deliver a short speech introducing the eclipse, and giving some background information. Safety goggles will be made available at a small cost.

Note from Manager to Department Head:

Today at ten to eleven, all staff should meet in the car park. Tis will be followed by a total eclipse of the sun, which will appear for two minutes. For a moderate cost, this will be made safe with goggles. The CEO will deliver a short speech beforehand to give us all some information. This is not something that can be seen every day.

Note from Department Head to Floor Manager:

The CEO will today deliver a short speech to make the sun disappear for two minutes in the form of an eclipse. This is something that cannot be seen every day, so staff will meet in the car park at ten or eleven. This will be safe, if you pay moderate cost.

Note from Floor Manager to Supervisor:

Ten or eleven staff are are to go to the car park, where the CEO will eclipse the sun for two minutes. This dosn't happen every day. It will be safe and as usual it will cost you.

Note from Supervisor to staff:

Some staff will go to the car park today to see the CEO disappear. It is a pity this dosent't happen everyday.

(*Image source*: https://qph.ec.quoracdn.net/main-qimg-31920e16880beda5c6478e18e25bd5c6)

Did the message the CEO wanted to communicate reach all the employees of the company in the same manner? How accurate was the final memo compared to the initial memo from the CEO? Why do you think the contents of the memo changed at every stage of its transmission?

INTEXT QUESTION 4.2

1. Kedar is new to Delhi. His friend Konkana promises to take him to a football match. On the day of the match, Kedar arrives at the stadium and waits outside gate number 8. Konkana is late by 30 minutes. Kedar calls up Konkana and the following conversation happens –

   Kedar: Hi where are you? Are you coming?

   Konkana: Yes I am. I am stuck at Mandi house for the last 30 minutes.

   Kedar: Whose house is that? Why did you go there?

Konkana: It's not a house, it's a place. I am stuck in traffic. I am not able to hear you properly.

Konkana: Ok. Come soon. I am outside gate number 8.

Konkana You ate what?

Kedar: I didn't eat anything. We can have snacks inside the stadium.

Konkana: You are always concerned about eating. Where should I meet you?

Kedar: I never spoke of eating. You are talking nonsense.

Konkana: Stop fighting and tell me where I should meet you.

i. Identify the reason for miscommunication in the above conversation.

ii. Suggest one way of communication which would have avoided the miscommunication.

iii. Suggest one way of communication other than speaking which would have avoided the miscommunication.

3. **Perceptions through Punctuations:** "A Woman without Her Man is Nothing"

An English professor wrote the words:*"A woman without her man is nothing"* on the chalkboard and asked his students to punctuate it correctly.

Most men in the class wrote: *"A woman, without her man, is nothing."*

Most women in the class wrote: *"A woman: without her, man is nothing."*

Do both the sentences mean the same? If not, why do you think men and women chose to give it different meanings? Do you think people's perceptions, prejudices and biases also play a role in a successful communication?

Do you think that in the above-mentioned situations, the receiver understood the message as intended by the sender? The communication between the sender and receiver was not clear. The result is confusion and lack of clarity. *Effective communication is when the message conveyed by the sender is understood by the receiver in exactly the same way as it was intended.* When this doesn't happen, the result is miscommunication.

Notes

Some of the reasons for miscommunication are given under -

- The sender wrongly interprets reality

- The sender tries to express a thought which is unclear

- The sender is unable to express clearly

- The sender speaks in a low voice, pronounces unclearly or makes a slip of the tongue

- There are noises and disturbances during communication

- The recipient mishears the message

- Poor listening skills

- Poor retention

- Making assumptions

- Mindset of sender and receiver may be different

- Being unaware of nonverbal communication

- Use of acronyms, jargons and buzzwords.

- Language limitation – words may not be adequate to express one's experience or feeling

- Language translation error

- Information overload

- Physical disabilities

Can you think of any examples wherein miscommunication arose due to the above given reasons?

We saw the miscommunication involving *Simpson and Captain Tenille*, the *CEO's* memo regarding the solar eclipse and the *English professor's* punctuation question. What would you do to ensure that there wasn't any miscommunication?

To ensure proper and effective communication, the 7 Cs of communication has to be kept in mind. According to the 7 Cs, communication needs to be:

1. Clear

2. Concise

3. Concrete

4. Correct

5. Coherent

6. Complete

7. Courteous

Let's read the following case study and see how the 7Cs of communication can be applied.

Susanta is an entrepreneur and owner of Woodsworth Ltd., a furniture manufacturing company. Their operation is spread across India and has five regional offices. The company is planning to overhaul its plans and operations to counter the competition. Malar is a Manager in the company and has been allocated the task of organizing a Business Review Meeting (BRM) to discuss the future plans of Woodsworth Ltd. Susanta calls Malar to his cabin to talk about Malar's plans for organizing the BRM. The following dialogue takes place between them –

Susanta: Do you think this BRM is a good idea?

Malar: *I guess so Sir.*

Susanta: Let us hope that something worthwhile comes out of this carnival.

Malar: *[nods her head]*

Susanta: How's everything on the tech front? It should be impressive.

Malar: What are you looking for Sir?

Susanta: An ideal presentation during the BRM – top notch. That tech guy… Hukumjeet … bring him on board. He knows his stuff. He has what's needed.

Malar: Sure Sir. I will get to it immediately.

Do you think the communication that took place was clear?

Two different topics—the usefulness of the BRM and quality of presentation have been mixed. What 'impressive' or 'ideal' means is not clear. Also, there can be more than one Hukumjeet in the company working for any of the technical departments.

For communication to be clear the following must be kept in mind:

- Be clear about your goal or message.

- What is your purpose in communicating with this person?

- Minimize the number of ideas in each sentence.

- Make sure that it's easy for your reader to understand your meaning.

- People shouldn't have to make assumptions to understand what you're trying to say.

Notes

Clear communication example:

Susanta: I want to talk to you about the quality of presentations during the BRM to be held.

Malar: Sure Sir. What kind of quality?

Susanta: Each presentation should not exceed 15 minutes. They must focus on specific problems of the company and suggest solutions. I expect lots of pictorial representations. It should engage the audience.

Malar: I will convey the same to the regional heads.

Susanta: Also, involve Hukumjeet Singh from IT dept. He is good at data presentation. He can help the departmental heads.

Malar: Sure Sir. I will talk to Hukumjeet Singh and inform the regional heads about your requirements.

As suggested by Susanta, Malar calls up Hukumjeet. She briefs him about Susanta's requirement. The following is the telephonic conversation which takes place between them:

Malar: Hukumjeet, your workload is about to increase.

Hukumjeet: [in a nervous tone] why do you say that?

Malar: You are Mr.Susanta's blue-eyed boy. You should've known.

Hukumjeet: [confused] I am not able to understand.

Malar: Mr. Susanta wants the presentations to be made during the BRM to be professional. He feels that you are the man for the job.

Hukumjeet: What is expected of me?

Malar: B asically, Mr. Susanta thinks someone from the IT department should assist the regional heads in creating a good presentation.

Hukumjeet: Ok.

Malar: As you see, the presentations made are very long, dull and not very productive. What Mr. Susanta is saying is that it can be made crsip, pictorial and solution oriented.

Hukumjeet: It's interesting. I will be happy to be involved.

Do you think it is possible to misunderstand Malar? If you were in Malar's position, what will you say to ensure that the receiver doesn't misunderstand?

You might have noticed that the communication between Malar and Hukumjeet has lots of unnecessary elements. For it to be concise, one must do the following:

(similar image with Indian features)

- Stick to the point and keep it brief.

- Delete the "filler words". You can often eliminate words like "for instance", "you see", "definitely", "kind of", "literally", "basically" or "I mean".

- Eliminate unnecessary sentences.

- Avoid repeating the point several times, in different ways.

Example for concise communication –

Malar: Hukumjeet, Mr.Suasnta wants your help regarding the presentation to be made at the BRM.

Hukumjeet: What does he want me to do?

Malar: You are to assist the regional heads in creating meaningful presentations. Each presentation should not exceed 15 minutes. They must focus on specific problems of the company and suggest solutions. He expects lots of pictorial representations. It should engage the audience.

Hukumjeet: It's interesting. I will be happy to be involved.

After speaking with Hukumjeet, Malar writes an e-mail to be sent to all the regional heads. The following is a copy of the email

```
●●●                Compose Mail –        @gmail.com – Gmail                        ⬈
🔒 https://mail.google.com/mail/u/0/?ui=2&view=btop&ver=lsvjwajrtlp4#cmidX253D1

New Message                                                                       ↘

To                                                                        Cc  Bcc

Subject     BRM

Hello everyone,

This is regarding the presentation to be made at the upcoming BRM. Mr. Susanta wants
the presentations to be professional. He thinks the presentations made so far were very
long, full of text and very general.

This time around, the presentations  will be 15 minutes long and lots of diagrams need to
be incorporated. Focus must be on how to solve the problem and not on the problem.

Regards,
Malar, Manager (Human Resources)

PS: Please contact the Head Office, IT department for any technical help.

Send    A   📎  +                                                         🗑  |  ▾
```

Do you think the regional heads get a clear picture of what Malar is telling them? Are the details given sufficient for them to make presentations as required by Mr. Susanta? For a communication to be concrete, the following must be kept in mind:

● The receiver should have a clear picture of what you're telling them.

● It should have all the essential details.

● The focus should be maintained on the issue at hand.

Example of concrete communication:
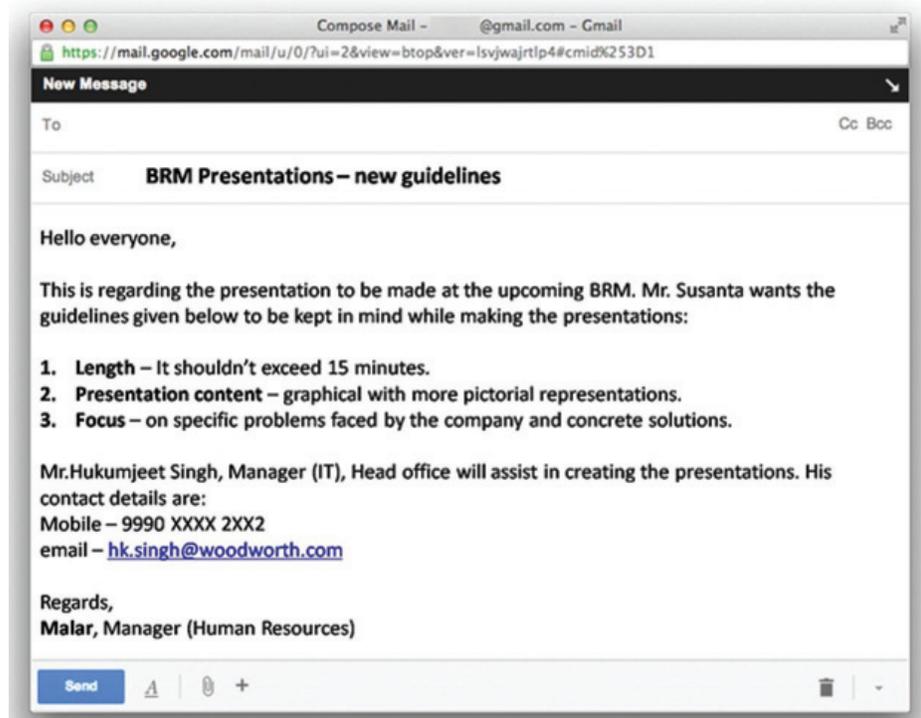
As directed, Hukumjeet assisted the regional heads in making the presentations. One regional head, Arif had some problems regarding the presentations. Hukumjeet composed the following message to Arif –
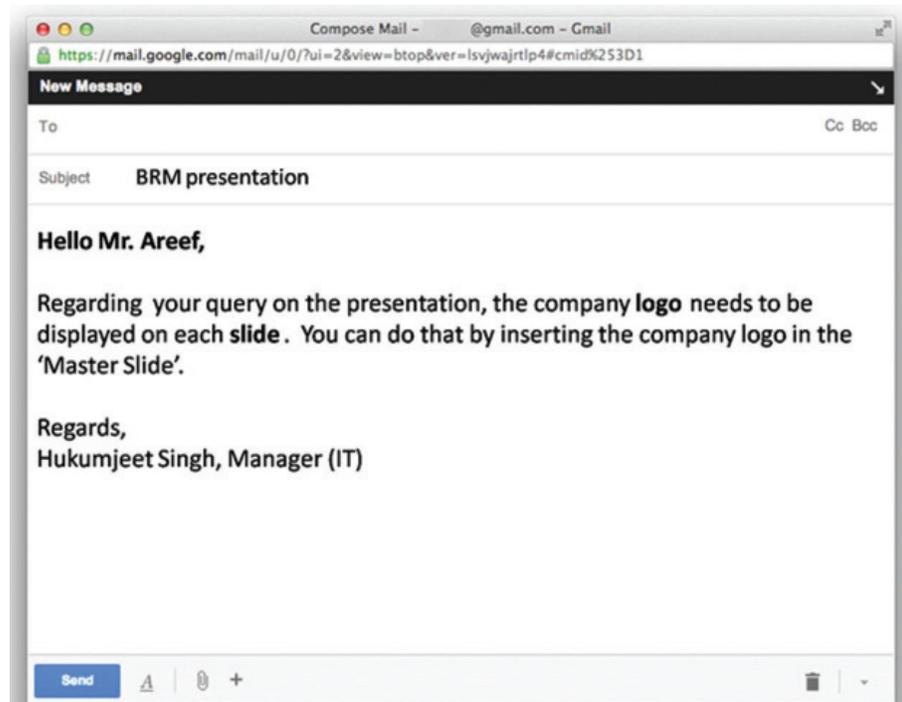
Can the regional head, Arif, who is not well versed with basic computer operations, perform the above operation? Also, are the words 'logo' and 'slide' spelled correctly? Has Arif's name been correctly spelled? What do you think will be the impact of such an incorrect email?

To ensure correct communication,

- the technical terms used must fit your receiver's level of education or knowledge,

- Check your writing for the following:

    - Grammatical errors.

    - Correct spelling of all the names and titles.

Example of correct communication:
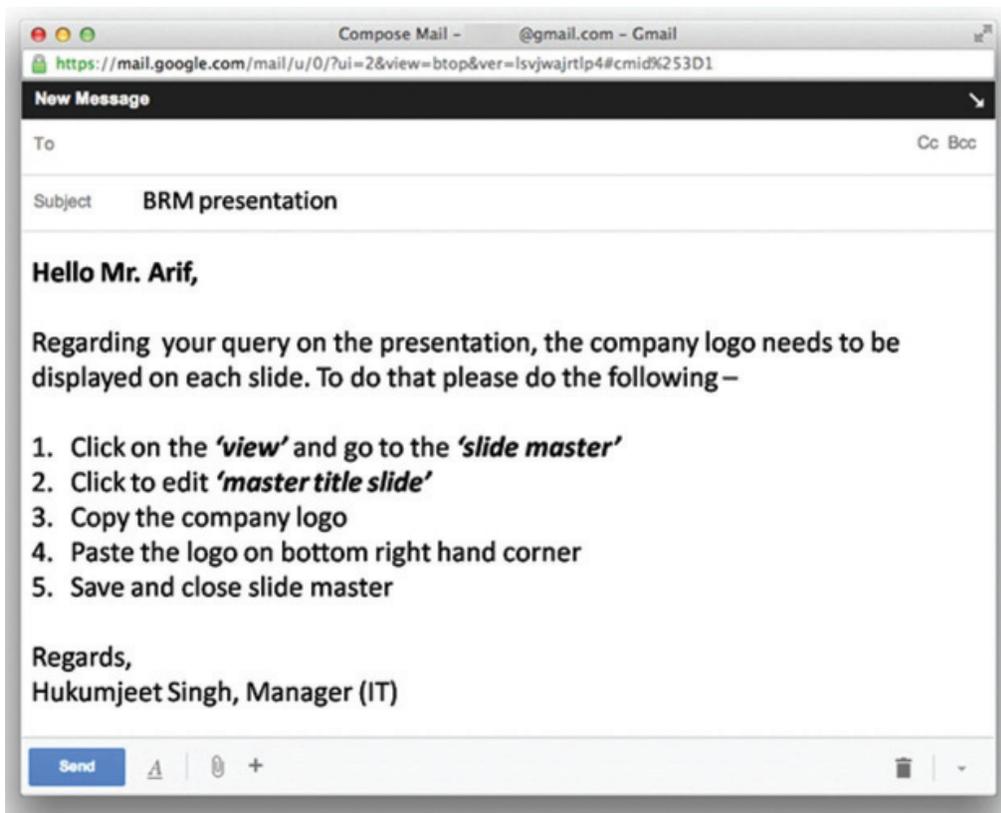
On the day of the BRM, Arif made his presentation. The contents in his presentation and their order are as under –

Expression and
Communication

Can you make sense of the presentation? Is the flow of the topics logical?

To communicate effectively, coherence is needed and one must ensure that–

●   The communication is logical.

●   All points are connected and relevant to the main topic.

●   The tone and flow of the text is consistent.

Example of coherent communication

Following the BRM, Susanta wrote a report to all the regional heads regarding the outcome of the event. The contents of his report is as under –

WoodWorth Furniture Limited.

Report on the Business Review Meeting

Contents

1. About BRM

2. Summary of presentations by the regional heads

3. Overall observation

Notes

If you were the regional head, would you get the complete picture of what happened at the BRM? Can you take any action based on the report? Is the report complete? For a communication to be complete, one must ensure the following:

- The receiver must have everything needed to take action.

- The receiver should be clear about what you want them to do.

- Included all relevant information—contact names, dates, times, locations and so on.

Example of complete communication.

WoodWorth Furniture Limited.

Report on the Business Review Meeting held on 20th December 2012, New Delhi

Contents

1. About the BRM

2. List of participants

3. Agenda of BRM

4. Summary of presentation by the regional heads

5. Overall observation

6. Analysis of the BRM outcome

7. Final plan to be adopted

8. Action to be taken to implement the plan

Notes

After the BRM was over, Malar wrote the following email to Hukumjeet's regarding his performance -
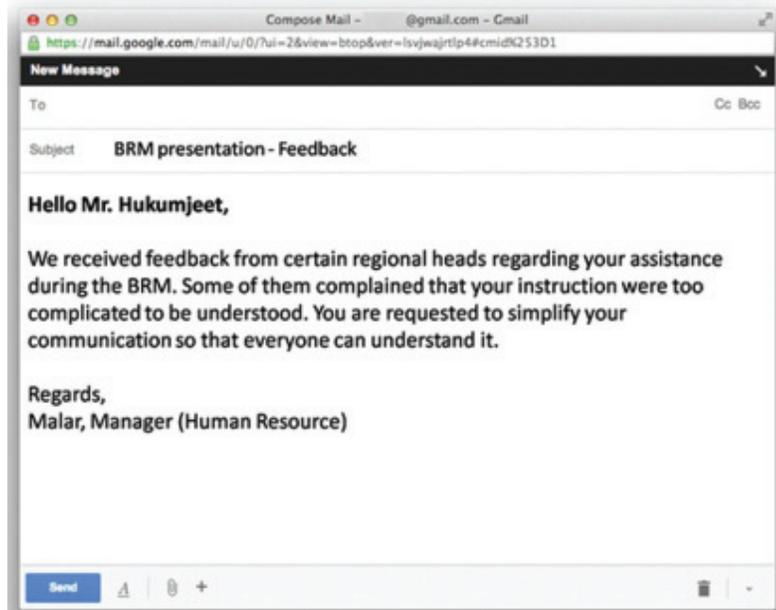
Do you think this was the right way to give feedback to Hukumjeet? Has Hukumjeet's positive contributions been recognized and appreciated? What would you have done if you were in Malar's position? For the communication to be fully effective, it must be courteous. The following must be kept in mind:

● The communication must be kept friendly, open and honest.

● Be empathetic. Keep your receiver's viewpoint in mind.

Example of courteous communication:
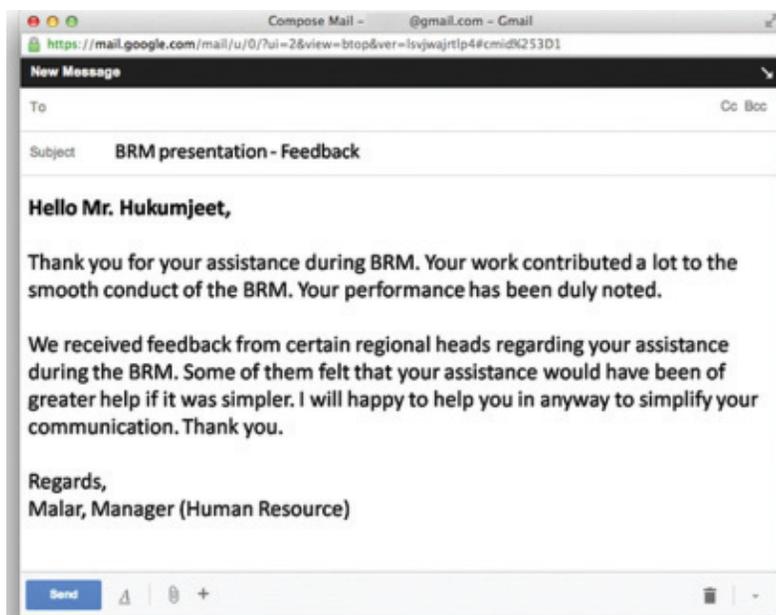
Activity 4.1

Chinese whispers

You may be familiar with the game of 'Chinese whispers'. A person whispers a message into another person's ear and the chain continues till the last person in who says aloud the message whispered into his or her ear. The communication is one way and no questions or clarifications are allowed. Assemble a few your friends and play the game with them. Use the following sentences or any others of your choice.

Notes

" I'd Love eating tosted cheese and tuna sandwiches."

"The quick brown fox jumps over the lazy dog and says hello to the cat."

"The angry birds ale candy and crushed the subway surfer."

"A pink pig and a pesky donkey flew a kite at night."

"Rabbits rumble,gaints grumble,dogs bark in the dark,and wolves woo in the blue."

"Bob the builder rented Oswald's apartment and borrowed Noddy's car."

Did the original message and what the last person in the chain said, match? If no, can you identify some reasons as to why they didn't? What would you change in the game so that the message is passed on correctly?

4.3   FORMS OF COMMUNICATION

Read the following conversation between two friends – Tarun and Mani.

Tarun: I have a brilliant idea for a new product but I don't know how to…

Mani: How to market? Well, you have just come to the right person. I happen to be an expert in this field.

Tarun: That's good to know. But I was thinking about investment.

Mani: Don't worry; I will help you with that as well. By the way, where are you having your lunch today? If you're free we can go to 'Karim's Corner'.

Tarun: I would love to. Maybe we can go a bit later. Coming back to my idea, the financials make me nervous. I need to move fast.

Mani: Do you think you are the only person in the world who happened to have a brilliant business idea? There were thousands before you and many of them are quite successful. So, stop complaining.

Tarun: You don't understand. The sooner I begin my unit the better it is. Else, someone else could develop something similar.

Mani: [scratching the back of his head] I get it. We will find a solution for your financial problem.

Tarun: So do you know any investor?

Mani: [turns to another colleague standing nearby and winks] Money problem.

Did Mani understand Tarun's problem? Do you think Mani would be able to help Tarun? If you were Mani, what would you have done to better understand Tarun's concerns? In the above conversation, Mani did hear what Tarun was telling him, but was he listening to him? So what's the difference between 'hearing' and 'listening'?

Hearing	Listening
It's a physical process.	It's a mental process.
The ability of the ear to sense the surrounding sound.	Listening is an attempt to make meaning of what we hear.
It is involuntary.	We consciously choose to listen.
It is a passive process.	It requires an active effort.
Hearing may or may not lead to using listening.	Listening leads to learning. It implies the message received.

Now you know the difference between 'hearing' and 'listening', can you suggest some techniques to listen better?

The following are the five key active listening techniques. They all help you ensure that you hear the other person, and that the other person knows you are hearing what they say.

1. Pay attention

Silence your mind. Give the speaker your undivided attention, and acknowledge the message.

- Look at the speaker directly.

- Put aside distracting thoughts.

- Don't mentally prepare a rebuttal!

- Avoid being distracted by environmental factors. For example, side conversations.

- "Listen" to the speaker's *'body language'* (we will read about them further ahead.)

LISTEN

SILENT

Notes

2. Show that you're listening

- Use your own body language and gestures to convey your attention.

- Nod occasionally.

- Smile and use other facial expressions.

- Note your posture and make sure it is open and inviting.

- Encourage the speaker to continue with small verbal comments like "yes", and "uh huh", etc.

3. Provide feedback

Our personal assumptions, judgments and beliefs can distort what we hear. This may require you to reflect on what is being said and ask questions.

- Reflect what has been said by – "What I'm hearing is," and "Sounds like you are saying," are great ways to reflect back.

- Ask questions to clarify certain points. "What do you mean when you say?" "Is this what you mean?"

- Summarize the speaker's comments regularly.

For example -

Speaker:

"*I just don't understand my boss. One minute he says one thing and the next minute he says the opposite.*"

Listener:

As I understand, "*You feel very confused by him?*"

We will read more about 'feedback' in lesson 6, 'Be Well Do Well'.

4. Don't interrupt

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

● Allow the speaker to finish each point before asking questions.

● Don't interrupt with counter arguments.

5. Respond appropriately

● Assert your opinions respectfully.

● Don't attack the speaker or put them down.

● Be candid, open and honest in your response.

● Treat the other person in a way that you think he or she would want to be treated.

Source: https://www.mindtools.com/CommSkll/ActiveListening.htm

INTEXT QUESTIONS 4.3

1. Who among the following is practicing active listening? Give reason for your selection.

(i) Nirmal is a marketing executive. His new plan for selling the company's products has failed miserably. His CEO calls for a review meeting to discuss the plan with Nirmal to identify what went wrong. During the meeting he thinks of the harsh words used by the CEO and feels hurt and upset. He tries to explain his stand but is not given an opportunity.

_____

_____

Notes

(ii) Xavier is a brilliant manager and has the ability to grasp any topic immediately. He needs to attend a very important business meeting for which he needs information urgently. His assistant Amol is ready with the details but takes a long time to explain it to Xavier. This frustrates Xavier who mocks him mentally and urges him to hurry up.

_____

_____

(iii) Sindhu is talking to her colleague Shibani on the telephone. She's giving her instructions about the how to handle a difficult but important client. There's high disturbance during the call and Shibani is not able to hear properly. She pauses at regular intervals and summarizes what Sindhu has said.

_____

_____

(iv) Rizwan feels very shy talking to women. While interacting with his boss Kavya he keeps shifting eyes and is constantly fidgeting with his pen. He is worried that she might get a wrong opinion about him and is hoping that the meeting would be over soon.

_____

_____

Plays, dramas, skits and movies are good examples regarding the power of communication. The adjoining picture is from a Charlie Chaplin movie *A Dog's Life*. Can you guess his mood? Do you know that this movie like many of the earliest movies did not have any dialogues at all? Have you seen any silent movie? How do you think the viewers understood such movies?

In such 'silent movies', the story was told through actions, gestures, expressions and posture. This is referred to as non-verbal communication.

(Image: https://travsd.files.wordpress.com/2014/04/chaplin_a_dogs_life.jpg?w=723&h=969)

As per Albert Mehrabian's model of communication there are three basic elements of inter personal communication. Spoken words, intonation and body language.

07%

38%

55%

07% Spoken words

38% Voice, tone
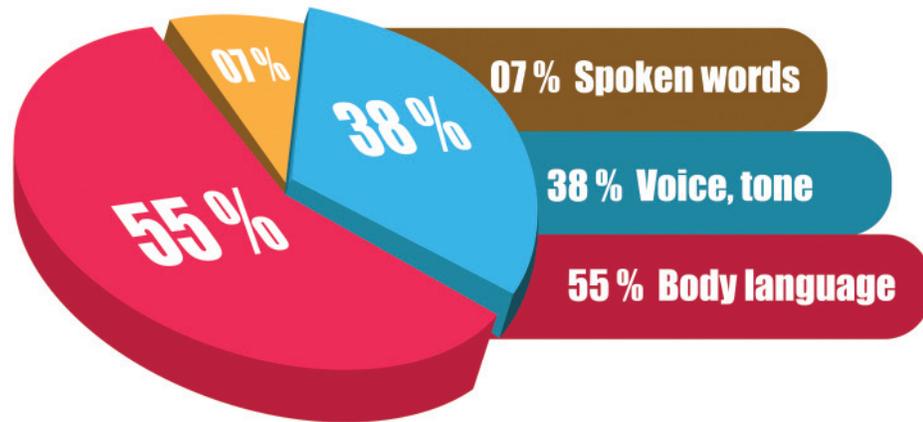
55% Body language

In this section, we will focus our attention on body language in personal communications.

The forms of non-verbal communication (other than para-verbal) is as follows:

Types of communication	Example
Facial expressions	The smiling face of a child upon seeing her/his favourite toy may indicate happiness.
Posture	The raised arms and shoulders of a sportsman after winning a competition may indicate triumph.
Gesture	'V – sign' displayed by sportsmen as a mark of victory.
Eye contact	An eye stare by a stranger gives rise to negative emotions.
Touch	A pat on the shoulder by parents on the child's shoulder as recognition of the child's achievement.
Space	The feeling of discomfort in an elevator filled with complete strangers.

In the above examples you might have observed that without any words being said, the message is being communicated. It is important for us to understand non-verbal communication for the following reasons:

- It helps us pick on the non-verbal cues being sent out by the receiver in response to our communication.

Notes

- In the event of a conflict between what is being said and the non-verbal cues, the latter is to be given importance. Therefore understanding body language is crucial to understanding communication.

- We can send the right signals so that the receiver interprets the communication as we intend.

There are many non-verbal cues. However, one must not read body language out of context. For example, if someone was sitting at a bus terminal with arms and legs tightly crossed and chin down and it was a chilly winter's day, it would most likely mean that he or she was cold, not defensive. If, however, the person used the same gestures while you were sitting across a table from him trying to sell him an idea, product or service, they could be correctly interpreted as meaning that the person was negative or defensive about the situation. So now you understand the importance and ways of speaking with clarity and reducing confusion.

WHAT YOU HAVE LEARNT

FROM CONFUSION TO CLARITY

- **ELEMENT OF COMMUNICATION**
  - VERBAL
  - NON VERBAL
    - BODY LANGUAGE
    - PARA VERBAL
- **COMMUNICATION LOOP**
- **ACTIVE LISTENING TECHNIQUE**
  - PAY ATTENTION
  - SHOW THAT YOU ARE LISTENING
  - PROVIDE FEEDBACK
  - DON'T INTERRUPT
  - RESPOND APPROPRIATELY
- **7 C'S OF COMMUNICATION**
  - CLEAR
  - CONCISE
  - CONCRETE
  - CORRECT
  - COHORENT
  - COMPLETE
  - COURTEOUS
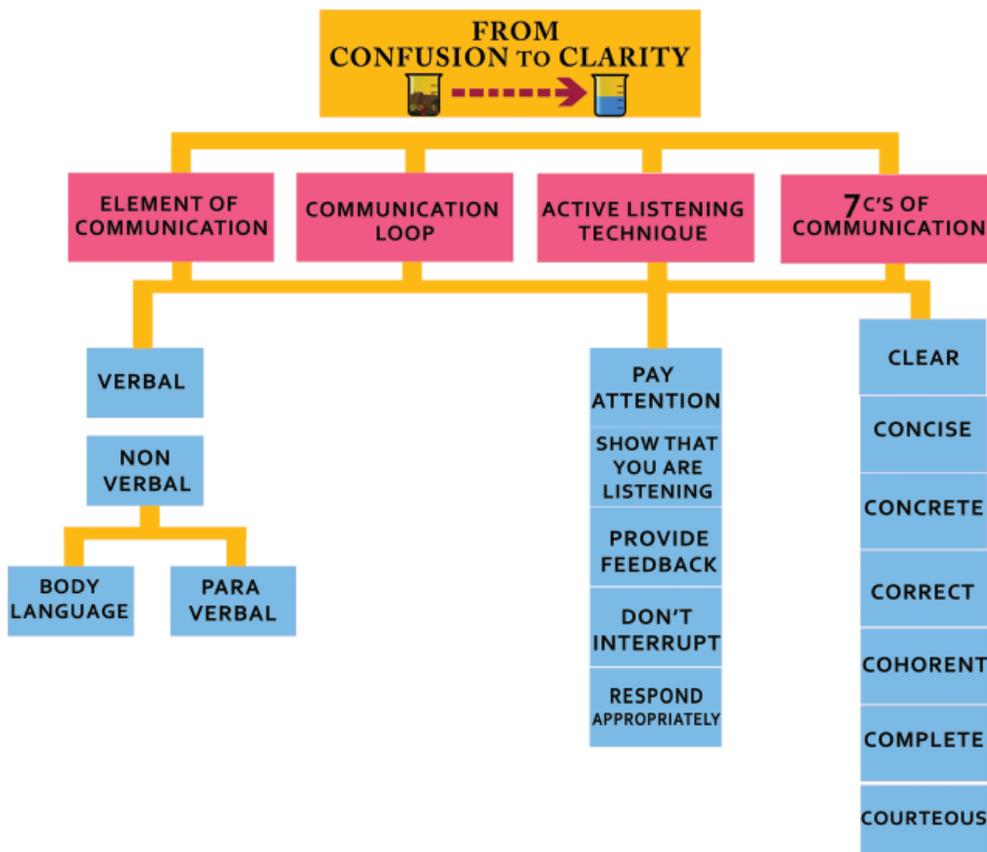
TERMINAL QUESTIONS

1. Identify the elements of communication loop.

2. What is noise and how does it affect communication?

3. What are the challenges to good communication?

4. Give four ways to measure the effectiveness of communication.

5. What is the role of listening in communication?

6. What are technological barriers to listening and how to overcome them?

7. Why shouldn't you interrupt when someone is talking?

8. How does asking questions improve communication?

9. Why is feedback necessary in communication?

10. Why do leaders need to be effective communicators?

11. How can you use body language to persuade someone?

12. What would you do if you there was a breakdown in communication?

13. What would you do if you misunderstood an important communication?

14. Communication is about what people hear, not what you say. Do you agree with this statement? Give reasons.

ANSWERS TO INTEXT QUESTION

4.1

Situation	Sender	Receiver	Channel	Noise	Feedback
Piegon Post	Mughal Emperor	Royal court official	Pigeon	Elements of nature like rain, that can damage the scroll	Pigeon sent by the receiver as an acknowledgement
Muskaan's Business Proposal	Muskaan	Bank	Business Proposal	Technical language used in the proposal may be misunderstood.	Letter from the bank to Muskaan asking her to come for preliminary discussions.

Sagar's Leave Request	Sagar	Kiran	Verbal	Gender stereotypes may cause doubts about Sagar's intentions.	Kiran asks Sagar to write a formal request for leave.
Senthil's Protest	Senthil	Social media users	Social media	1. Misinterpretation of sign language. 2. Biases and assumptions about casteism.	The video going viral indicates the vimpact of the message on the audience.

4.2

i. Identify the reasons for miscommunication in the above conversation.

- The noise and disturbance caused by the traffic.

- As Kedar is new to Delhi, he's unaware of the place called 'Mandi House' and assumes that it's someone's residence.

- The word 'ate' and the numerical '8' sound similar which results in Kedar and Konkana to arrive at different conclusions.

- Konkana's preconceived notion that Kedar is 'always concerned about eating' results in misunderstanding.

ii. Suggest one way of speaking which would have avoided the miscommunication

- As Kedar is new to Delhi, Konkana could have just mentioned that she's stuck in traffic without specifying her location. This would have removed the confusion over 'Mandi House'.

- Instead of jumping to conclusion that Kedar is talking about food, Konkana could have asked him to repeat the line regarding gate number.

- Fighting with a person who is not able to hear properly is bound to cause confusion. Kedar could have shown more patience and repeated his location to Konkana.

iii. Suggest one way of communication other than speaking which would have avoided the miscommunication.

- Both Kedar and Konkana are in crowded places which makes verbal communication difficult. Instead they could have communicated via text through some messaging service or a mobile app. Further, they could have shared their location with each other through some 'online map app' which would have made the communication very effective.

4.3

(i) If Nirmal focuses on the harsh words spoken by his CEO, he might miss out on the real message the CEO is trying to convey. Further, trying to explain his stand might result in interrupting the CEO's message. Instead, Nirmal could ask questions like "What do you mean when you say?", "Is this what you mean?" etc. to identify the actual meaning behind his CEO's message. Further, feedback is a great way to improve oneself.

(ii) Xavier may be brilliant, but mentally mocking another person during a conversation could make him lose focus and he might miss out on some vital information. If need be, he can politely convey that he's running short of time and ask Amol to be brief.

(iii) In case the noise and disturbance is high it's advisable to summarize at regular intervals. This acts as a feedback and avoids any misunderstanding. It also gives confidence to the sender that that the information being conveyed has been properly understood.

(iv) Avoiding eye contact could convey many negative messages like – deceit, lack of confidence, hidden intentions, lack of interest etc. Rizwan's interaction with his boss Kavya is professional in nature and he must learn to focus his eye gaze in the business zone.

My Directory of Communication

Palm Positions	
	Submissive
	Dominant
	Aggressive
Handshakes	
	Taking Control
	Giving control
	Equal partnership

	frustration gesture, signaling that the person is holding back a negative attitude.
	Gripping hands, arms and wrists. Superiority complex
	Thumb displays and hands tucked in pocket while talking are not considered polite
	Thumb displays
	Holding hands with oneself - to experience Emotional security

Notes

Expression and
Communication

	Head position Normal Iinterested
	feeling confident, dominant, or superior about something.
	Action gesture

Notes

	Action gesture
	Readiness to end an encounter or a conversation
	Eye gaze – the business gaze
	Eye gaze – the social gaze

Expression and
Communication

	Eye gaze – the intimate zone
	Mirroring gesture – thinking alike
	Mirroring gesture – gaining acceptance
	Proximity / space - distances
	Acceptable conversational distance in social situations

	unacceptable conversational distance in social situations
	Open and closed attitude

Notes

(**Source**: Body Language – How to ready other's thoughts by their gestures, Allan Pease, Sheldon Press, London.)

5

DEVELOPING THE SELF

Abandoned by her mother, beaten by her father and married at the age of twelve to an abusive man much older than her, Baby Halder's early life was full of overwhelming challenges and heartbreak. Her luck finally turned when she started working for Prabodh Kumar, a retired professor.He helped her to read his books and newspapers—which she read with enthusiasm. She then started expressing her life's story in the form of a book, *Aalp Andheri, A Life Less Ordinary*. Hers is a story of an ordinary woman who shows a lot of courage and determination. Finally,she emerges as a confident writer(Source: *A Life Less Ordinary: A Memoir by Baby Halder*, *UrvashiButalia* (Translator)).Through the story of Baby Halder, a domestic help-turned author, we will start our journey of developing the self.

OBJECTIVES

After studying this lesson, you will be able to

● identify characteristics of descriptive piece of writing;

● pick between given and chosen identity;

● read and comprehend biographical and inspirational text to empathize and connect with the characters;

● interpret an interview to look for details, and

● write grammatically correct autobiographical note showcasing their journey which can be used in evaluative situations such as interviews.

5.1 DESCRIPTIVE WRITING

Descriptive writing is the art of describing a thing, person, place or event to create an image in the mind of the reader. A good piece of writing appeals to as many senses of the reader as possible, that is, sight, hearing, smell, taste and

touch. We should write in a way that the reader is not only able to imagine but comes close to experiencing what is being described.

You must be wondering why you need to learn writing descriptive texts. Imagine that you are looking for headphones. You explore a variety of options that you have within your price range. In addition to the picture of the product, do you not pay close attention to its description? If the description brings the experience of using these headphones to life, it might tempt you to buy them!

Descriptive writings can be in the form of a biographical text. These can be called an inspirational text if they inspire us to change. Let us try to read some of these texts to better understand descriptive writing style. In this lesson we will learn about:

1. Biographical text

2. Inspirational text

3. Dialogues in interviews

1. Biographical Text

Let us go back to Baby Halder's story. Let us identify some words that describe her struggle.These are: poor, neglected and heartbroken. Can you identify one more word that describes Baby's struggle? Yes,abused is another word. Now,let us identify some positive words that describe Baby Halder's response to her unfavourable circumstances. Enthusiasm, determination, confidence aresome of the positive words. Let us find one more positive word that describes how Baby responded to the problems in her life. You are right, it is courage!

Let us learn grammar 5.1

You have noticed that many symbols have been used while narrating Halder's story. These are called punctuation marks. Punctuation refers to symbols used to help us better understand the meaning of a written text. Here are some commonly used punctuation marks!

Symbol	is called	is used to	Example
,	Comma	separate parts of a sentence	We need to learn the skills to say no to smoking, drinking alcohol, consuming paan masala and gutkha.
;	Semi colon	separate two closely related parts (called independent clauses) within a sentence	We can choose not to give in to negative peer pressure; it may have bad consequences.

.	Full stop	mark the end of a sentence	All young people have a right to be educated.
"..."	Quotation marks	quote what someone said word to word	"One child, one teacher, one book and one pen," said Malala Yousafzai, "can change the world."
?	Question mark	indicate a question	Don't you think that Indian cinema has positively addressed the issue of women empowerment**?**
!	Exclamation mark	express a sudden reaction (surprise or shock)	Life is what you make of it!

INTEXT QUESTION 5.1

1. Punctuate the following sentences:

    (a) Though Halder did not have access to books she made the most of the ones she could lay her hands on

    (b) Whoever thought said the Professor that a maid without proper schooling cannot write a book was proved wrong

    (c) Her only assets were her confidence her resolution and the Professor's help

    (d) We can all learn something from this story it really is unusual and inspiring.

    (e) Did you also get inspired to do something that you have always wanted to do?

2. Complete a short descriptive paragraph.

    One of your friends wants to create a brief profile on a website which allows people to connect with other professionals. A profile is an introductory paragraph that describes the person's qualities and her background. Your friend started writing the profile using the following descriptive words Can you write the next sentence to help her complete her profile?

Energetic	Responsible	Team	Challenge	Independent	Contribute

    I am an energetic and creative person who likes to work in a challenging environment _____

    _____

3. Write a short descriptive paragraph.

    You want to sell your headphones online. Complete this descriptive paragraph about these headphones to a potential buyer in 50 words.

You may use the following words:		
headphones	listen	comfort
headband	soft	earcups
relax	songs	favorite

Notes

5.2 IDENTITY: GIVEN AND CHOSEN

Our identity is an image of ourselves. This image is influenced by the choices we make in our life. It has multiple aspects: gender, race, culture, profession and others. An important aspect of our identity is what we think we can accomplish in our lifetime. A famous poet, Kamala Das, often expressed her emotions through her thought-provoking poems. She speaks for many Indian women who do not get a platform to voice their opinion. In a beautifully written poem, 'Introduction', Das raises the issue of her identity. Now, let us read two stanzas chosen from the poem.

"I am Indian, very brown, born in Malabar,

I speak three languages, write in

Two, dream in one.

Don't write in English, they said, English is

Not your mother-tongue. Why not leave

Me alone, critics, friends, visiting cousins,

Every one of you? Why not let me speak in

Any language I like? The language I speak,

Becomes mine, its distortions, its queernesses

All mine, mine alone.

It is half English, half Indian, funny perhaps, but it is honest,

It is as human as I am human, don't

You see?"

"Then … I wore a shirt and my

Brother's trousers, cut my hair short and ignored

My womanliness. Dress in sarees, be girl

Be wife, they said. Be embroiderer, be cook,

Be a quarreller with servants. Fit in. Oh,

Belong, cried the categorizers. Don't sit

On walls or peep in through our lace-draped windows.

Be Amy, or be Kamala. Or, better

Still, be Madhavikutty. It is time to

Choose a name, a role."

(*Source:* https://www.poemhunter.com/poem/an-introduction-2/)

In the first stanza, Kamala Das speaks of people discouraging her from writing in English, since it is not her mother tongue. She gives a befitting response, saying that she has the right to express her emotions in a language she is comfortable in.

Let us write 5.1

Write the meaning of the second stanza in your own words. Remember to write in full sentences using correct punctuation.

_____

_____

_____

How beautifully the author describes her struggle to fit into a gender-appropriate role that is considered acceptable by the society! Often in our lives, we also struggle with a role that has been given to us because of our circumstances. However, sometimes we want to choose our own identity. Don't you think that gender plays a big role in the way society expects you to conduct yourself?

Let us see how author Baby Halder and the poet Kamala Das explored their identities. Halder was not born an author. She had to fight her circumstances to be who she is today. Don't you agree that Baby Halder has two identities? Her given identity is that of a domestic help, engaged in manual labour to make ends meet. However, the identity that she chooses for herself is that of an author, voicing her opinion. Similarly, Das feels the pressure to fit into a role considered acceptable by the society. However, she believes that she should be able to choose how she leads her life.

Activity 5.1.

Look at the contrasting identities of Baby Halder.

Source: Google images	Source: Google images
Given Identity: **A Domestic Help**	Chosen Identity: **An Author**

Fig 5.1: Given and Chosen identity

Based on the two identities of Baby Halder, draw two pictures of yourself—one depicting your given identity and the other that you want to choose for yourself. Be sure to add interesting titles for both your identities!

INTEXT QUESTIONS 5.2

1. Write a descriptive paragraph of about 100 words explaining the choices you will need to make to achieve your chosen identity.

2. Which of the following identities of Abdul Kalam Azad was given and which one was chosen? Why?

   Son of a boatman, Rocket Scientist, President of India

5.3 COMPREHENDING A BIOGRAPHICAL AND INSPIRATIONAL TEXT

Prem Ganpathy was born in Nagalapuram, in Tuticorin district, Tamil Nadu. They were six brothers and one sister. Prem's father's farming business was not very profitable but the family somehow managed a living. However, honesty was the way of life for them.When Prem completed class 10, there was only one clear career path. Get out of school and get to work! "*Phir general store main, kapadey ki dukan main job pe jata tha*!" (I used to work in general stores or cloth shops.) So,Prem got employed at the coffee shop owned by a cousin. He might have continued all his life, had Prem not taken matters in his own hands!

When Prem was 17 years old, he went to Bombay with Rs.150 in his pocket to support his family. But the person with whom he had come disappeared leaving him alone at Bandra station! A fellow traveller started collecting money for PremGanpathy's ticket, back to Chennai. "No way! *Main yahin pe kuch kaam karega*," said Prem. (I will take up some work here). And so, he took on the work of a dishwasher in hotel for the next six months.

(Source: Edited excerpts from the book *Connect the Dots* by RashmiBansal)
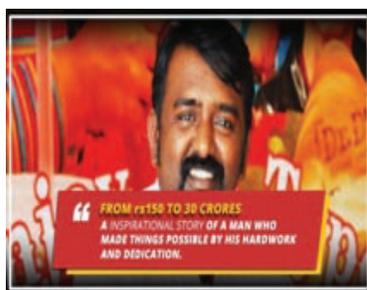
Do you know that Prem, who once struggled for survival, is today a proud owner of Dosa Plaza, a unique food chain that offers more than 100 varieties of dosa? His dosas werenot only tasty but also hygienic. He was amongst the few 'thela' (handcart) owners to use hair bands and gloves. He learnt to use computers to expand his business. Then he started thinking bigger—he thought of creating his own brand!Image Source: http://www.drilers.com/prem-ganapathy-started-dosa-restaurants

Don't you think Prem's response to his situation shows a deep conviction (belief in one self) and confidence? He creates his own destiny rather than accepting circumstances as fate.

Let us write 5.2

All of us face challenges in life. We can handle some of them well, while we may struggle with others. Think of two challenging situations from your life. One situation when you were able to respond positively and find a solution to your problem and other when you failed to resolve the issue. For both the situations, write a descriptive paragraph of approximately 200 words each. Use at least five words that best describe you when you were responding to the situation in question. Add this write up to your portfolio:

	Situation handled well	Situation not handled well
Suggested describing words	Cooperative, brave, courageous, confident, perseverant (one who does not give up in unfavourable circumstances), optimistic (one who sees the bright side of things)	Argumentative, non-cooperative, afraid, unsure, fatalistic (one who accepts unfavourable circumstances as destiny without questioning them or trying to help herself), pessimistic (one who sees negative side of things)
Write up for your portfolio		

A. Analysing Biographies for Details

When we read a descriptive text, we try to understand the purpose that motivated the author to write. Is she writing to inform us, entertain us or convince us about her viewpoint?

Some stories are written just to entertain the readers, for example, novels. Aren't textbooks written to inform, instruct and explain concepts? Print advertisements, on the other hand, are written to convince or persuade people to buy a product or a service.

Biographies are often written to inspire others to follow their footsteps. "A person does not need an M.B.A to create an innovative, successful business," says author Rashmi Bansal while writing Prem's biography. While reading a biographical text, we start by looking for the main or the central idea that the author is trying to convey. Then, we look for details to understand the text better.

Let us learn grammar 5.2

Verbs are words used to describe an action or an occurrence. The word tense is derived from the Latin word *tempus* which means time. Verb tenses help us understand the timing of an action or event. An important part of grammatically correct language is the correct use of verb tenses. The table below is an illustration of appropriate use of tenses:

Verb Tenses	Past	Present	Future
Simple	I read NIOS study material yesterday.	I read NIOS study material every day.	I will read NIOS study material tomorrow.
Continuous	I was reading the study material when you arrived yesterday.	I am reading the study material right now.	I will be reading the study material when you arrive tomorrow.
Perfect	I had read all the chapters when you arrived.	I have read the reference material I took from the library.	I would have read all the lessons in the study material by the time you arrive.

INTEXT QUESTIONS 5.3

1. Read Prem Ganpathy's story again and answer the following questions in a few words:

   (a) Prem's given identity was that of …......……. and chosen identity is that of …......…….

(b) …........……. new skill helped Prem expand his business.

(c) The creative idea of …........……. helped Prem make his business successful.

(d) The purpose of the author in narrating Prem's story was to …........…….

2. Fill in the blanks with the correct verb tense

(a) Prem…........……. (work) in the restaurant industry for ten years.

(b) His business …........……. (be) quite successful.

(c) As he …........……. (want) even better next year, he …........……. (work) harder this year.

(d) Before he …........……. (establish) his company, he …........……. (do not) know how to use a computer.

(e) But while he…........……. (learn) to use the computer, he…........……. (meet) lots of young educated people.

(f) Then he…..(notice) how important it …........……. (be) to be able to use the computer nowadays.

B. Empathizing and Connecting with Characters

Empathy is being able to connect with others emotionally and intellectually. It helps us relate to what the other person is going through without judging him or her.

Now, let us bring together all the people that we have talked about so far: Baby Halder, Kamala Das and Prem Ganapathy. All of them were from ordinary backgrounds but managed to accomplish extraordinary things in their lives: be an author, a poet or build a famous brand in the food industry. What helped them do so?

> *Empathy is being able to connect with others emotionally and intellectually. It helps us relate to what the other person is going through without judging him or her.*

Activity 5.2

Look at the traits that helped these people turn their lives around. Identify at least <u>five</u> traits or abilities you have which will help you to work towards your goals in life. Write them in the space provided below.

Person	Descriptive words showing their Unique Abilities
Baby Halder	Courage, creativity, perseverance (not giving up in unfavourable circumstances), resourcefulness (reaching out to mentors for guidance when needed)

Kamala Das	Confidence, creativity, audacity (boldness to challenge the rules of the society for self-development)
PremGanapathy	Hard work, vision (making realistic short-term goals and working towards ambitious long-term goals), innovation (thinking of a new or original way of doing things), networking (being able to develop and maintain relationships with people for mutual benefit)
(Your name)	_____ _____

Notes

Activity 5.3

Let us go back to 'Let us write 5.2' where you described a situation which you could not handle well. If you could live that situation again, do you think you could have handled it better using the unique traits that you have just identified? Discuss the situation in question with a mentor or a close friend or a family member to see how you could have turned it around with your strengths. Respond in approximately 250 words and include it in your portfolio. (Hint: Using past tense may help you avoid some grammatical errors.)

5.4 DIALOGUES - INTERPRETING AN INTERVIEW

Have you ever appeared for a job interview? A job interview is a conversation or an interaction between an employer offering a position, called the interviewer and a candidate looking for the position, called the interviewee.

An interesting interview interaction

As you might already know, an interview is usually an important step in selecting the candidate who gets the job. Hence, it is important for the interviewees to present themselves well. During an interview it is important to answer the

questions from the point of view of the interviewer. It helps us focus on the value that we can add to the role and the organization. There is much more to learn about interviewing skills in another lesson.

Now, we will observe some dialogues from a job interview for the position of an administrative assistant in a private school. We will focus on making sure that there are no grammatical errors and that the answers are meaningful and complete.

Interviewer: *"Why did you apply for this job?"*

Interviewee: "I came to know that there is a position for administrative assistant in your school. Since I have done my +2 and I been looking for a job, I think I should apply."

Let us analyse the response of the interviewee. First, are there any grammatical errors? Yes! "*I been looking for a job*" can be replaced with "I <u>have</u> been looking for a job". Further, "*I think I should apply*" can be replaced with "I <u>thought</u> I should apply".

Is the answer complete and meaningful? You are right, this answer is incomplete. The interviewee does not show interest in the job. Nor does she talk about her capabilities. Here is a suggested response:

"Madam,I have 6 months of experience in working with a private school as a data entry specialist. Hence, I have some understanding of how a school system runs. I am good at coordinating with people as well as at organizing information. I also enjoy working in the education sector. I think that the administrative assistant position in your school will be a suitable for my interest as well as my capability."

Now, let us look at another dialogue.

Interviewer*:* "Can you share one of your weaknesses?"

Interviewee: "Since my mother is ill, I take care my mother, so I can sometimes not come in time, but I can complete the work."

You might have also observed that the candidate has left a doubt in the mind of the interviewer that she might not be able to perform her duties well. Do you think she will get the job if she presents the situation in the above-mentioned way? I agree, though we can try to understand what she is trying to convey, we need to work on presenting it better. "*I take care my mother*" can be replaced with *"I take care of my mother"*. Here is a suggested response:

"Sir, when I was in 9th grade, my mother was diagnosed with epilepsy. I decided to take responsibility of her health and decided to shift from my school to the open schooling system. I finished my schooling with distinction. My mother has now been completely cured. However, once in two months, I must take her for

regular check-ups. I will appreciate it if you could give me flexible hours on those days."

While the candidate is asking for some time off, she is justifying it well. Further, she is presenting herself as a responsible person. This question was asked at the end of this interview:

Interviewer: *"Do you have any questions for me?"*

Interviewee: *"Yes, when will I come to know about the result of this interview?"*

Do you think that this is a good question to ask when you are being given the opportunity to ask a question in an interview? I agree, it is not. It shows lack of preparation for the interview. It also reveals lack of confidence. Is the following question any better?

Interviewee: *"I would like to know what are your expectations from the person who will be selected for this position."*

Yes, this question shows that the candidate is thinking how he can perform the role well.

After studying this lesson, you might have realized that each one of us has the capability to challenge our given identities. We are also empowered to build our own chosen identities. To be able to follow our dreams, we equip ourselves with a variety of skills. One of the important skills that will help us realize our dreams is the ability to communicate effectively!

WHAT YOU HAVE LEARNT
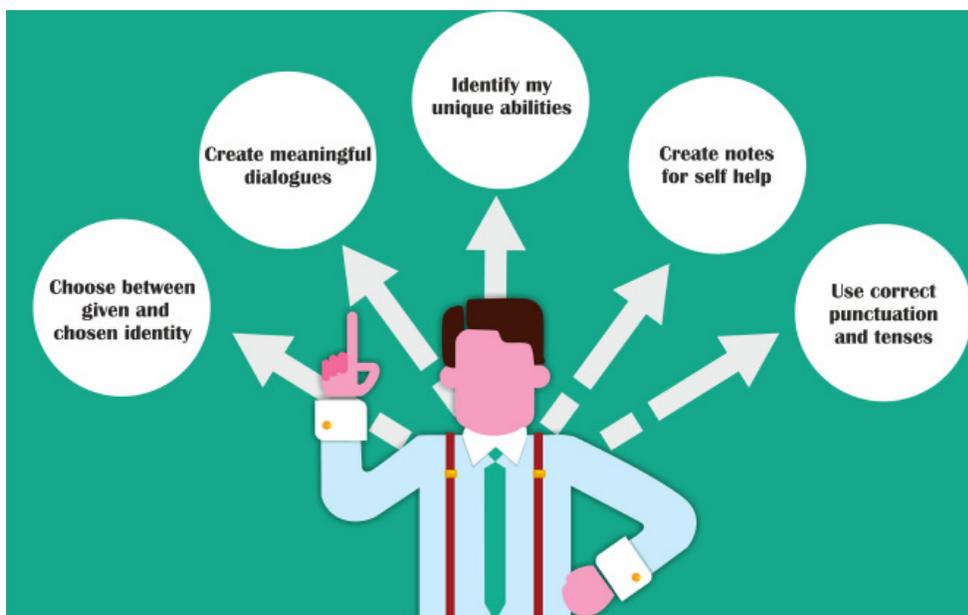
Notes

TERMINAL EXERCISE

1. There is an internet connectivity issue with your new phone. You try to get the problem fixed multiple times, but it is not getting resolved. Write a descriptive paragraph complaining to the company in 50 words. Use appropriate punctuation marks.

2. There are moments when you must have felt burdened by the challenges and felt discouraged. Remember one such moment. Write in ten sentences how you motivated yourself to stay positive and resolved the issue.

3. You are being interviewed for the post of floor assistant. Respond approximately in 50 to 100 words to the question,"*Why should the company hire you?*"

4. Read the following story and answer the questions given below:

    Mangte Chungneijang Mary Kom, known to millions as Mary Kom, is an Indian boxer. She belongs to the Kom tribal community of Manipur. Her parents used to work in the fields. Mary Kom completed eight years of education in Moirang and proceeded to Imphal for her ninth and tenth standards. Then, she quit school and gave her examination from NIOS. Although she was not brilliant academically, she did not give up on life.

    "Some women are physically strong but fail when it comes to having a strong heart. I am determined to fight with all my strength to make my nation proud. God has given me the talent and it's only because of sheer grit and hard work that I have made it so far."

    The success of Dingko Singh, a boxer from Manipur, in the 1998 Asian Games inspired her to become a professional boxer. Since boxing is considered unsuitable for women, Mary Kom had to initially hide her passion from her family. She started boxing at the international level at the age of 18, which is considered late. However, her determination to succeed in the world of boxing won her numerous medals, including a bronze medal in 2012 Olympics.

    Edited excerpts from:http://www.mbarendezvous.com/motivational-story/mary-kom/

    (a) Pick six words or phrases from the text that describe the traits that helped Mary to be successful in achieving her goal?

    (b) In your opinion, how important is age when it comes to achieving one's dreams? (approximately 150 words)

    (c) Mary's story has inspired millions of people all over the world. Which dream or goal did Mary's story inspire you to pursue? (approximately 250 words)

5. Rewrite the following sentences using the correct tenses and punctuation:

(a) During her childhood her family …......……. (struggle) even for the basic amenities let alone the luxuries

(b) "When I …. (see) Asian champion Dingko I …......……. (is, hook) to boxing" says Mary

(c) Mary …..(go) on to make India proud by …......……. win) fifth gold medal at the Asian Championship

(d) "I am hoping this medal which ….. (come) after I …......……. (become) a Member of Parliament …......……. (enhance) my reputation even further" said Mary

(e) Mary Kom …......……. (is) a great inspiration for women in sports

Notes

ANSWERS TO INTEXT QUESTIONS

5.1

1. Punctuation Exercise.

(a) Though Halder did not have access to books, she made the most of the ones she could lay her hands on.

(b) "Whoever thought," said the Professor, "that a maid without proper schooling cannot write a book, was proved wrong."

(c) Her only assets were her confidence, her resolution and the Professor's help.

(d) We can all learn something from this story; it really is unusual and inspiring.

(e) Did you also get inspired to do something that you have always wanted to do?

2. I am a responsible individual who can work independently as well as contribute positively in teams.

3. These headphones are designed to give you a superior experience. Cushioned headband along with soft ear cups allow you to relax while listening to your favourite songs for hours. I have hardly used them, so they are as good as new!

5.2

1. A suggested response:

I will start with identifying my chosen identity after assessing my strengths and weakness. I will reflect on my interestsand identify the areas where I

can add value. Then I will evaluate the difference between my current skills and the skills that I need to be able to live my chosen identity. This skill gap will have to be filled. I will also consider factors such as support of family and friends and access to funds. I understand that there will be difficulties along my chosen path. Along with hard work and perseverance (not giving up in difficult circumstances), I will make sure that I do not compromise on my value system.

2. Identities of Abdul Kalam Azad

Given: Son of a boatman

Chosen: Rocket Scientist and President of India

By virtue of birth, Abdul Kalam Azad's given identity was that of the son of a boatman. However, he struggled to get educated and become a rocket scientist, choosing his own destiny. Gradually, he became well known for his patriotism, his leadership skills and his compassion towards the poor. Later, he became the President of India.

5.3

1. (a) Prem's given identity was that of *a helping hand in a small business……* his chosen identity is *that of a business owner*.

   (b) *Learning to use computers* was a new skill that Prem learnt to take his business to the next level.

   (c) The creative idea of *adding new varieties of dosas* helped Prem make his business successful.

   (d) The purpose of the author in narrating Prem's story was to *encourage other budding entrepreneurs to follow their dreams by narrating an inspirational real-life example.*

2. (a) Prem**has worked** in the restaurant industry for ten years.

   (b) His business **has been** quite successful.

   (c) As he **wants to do** even better next year, he **is going to work** harder this year.

   (d) Before he **established** his company, he **did not know** how to use a computer.

   (e) But while he **was learning** to use the computer, he **met** lots of young educated people.

   (f) Then **he noticed** how important it **is** to be able to use the computer nowadays.

6

BE WELL DO WELL

A farmer had some puppies he needed to sell. He painted a sign advertising the 4 pups and set about nailing it to a post on the edge of his garden. Suddenly felt a tug on his trousers. There was a little boy looking at him. "I want to buy one of your puppies," he said. "Well, these puppies come from fine parents and cost a good deal of money," said the farmer. The boy dropped his head for a moment. Then reaching deep into his pocket, he pulled out a handful of coins and held it up to the farmer. "I've got 100 Rupees. Is that enough to take a look?" "Sure," said the farmer. And with that he let out a whistle. "Here, Dolly!" he called.

Out from the doghouse and down the ramp ran Dolly followed by four little puppies. The boy's eyes danced with delight. As the dogs made their way to the fence, the little boy noticed something else stirring inside the doghouse. Slowly another little puppy appeared. In a somewhat awkward manner, the little pup began hobbling toward the others, doing its best to catch up. One of its legs was missing. "I want that one," the little boy said, pointing to the pup. The farmer knelt down at the boy's side and said, "Beta, you don't want that puppy. He will never be able to run and play with you like these other dogs would." With that the little boy stepped back from the fence, reached down, and began rolling up one leg of his trousers. He revealed his artificial leg attached to a specially made shoe. Looking back up at the farmer, he said, "You see sir, I don't run too well myself, and he will need someone who understands." With tears in his eyes, the farmer reached down and picked up the little pup and gave it to the boy.

What made the boy choose the pup though one of its legs was missing? Why did the farmer get emotional when he gave the pup to the boy? The boy has an artificial leg. What do you think are the challenges he will be facing in his life? How will you refer to the boy – lame, handicapped or a person with a

disability? If you had to write about this event, how will you do it? How did the boy convey his message to the farmer so that the farmer appreciates it? We will try to answer many such questions in this lesson.

OBJECTIVES

At the end of this lesson, you will be able to –

- perceive and relate to the emotions of people;
- reflect on and write an article on overcoming difficult situations in life;
- distinguish between a report and an article;
- use neutral language which is free from biases and prejudices, and
- accept and give constructive feedback.

6.1 PERCEIVING AND RELATING TO EMOTIONS

Let us read the story " The Coin in the Shoes". A young student was one day taking a walk with a professor, who was commonly called the 'students' friend'. On the way they saw a pair of old shoes, which they thought to belong the poor man, who was working in a field close by. The student turned to the professor and said "Let us play the man a trick: we will hide his shoes, and hide ourselves behind those bushes, and will wait to see his confusion when he cannot find them." "My friend, we should never amuse ourselves at the expense of the poor. It may give your greater pleasure if you put a coin into each shoe. Then we will hide ourselves and watch how the discovery affects him" said the professor.

 The student did so, and they both hid behind the bushes close by. The poor man soon finished his work, and came across the field to the path where he had left his coat and shoes. While putting on his coat he slipped his foot into one of his shoes; but feeling something hard, he stooped down to feel what it was, and found the coin. He looked shocked and pleasantly surprised. He gazed upon the coin, turned it round, and looked at it again and again. He then looked around him on all sides, but no person was to be seen. He then puts the money into his pocket, and went on to put on the other shoe; but to his surprise was doubled on finding the other coin.   His feelings overcame him; he fell upon his knees, looked up and thanked the Gods. He spoke of his wife, sick and helpless, and his children without bread. He was very grateful for this timely help from some unknown hand. The student stood there deeply affected, and his eyes filled with tears.

What would you do if you were the student and there was no professor to guide you? Which of the actions would have made you feel better – seeing the poor man search for his shoes or knowing the kind of struggles he is undergoing and how your action has made a difference in his life?

Further, what if you were the poor man? How will you feel if your shoes were missing? What will be your reaction if you found coins in your shoes?

The boy who chooses the three-legged pup and the student, who realizes the feelings of the poor man, have a common element – empathy. Having empathy means the following –

1. *Emotional sharing* **-** which occurs when we experience feelings of distress as a result of observing distress in another individual

2. *Empathic concern* **-** which is the motivation to care for individuals who are vulnerable or distressed, and

3. *Perspective-taking* **-** the "ability to consciously put oneself in the mind of another individual and imagine what that person is thinking or feeling."

Activity 6.1

Identify the 3 elements given above in the stories of 'The Fifth Pup' and 'The Coin in the Shoes'?

Elements of empathy	The Fifth Pup	The Coin in the Shoes
Emotional sharing		
Empathic concern		
Perspective-taking		

6.2 WRITING AN ARTICLE ON OVERCOMING DIFFICULT SITUATIONS

Here is a story "The 'Sign' of the blind man".

An old blind man was sitting on a busy street corner in the rush-hour begging for money. On a cardboard sign, next to an empty tin cup, he had written: *'Blind - Please help'*.

A young advertising writer walked past and saw the blind man with his sign and empty cup, and also saw the many people passing by. Many walked by completely unmoved, let alone stopping to give money. Some of them glanced at him as they passed, felt sorry and went away. The advertising writer took a thick marker-pen from her pocket, turned the cardboard sheet back-to-front, and re-wrote the sign, then went on her way. Immediately, people began putting money into the tin cup. After a while, when the cup was overflowing, the blind man asked a stranger to tell him what the sign now said.

"It says," said the stranger, *'It's a beautiful day. You can see it. I cannot.'*

How a simple change in the sign changed the action of the people? How does empathy come in here? In the first instance, the people felt sorry for the blind man. When the sign was changed, people could put themselves in the blind man's shoes which drove them to action. Herein lies the difference between apathy, sympathy and empathy.

i. **Apathy** can be defined as the lack of interest or enthusiasm displayed towards something. It is when an individual simply stops caring about his or her surrounding because it is too much, or the individual feels powerless to make a change in the surrounding. Many people who walked by the blind man completely unmoved can be termed as apathetic.

(*Image source https*://i.pinimg.com/236x/e5/4e/99/e54e995bdad9d39dfdcf0d086fba
8f40.jpg)

ii. **Sympathy** is feeling sorry for another's hurt or pain. There is some
emotional distance with sympathy – you are not experiencing the pain for
yourself, rather you are saying "Isn't it sad that this person is having a bad
time." Sometimes sympathy can turn into pity. Pity is an emotion that tends
to dehumanize and belittle. The people who felt sorry for the blind man and
gave him some coins would fall under this category.

(*Image source https*://i.pinimg.com/564x/09/cb/45/09cb45b6844dc5a17dd025 624eb29f37.jpg)

iii. **Empathy** can be defined as being able to understand and share the feelings
of another individual. This is often believed as the highest form that a person
can achieve as it allows the person to comprehend another fully. Empathy
allows the person to care genuinely for another. For example, when we
understand the sorrow of a friend without reservations from his point of view

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than ours, it is empathy. The writer in the story felt empathetic towards the blind man. He could understand the blind man's felling helped communicate it to the world.

(*Image source https*://i.pinimg.com/564x/34/d3/40/34d340d1e6b372b2b6bd09ce1933c003.jpg)

INTEXT QUESTION 6.1

Based on your above understanding, fill up the table with yes or no –

Listening	Understanding	Judging	Helping
Apathy			
Sympathy			
Empathy			

6.3 WRITING A REPORT AND AN ARTICLE

Anita and Rahul, both of the same age, were studying in the same school and in the same class. While Anita scored 94% in 12th standard and secured admission in the best college, Rahul scored 84% and still did not get admission in a good college. Out of jealousy, Rahul hit Anita and threw acid on her face when she was walking to the college with her friends. 80% of Anita's face was burnt by the acid and she lost complete vision in her right eye. She was in a state of shock and mental trauma for many months. Anita who was very cheerful earlier became sad after the acid attack. Her face which earlier exuded confidence was now showing depression. She refused to meet people because she felt ugly. She refused to look in the mirror and refused to accept herself. Earlier she was an extrovert but after the acid attack she became an introvert. For almost a year she closed herself in her room and refused to go out of the house. Anita became very quiet and only kept crying in silence.

This is the fate of many unfortunate **acid attack victims**. *But Anita transformed into an* **acid attack survivor**.

Later, Anita sought psychiatric treatment from a doctor. She started meeting the doctor regularly and slowly started expressing her pain. She told her, "that she felt her life is over and there is nothing to live for". She said, "she feels ashamed of her burnt face and doesn't have confidence to join college. She was upset that no one will marry her and all her life she will be alone". She said, "she has become scared of people and cannot trust anyone now".

The Psychiatrist let Anita express herself as much as she wanted. She told Anita about other women who had overcome attacks. She made Anita realize that she cannot hang on to the past and must look towards the future. In a few months time the Psychiatrist helped Anita with various techniques such as to let go the past, to engage in productive work and to be aware of our true feelings. In one of the sessions with the Psychiatrist Anita said that drawing and sketching keeps her calm and happy and her dream was to become a fashion designer. Her parents encouraged Anita to sketch, draw and paint. Anita started sketching beautiful fashion designs. Everyone was surprised as they were never aware of her talent. She posted her designs on various social networking sites like Facebook, Instagram, Twitter etc.

Her designs earned huge positive response and was noticed by a reputed fashion magazine which published her designs. Anita realized her passion for fashion designing and secured admission in a Fashion Institute. Through her hard work and determination Anita landed a job in a leading fashion design. Today, Anita is a leading designer in the company. ***Rahul may have changed her face, not her heart. He threw acid on her face, not her dreams.***

Activity 6.2

Anita faced a huge challenge in her life and overcame it. Do you know of anyone who has overcome difficulties in their lives? Have you ever faced a tough situation in your life which tackled successfully? Think of 2 such examples and fill up the table below. Anita's story is given as an example.

	Challenge	Response	Action taken to overcome the challenge	Final outcome.
Anita	Acid thrown on her face which affected her personal and professional life.	She was depressed initially. But changed her outlook from being a victim to a survivor	She discovered her passion for designing and devoted all her energy to it. She expressed her inner beauty through her designs.	She became a leading designer. She found peace within herself and actualized her potential.
Person you know of				
Myself				

Have you read any newspaper *'articles'* on acid attack victims? Collect some of them and compare their stories with that of Anita's. Have you come across any *'reports'* on acid attack victims? If so, how are they different from the articles you have read?

Article	Report
Definition A piece of writing usually intended for publication in a newspaper, magazine or journal written for a wide audience, so it is essential to attract and retain the readers' attention.	A report is a systematic, well organized document which defines and analyses a subject or problem.Written either for an instructor/teacher/professor, or for a committee. They usually have a little bit more subject knowledge.

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Content The authors can express their opinions and they need not be facts. The writer puts in interesting facts, and things that will appeal to readers who aren't that familiar with the subject.	A report has more details and a greater amount of information, sometimes on a very deep level. The ultimate purpose of a report is the information. Therefore accuracy information is more important than holding the reader's interest.
Focus Most articles will have a narrower focus than the average report.	Reports usually have a broader focus than articles, and their aim is to grasp the overall picture, rather than focusing in on a specific problem or interest area within the topic.
Structure Title Introduction Main body Conclusion	Title page Contents page Introduction Main body Results Conclusion Recommendations Appendices References Bibliography Glossary
How to write Select your Topic Address your audience's need Research Tighten your Draft Make it specific Read, Revise and Repeat	Initial preparation Planning Research Make sure your online sources are reputable. Keep track of all of the information you find. Create your outline for the report Write your Introduction and body paragraphs. Provide evidence found in your research that supports your topic. Format and proofread your report.

Let Us Read 6.1

1. Read the news article on a new govt. policy from the given link below and complete the table below -

Notes

KARNATAKA

Govt. frames policy to pay relief to victims of rape, acid attack

T.V. Sivanandan

KALABURAGI:, AUGUST 31, 2015 00:00 IST
UPDATED: MARCH 29, 2016 18:13 IST

SHARE ARTICLE f 30 y ↻ ✉ 💬 🖶 PRINT A | A | A

Shapoorji Pallonji
• How is modern India living – Not just by the square foot!

The State government has come out with a new policy to pay compensation to the victims of acid attack as per the directions of the Supreme Court.

Official sources told *The Hindu* on Sunday that as per the notification issued by the State government, in case of the death of the victim aged below 40, the family would get a compensation of Rs. 3 lakh.

Injuries

Similarly, victims suffering injuries would also get Rs. 3 lakh as compensation. The families of the victims in the 40-60 age group would get a compensation of Rs. 2 lakh in case of death and if the victim is aged above 60, the family would get a compensation of Rs. 1 lakh as compensation in case of death.

(*Image source*: http://www.thehindu.com/news/national/karnataka/govt-frames-policy-to-pay-relief-to-victims-of-rape-acid-attack/article7598327.ece)

Title	
Focus	
Topics	
Key points	
Conclusion	

2. Download the report of the *Law Commission of India* on Acid Attacks from the given link and complete the table below –

LAW COMMISSION OF INDIA

Report submitted to the Hon'ble Supreme Court of India for its consideration in the pending proceedings filed by one Laxmi in W.P. (Crl.) No. 129 of 2006

ON

"The Inclusion of Acid Attacks as Specific Offences in the Indian Penal Code and a law for Compensation for Victims of Crime"

July, 2008

Report No. 226

July 2009

(*Source*: http://lawcommissionofindia.nic.in/reports/report226.pdf)

Title	
Focus	
Topics	
Key points	
Conclusion	

INTEXT QUESTION 6.2

Read the following situations and identify whether it's a 'report' or an 'article'

S. No.	Situation	Article/Report
1.	Jawahar writes a piece about water pollution in his village to be given to the district collector for necessary action.	
2.	Sangeeta writes on the current trends in men's fashion to be published in a blog.	
3.	Birsa collects detailed information on 'Farmers Suicide' in his district so that he can present it to the Member of Parliament.	
4.	Tulu submits a written proposal to a bank about her venture to obtain loan	
5.	Harsharan is a popular writer who gives tips to young people on employment opportunities.	
6.	Aneesh heads a committee which investigated a rail accident. He submits his findings in a 40 page document.	

6.5 Using Neutral Language

You have read the following stories so far - *'The Fifth Pup', 'The Coin in the shoes', 'The Sign of the blind man'* and *'Anita, the survivor'*

The lead characters in these stories can be referred by various means. For e.g.

	A	B
The boy, *The Fifth Pup*	Lame, handicapped	disabled
The poor man, *The Coin in the shoes*	Poor man	economically disadvantaged
The beggar, *The Sign of the blind man*	Blind	Visually handicapped
Anita, *Anita, the survivor*	Acid attack victim	Acid attack survivor

Which do you think sounds appropriate? Which words or terms do you think are sensitive, progressive, inclusive, respectful and free from stereotypes?

Language possesses immense power and must be used carefully. Proper use of language is important if one needs to do well in professional and personal life. It also allows one to participate and contribute to the society and country in a productive manner. It can motivate people to perform impossible tasks. On the other hand poor selection of words can end up demotivating even the best of people.

We all have certain biases and prejudices. Many of these biases may be unconscious. Such biases come out through our language and may create a biased environment., A bias-free environment allows each of us to learn, work and grow, free from limiting stereotypes and expectations. Such an environment ensures that the rights mandated by human decency and law are protected. Language and actions reflect attitudes and values. Hence, responsible communicators make every effort to end the biases.

The key to effective bias-free communication is treating all people with respect and consideration regardless of age, gender, race, religion, sexual orientation, ethnicity, physical characteristics or political preference. Eliminating specific biases requires us to be aware of ourselves, how we communicate and how our communication style might affect other individuals. The following are some suggestions for bias-free communication.

Avoid	Use
career woman	Be specific: doctor, artist, truck driver, etc
chairman (when used for everyone)	chair, chairperson.
Craftsman	craftsperson, artisan (or potter, woodworker, knitter, etc)
Dear sir	Use a specific name, if possible, or perhaps "Dear Members" As a last resort, use Dear *Madam or Sir* or *Dear Sir/Madam*.
fireman, policeman, post man	firefighter, police officer, post carrier
male nurse, lady doctor	nurse, doctor
layman	layperson, non-specialist
male nurse, lady doctor	nurse, doctor
man and wife	husband and wife, partners
Manpower	Workforce, personnel, human resources, staff, workers, employees, labor
man hours	staff hours, staff time, work time

mankind	humankind
Manmade	artificial, handmade, hand-built, synthetic, manufactured, fabricated, machine-made, constructed
middle man	intermediary
waitress, waiter	server
Mothering	parenting, nurturing
Businessman	Executive, business executive, manager, professional, entrepreneur, industrialist, financier, magnate, business owner
Workman	Worker
Foreman manager,	Supervisor, team or work leader, line section head, chief, director
Housewife/househusband	Homemaker
Spokesman	Representative, official, speaker, source, advocate, agent, PR coordinator, speechmaker, public information manager
Stewardess/steward	Flight attendant
Tradesman	Trader, shopkeeper, small business owner, merchant, retailer, dealer
An AIDS victim	A person with AIDS/who has AIDS/living with AIDS
homosexual	lesbians, gay men.
sexual preference	sexual orientation, gender orientation
Muslims, Christians, Sikhs, Buddhists or Jains	Religious Minorities
Low caste	Depressed classes
confined to a wheelchair	uses a wheelchair, is in a wheelchair
Deaf, mute	hearing impaired
the elderly	Older people, old people
handicapped, crippled	person with a disability (or be specific)
Retarded	Cognitively disabled person, children and adults with intellectual and developmental disabilities (or be specific about the person's capabilities)
suffering from, afflicted with	has a disability or illness (and be specific where possible)

Notes

6.5.1 General Guidelines of using Neutral Language:

1. Handicap

- Recognize that a handicap is a disability only when it severely stops one from doing a specific task.

- Instead, concentrate on performance rather than on the handicap e.g., the "blind operator" should be "the operator."

- A first step in concentrating on ability is to recognize that handicapped are not disabled individuals.

2. Gender

- As seen in the above table, use gender-neutral words/phrases in your language. Address both female and male perspectives with phrases like "employees and their partners."

- Use parallel words when specifying gender like "he/she" or "women/men."

- Be sure your pronouns include both sexes instead of only male.

- Respect both women and men - don't gender stereotype.

- Avoid describing men by profession and women by physical attributes.

3. Race and Ethnicity

- If you specify race or ethnic origin, be certain it is relevant.

- Avoid language that has questionable racial or ethnic connotations.

- Avoid stereotyping racial or ethnic groups

4. Age

- Mention age only when it is relevant.

- Remember that children and older people are individuals. Let them speak for themselves rather than assuming you know what they want.

- Remember that you may underestimate a child's or older person's capability or energy.

Let us Write 6.1

Read the following passage and if required, rewrite it in formal, neutral and bias free language.

Hello all,

Our company has suffered massive losses this year due to the workmen strike. The chairman is very angry with the workers and thinks that the union leader must be called and forced to accept our terms and conditions. He thinks that this nonsense has gone for too long and must be shot down immediately. Also, we have more men than needed and the unwanted workmen must be fired. Further, the housewives are demanding crèches and they are blackmailing us that they will approach the men at the labour office if we say no to them. Someone has leaked to the press that we don't have toilets for the handicapped. Our spokeswoman is having a tough time putting them in their place.

The chairman has ordered that all our employees assemble in the auditorium at 5:00 PM. Everyone must attend the meeting. The Chairman has warned that the employees who don't show up will face his wrath.

Bikram Kumar

Head, HR

6.6 ACCEPTING AND GIVING CONSTRUCTIVE FEEDBACK

You must have noticed that in the story *'The Coin in the shoes'*, the professor doesn't scold the student when he suggests that poor man's shoes should be hidden. Instead, he asks him to place some coins in the shoes and observe. Soon the student realizes his lack of empathy and thanks the professor for the lesson. Similarly, in Anita's story the psychiatrist doesn't force her views on A nita. Instead she listens carefully and makes Anita realize that a bright future is awaiting her.

If the professor or the psychiatrist had taken an aggressive approach and forced the student and Anita to listen to them, would the results be same? The message that professor and the psychiatrist gave to the student and Anita respectively is called feedback.

Have you ever given a feedback to anyone? Has anyone ever given a feedback to you? What kind of feedback do you give/receive most often? How do you take in feedback? How do you offer it? And how do people react to it?

The purpose of feedback is to reinforce the positive behavior that contribute to performance or eliminate negative behaviors that detract from performance. Giving feedback is one of the most important parts of a manager's job. Good employees need and want to know how they are doing. When you recognize an issue or problem, giving feedback is the clearest, quickest way to encourage a change in behavior.

Do you think feedback can be given only when there's a problem? Can feedback be given when an employee performs well? Many people are motivated or inspired by well-delivered feedback, and will perform at a higher level because of it.

We all have "blind spots," Sometimes we become blind to our own shortcomings and biases. A manager focused on employee development can help open an employee's eyes to those blind spots and coach them on how to improve. So giving the feedback is one of the duties of an employer or manager. In order for feedback to be effective, it should be:

- Specific
- Sincere
- Timely
- Meaningful or behavioral
- Job-related
- Something the person can change

6.6.1 Giving feedback?

To give a constructive feedback we can use this five-step model -

1. Ask for Permission

2. State What You Observed

Where possible, use specific examples and avoid being judgmental. *"You are very dull during staff meetings"* is not as helpful as, *"In the meeting with Paramita yesterday, I noticed your body language was rather passive."*

Also, be tough, not mean. When someone makes a mistake at work and you have to give them a feedback, start by asking their perspective on the situation. Resist saying how stupid their actions were, even if they were.

3. Explain the Impact

Point out the consequence of their behavior, and again be as specific as possible. Saying, *"When you called the meeting to an end without leaving time for discussion, it made me feel like you did not value the team's input"* or *"I noticed that the clients were upset"* is much more effective than *"When you don't leave time for a discussion, you look like a control freak."* Statements like *"it made me feel"* and *"I noticed that"* are more difficult to argue with, and using those phrases will keep the feedback session from devolving into a debate.

4. Pause

When you've said your piece, stop. And then ask for the other person's reaction. Give them time to think through what you've said and react to it.

5. Suggest Concrete Next Steps

Give a small number of actionable suggestions (ideally only one or two) that the other person can take in the future, to change this behavior. They will appreciate that you're giving them the first step to improving the situation.

Activity 6.3

Aman is a hardworking employee. He's very creative and gets the job done. He's perfectionist. However, he takes lot of time to complete the work and misses the deadline very often. Because of this the company had to fault on their promises to clients many a times. If you were Aman's manager, what feedback will you give him? Discuss it with your friends.

INTEXT QUESTION 6.3

Philip is an efficient worker. However, he doesn't take any initiative. As Filip's manager, which of the following feedback is appropriate?

A. "Your co-workers are very enthusiastic and take lot of initiative. Why don't you try to match them?"

B. "Performance Appraisals are coming up. It's time you took some initiative, else it will affect your ratings"

C. "I notice that you're not taking as much initiative as you used to be. That makes me feel like I did something wrong. Did I say or do anything recently to upset you? Is there any way I can help you?"

D. "Philip you are taking lot of initiative in you work. Keep it up!"

The young student in the story 'The Coin in the shoes' was prepared to listen to the professor's suggestion and was willing to see his faults. Similarly, Anita too listened to the psychiatrist even when she was the victim of a crime. Feedback can be hurtful but can sculpt us and turn us into a better version of ourselves. It helps us to chip away what is unnecessary.

Has anyone ever given you a feedback? How did you take it? Did you agree with the feedback given? Did it help you?

6.6.2 Receiving Feedback

It's important to think about what skills you need to receive a feedback, especially when it is something you don't want to hear, and also because not everyone is skilled to give feedback.

Keep these steps in mind the next time someone tries to give you some helpful feedback.

1. **Practice active listening**. Feedback, however painful, is truly a gift so treat the "giver" appropriately. While receiving feedback, maintain good eye contact and keep your body language open—no crossed arms or legs! Summarize what you heard and ask clarifying questions.

2. **Never argue; just say thanks**. Your natural tendency may be to turn your "clarifying questions" into a spirited defense. The problem is that even if you're right—*even if the feedback is wrong or off-base*—defending yourself sends the signal to the giver that you are unreceptive. You don't want to shut down future criticism or get labeled as "un-coachable" within your organization. There is only one appropriate response to constructive criticism and that is, "Thank you."

3. **Evaluate it, slowly**. Just as you shouldn't summarily reject feedback, you shouldn't automatically accept it either. Get in the practice of evaluating the feedback slowly. Chew on it for a day or more. Does the criticism seem true; is it something you already knew was a limitation? Does the giver have expertise or credibility to make their observation? Have other people said similar things to you?

4. **Be mindful**. Develop awareness around the areas that you received feedback or criticism. Look for the opportunities to *stop doing* or *start doing* critiqued behaviors. If you feel the criticism was justified and you are better off for it, don't forget to close the loop and share your progress with the feedback giver.

Simran is an executive of an exporting company. She's a dedicated employee and performs her job diligently. However, she is not able to communicate properly and the company loses out on many business deals. Simran has been called by her boss to give some feedback regarding her performance.

It is possible that someday you may be in Simran's place. What will you do then? What kind of feedback will you ask for? What kind of questions will you ask? Surely, after studying this lesson you would be equipped to deal with these and many other such questions.

INTEXT QUESTION 6.4

Imran is a newly appointed technician at an electrical company. During an office meeting, he shouts at Aparna, his co-worker, as she questioned his ideas. His manager Shamli invites him to her cabin to give him a feedback about his behavior. What will you say if you were in Imran's position?

A. "My ideas were good. Everyone but Aparna appreciated them. I think she questioned me out of jealousy"

Expression and Communication

B. "I am sorry for what I did. But, why don't you call Aparna and give her feedback about her behavior?'

C. "I never question anybody when they are giving their ideas. I expect the same from others."

D. "You're right that I did cut her off while she was talking. I was a little frustrated. I will apologize to her. I'd love to hear your ideas on how I might handle this differently in the future."

WHAT YOU HAVE LEARNT
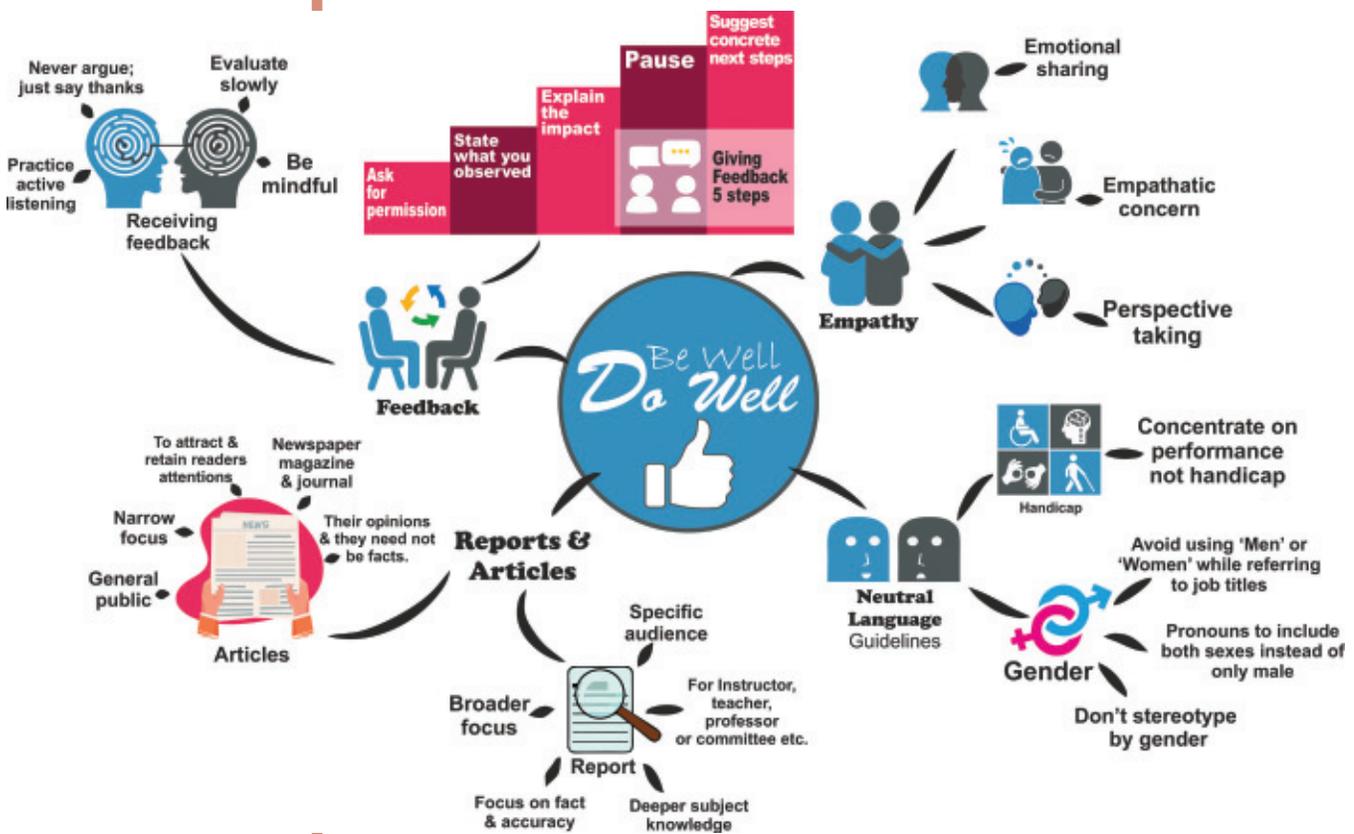
ANSWERS TO INTEXT QUESTION

6.1

	Listening	Understanding	Judging	Helping
Apathy	No	No	No	No
Sympathy	Yes	Yes	Yes	No
Empathy	Yes	Yes	No	Yes

6.2

1. Report   2. Article   3. Report   4. Report   5. Article   6. Report

Answer to Let us Write 6.1

Hello everyone,

Our Chairperson is very concerned about many of the recent developments in our company. Our company has suffered massive losses this year due to the workers strike. The Chairperson thinks that negotiations must be held with the trade union leaders to arrive at an early settlement. He is of the opinion that this problem has persisted for too long and a mutually acceptable solution must be found immediately. Also, he feels that we have to rationalize our workforce according to the requirements. Further, the spouses of our employees have requested for crèches facilities. They have indicated that if their request is not met, they will be forced to approach the concerned authorities. The lack of toilet facilities for the disabled persons has come to the attention of the media and necessary action must be taken to resolve the issue at the earliest.

The Chairperson wishes to discuss these issues with the employees and has called for a meeting. All employees are requested to assemble in the auditorium at 5:00 PM today. Attendance is compulsory. Absentees will face strict disciplinary action.

Thank you.

Regards,

Bikram Kumar

Head, HR

6.3

Answer C, when you're giving feedback, remember to:

- Tell them how it affects you

- Offer help and advice

A. Comparing workers is not a good idea and would bring down team morale.

B. Using fear to motivate an employee may work in the short-term but may prove harmful in the long run.

D. Avoid sarcasm while giving feedback. People react negatively to sarcasm. It also affects interpersonal relationships.

6.4

Answer - D, when you're receiving feedback, remember to:

- Acknowledge the feedback that is not in dispute.

- Also, ask for concrete solutions to address the feedback

C. Blaming others will not help in improving yourself. Even when you think that the feedback given is unfair, try to look for points wherein you can improve.

D. While receiving feedback, keep the focus on yourself. Also, it's not proper to ask your manager to give feedback to others.

E. Justifying your behavior will make you look defensive and the person giving the feedback may choose to withhold. This will affect your personal growth.

7

LEADING, NOT BOSSING

Can you name some bosses?

…………...................…., …………...................…., …………......................

Can you name some leaders?

…………...................., …………...................., …………......................

We often want to know the difference between a leader and a boss. Let us try to understand through this small activity. Here is a list of adjectives and adverbs.Choose the ones which suit a leader.

Inspires fear, takes credit, earns respect, focused on people, dictates, empowers, think long-term, gives credit, bossy, focuses on process, say's go, is your colleague, say's let's go.

Can you name the qualities of a boss?

…………...................., …………...................., …………......................

Can you name the qualities of a leader?

…………...................., …………...................., …………......................

Yes, you are right! The leader leads but the boss forces employees to work; the leader is respected but a boss is feared. Leaders usually have very good communication skills. They have the ability to instil a sense of responsibility in us and help us realize our own potential, so we too can lead.

And therefore we tend to remember the leaders and not the bosses.

Notes

A

B
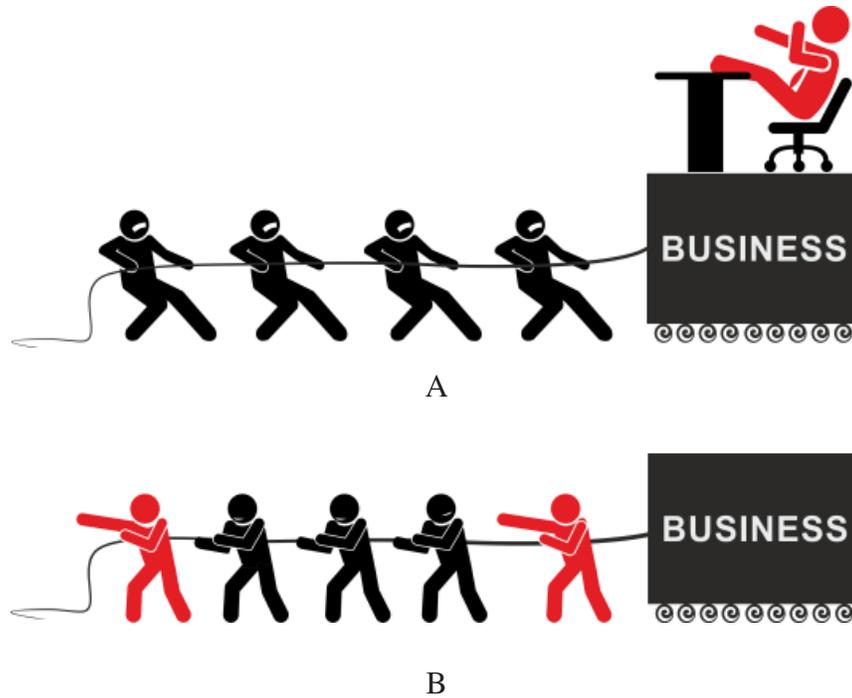
Fig. 7.1: Leadership styles

In figure 7.1, who do you think is a leader and who is a boss? Think and then discuss it with your friends.What do you want to be a—leader or a boss?

In this lesson we will learn about the attributes that make a leader. We will also learn language skills that are essential to be a leader.

 OBJECTIVES

After studying this lesson, you will be able to;

- choose the correct verb form, analyse and reflect use of verbal and non-verbal language;

- listen, comprehend various motivational speeches and get acquainted with the register of a motivational speech;

- identify changing scenarios and respond appropriately;

- resolve conflicts and create an environment for sustainable progress towards their goal;

- read for details and develop the skill of skimming and scanning; and

- use appropriate language and medium to convey their decisions.

7.1 WHAT TO SAY AND HOW TO SAY?

Imagine your co-worker comes into her office after lunch. She's red-faced, tight-lipped and speaks to no one. She throws her laptop bag on the desk, clumsily sits down in her chair and glares out of the window. You ask, "Are you all right?" She snaps back in an angry tone, "I'm fine!"

Notes

Fig. 7.2: A upset colleague

You must have also witnessed such situations, where you know what is being said verbally is not the truth as behaviour and body language defy it. In such cases we tend to go by the behaviour and the body language.

1. Verbal and Non Verbal Communication

We often regard communication as the words we say but actually it includes much more than that—the way we say (tone), our choice of words, hand movements, facial expression, eye movements and body posture. Thus, it can be said that non-verbal communication plays an equally important role as verbal communication so as to communicate effectively.

Let's understand how to say things in the most effective manner:

●   While interacting it is important to maintain an **eye contact** as it helps in engaging others; it is welcoming and shows our interest. However always remember there is difference between making eye contact and staring.

●   The human face is extremely expressive.It is able to express all emotions without saying a word. Unlike some forms of non-verbal communication, **facial expressions** are universal. The facial expressions for happiness, sadness, anger, surprise, fear and disgust are the same across cultures. Right facial expressions make communication more effective.

- The way we stand or sit (**body language**) tells more about how we perceive others. A person who keeps sitting while communicating with another person who is standing shows an inconsiderate attitude towards others. However in a classroon or while making presentation, the decorum requires some people to stand and some to sit.

- Another feature that plays an important role in communication is **tone**. Tone involves the volume we use, the level and type of emotion that we communicate and the emphasis that we place on the words that we choose. To see how this works, try saying the following sentences placing emphasis each time on the word in bold.Bottom of Form

I didn't say he touched me inappropriately.

I **didn't** say he touched me inappropriately.

I didn't **say** he touched me inappropriately.

I didn't say **he** touched me inappropriately.

I didn't say he **touched** me inappropriately.

I didn't say he touched **me** inappropriately.

I didn't say he touched me **inappropriately.**

The same sentence can have multiple meanings depending on the word being emphasized. The emphasis placed on a particular word implies information in addition to what the words express.

Notice that the meaning of the sentence changes each time, even though the words remain the same. The emphasis we place on the word draws the listener's attention, indicating that the word is important somehow. So in the first example, **I** didn't say he touched me inappropriately, the phrase includes the message that someone else said it. The implied information continues to change in each sentence, even when the words remain the same each time. Therefore, it is important to use the right tone to convey the right message. All of us are leaders in our own space and it is our job to inspire people around us to create a more innovative and productive organization. This is typically accomplished through verbal communication. It is the leader who communicates the vision, purpose and direction of the company.

Now that you have read about the qualities of a wholesome leader in lesson 3, let's add another quality to it that is of being an effective communicator. Employees look up to them as a role model and tend to behave the way such leaders act and communicate. If employees see a leader listening carefully and having an empathetic tone with others, they are more likely to do the same. When leaders are open to the ideas of others and praise often, employees will tend to follow suit.

INTEXT QUESTIONS 7.1

Notes

1. Let us peep into the offices of a leader and a boss and see their working style!

Scenario 1   **Scenario 2**
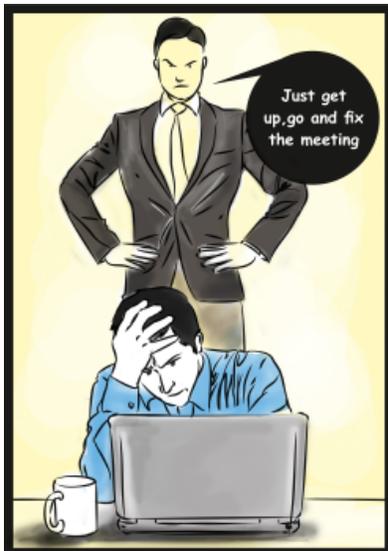
Fig. 7.3: Working styles

(a) Which body language is more supportive of inviting suggestion amongst the two? What makes you say that?

_____

(b) What are the words used in Scenario 1 that depicts commanding tone and what are the words used in Scenario 2 that depicts a tone of request?

_____

(c) What kind of boss would you like to be or would like to have?

_____

Let us learn grammar 7.1

1. Verb Tenses

   The tense of a verb tells you when a person did something or when something existed or happened. In English, there are three main tenses: the **present**, the **past**, and the **future.**

2. Simple Verb forms

My grandparents *are* in a yoga camp *this week*. (Present)

My grandparents *went to* a yoga camp *last week*.(Past)

My grandparents *will go* to a yoga camp *next week*. (Future)

Table 7.1: Tenses

Here is a list of example of these tenses and their definitions				
	Simple Forms	Progressive Forms	Perfect Forms	Perfect Progressive Forms
Pressent	I play	I am playing	I have palyed	I have been playing
Past	I played	I was playing	I had palyed	I had been playing
Future	I shall play	I shall be playing	I shall have played	I shall have been playing

3. Progressive or Continuous Verb forms

My grandparents *aregoing* to a yoga camp. (Present)

My grandparents *were going* to a yoga camp. (Past)

My grandparents *will be going* to yoga camp. (Future)

4. Neena went to hospital 4 day before and she saw something which moved her emotionally. She met her friend the next day and thought of sharing it with her.

Before – refers to what time frame – present, past or future ……………

Saw – signifies what time frame – present, past or future ……………

Met – would have been …………….when talking in present.

Now you help Neena to tell her story to Riya by selecting the correct verb.

Riya , you know when I (a) ……………..........… (go/ went) to the hospital that day, I (b) ……………..........… (witnessed/ witness) something which (c) ………..........… (is/was) really heart-warming.

There (d) ……………..........… (was/is) an old haggard man dressed in a sweeper's uniform walking in the corridor. He (e) ……………..........… (seemed/ seems) disturbed and (f) ……………..........… (is/ was) blabbering. Another guy

who (g)…………..(was/is) probably a doctor (h) …………......… (passing/ passed) by him. A while later, I (i) …………......… (see/ saw) this guy (j) …………......… (hug/ hugging) that old man.

That old man was at first (k) …………......… (tried/ trying) to free himself from the grip of that man , but then he just (l) …………......…(broke/break) down and tears (m) …………......… (roll/rolled)down his eyes. He (n) …………......… (hugs/ hugged) the man back and (o) …………......… (tell/ told) him that he (p) …………......… (has been/had been) working in that hospital for past thirty years but no one ever (q) …………......… (notice/ noticed) him or his contribution in that hospital.

Everyone in the corridor (r) …………......… (looked/ looks) at him and (s) …………......… (thanking/ thanked) him for his work.

It just (t) …………......… (struck/ strike) me that we never thank or show our gratitude to the people who (u) …………......… (was/are) essential for smooth (v) ………………..(function/ functioning) of an institution but (w) …………......… (is/are) not part of the upper tier or management.

Notes

Let us write 7.1

As a boss you get to know that an employee of your company has been calling the peon as 'cup-plate' to the merriment of all others. However, you feel that it is disrespectful to call names and it undervalues someone's contribution in the organization. How will you handle this situation without creating disharmony? (Write the answer in not more than 60 words.)

7.2 SEEK THE MOTIVATOR IN YOU

The Elephant Rope
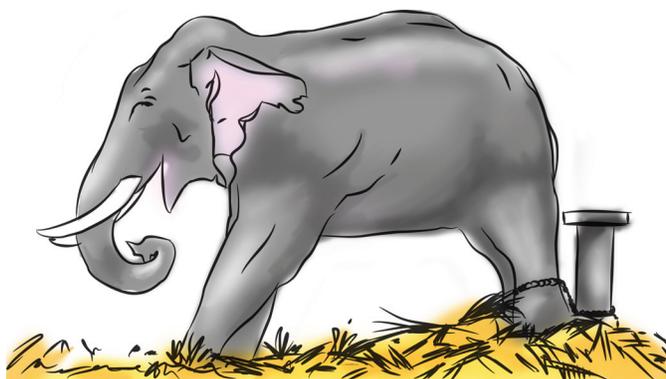
Fig 7.4: The elephant and the rope

(Source: https://theunboundedspirit.com/short-story-the-elephant-and-the-rope/)

As a man was passing a group of elephants, he suddenly stopped, confused by the fact that these huge creatures were being held only by a small rope which was tied to their front leg. No chains, no cages. It was obvious that the elephants could, at any time, break away from their bonds but for some reason, they did not.He saw a trainer nearby and asked why these animals just stood there and made no attempt to get away. 'Well,'the trainer said, 'when they are very young and much smaller we use the same size rope to tie them and, at that age, it's enough to hold them. As they grow up, they are conditioned to believe they cannot break away. They believe the rope can still hold them, so they never try to break free.'The man was amazed. These animals could at any time break free from their bonds but because they believed they couldn't, they were stuck right where they were. Like the elephants, how many of us go through life hanging onto a belief that we cannot do something, simply because we failed at it once before?Failure is part of learning; we should never give up the struggle in life

(a) What do you think rope symbolizes in the story?

_____ _____

(b) Why do you think elephant never tried to break free?

_____ _____

(c) Do we also have such ropes tied to our feet? If yes how can we let ourselves be free?

_____ _____

(d) What message does this story convey?

_____ _____

Let us learn grammar 7.2

A **verb** is a word which presents an action or an occurrence.

Underline the verbs in following sentences:

As a man was passing a group of elephants, he suddenly stopped, confused by the fact that these huge creatures were being held only by a small rope which was tied to their front leg. It was obvious that the elephants could, at any time, break away from their bonds but for some reason, they did not.

He saw a trainer nearby and asked why these animals just stood there and made no attempt to get away.

Let us speak 7.1

1. Talk to your mother or sister about a dream that she has not been able to fulfil. What were those invisible ropes that tied her down and what is it that you would say to her to help her break free from those ropes?

2. Listen and Comprehend motivational speeches.

   Just as you spoke to your mother or sister about the difficult times they have been through, there are times in our lives when we feel shattered and depressed. What do you do during those phases? Yes, different people do different things to overcome such phases in life. Some listen to music, some seek help from friends, read motivational stories and quotes.Some listen to motivational talk and speeches. Let's listen to some such speeches.

Let us listen 7.1

(a) First speech is by Sundar Pichai, first India-born CEO of Google. He was born in Madurai, Tamil Nadu to Laxshmi and Regunatha Pichai, a stenographer and an electrical engineer respectively. He grew up in a two-room apartment in Ashok Nagar, Chennai. Sundar completed schooling in JawaharVidyalaya, a Central Board of Secondary Education school in Ashok Nagar, Chennai and completed Class XII from VanaVani school in the Indian Institute of Technology Madras. Pichai earned his degree from Indian Institute of Technology Kharagpur in Metallurgical Engineering. He holds an M.S. from Stanford University in Material Sciences and Engineering, and an MBA from the Wharton School of the University of Pennsylvania.

Transcription of Pichai's Speech: 'You will have many-many opportunities to re-invent yourself, so I think it's worthwhile taking risks, trying to do something you're really excited by. If in first attempt you do not do it, you can try again and things tend to work out in the long run. In Silicon Valley, part of the reason so many people start up a company is that after failing, you can wear it like a badge of honor. I think it's important culturally if risk is rewarded. I remember when I started working at Google, if I went and people were discussing ideas, there are other people who heard those ideas and tried to build on those ideas. They encourage you. So the culture of optimism and risk taking is very important. If in life you have to work in a place where you feel a bit insecure, it is essential because it means that you [are] working with people who are better than you and always encourage you and push you. If you feel very secure in your job that means you are doing something comfortable and not pushing yourself. When I see entrepreneurs here,

there is no difference in the people, I meet in valley. It means India can do same kind of things, as internet becomes more mainstream, people become more confident. We have large domestic market to tackle, this will give you confidence to tackle global market. At Google we always think about solving problems and how that solution can apply to I Billion people. We think of a product we think will it work for a billion people? These are the questions we always ask, even when we do simple things such as Google books. We thought what if we scan all the books in the world and bring them online, so there was an inherent assumption of scaling everything, it helps in shaping thinking, so think big. In Google to do a product well, building a product is just one aspect of it, you want to build it ,scale it ,take it to the market. How do you market it or sell it in certain cases that end to end work makes it a product. It's a cross-functional thing. So we hire people from all kinds of background. There are language majors, people who have done history, done business and commerce. I am confident, infact majority of people working in Google haven't done computer sciences at undergrad level. So follow your dream and reach where you want.

Source: https://www.youtube.com/watch?v=J2umO62CGQY

A. What does Pichai says about taking risk?

_____

B. Why do you think it is important to have culture of optimism?

_____

C. How is feelling insecure in a job seen positively by Pichai?

_____

D. Why it is important to think big?

_____

(b) Second Speech is by Deepa Malik:

You must have heard about her or seen her pictures swarming national newspapers. She is the first Indian woman to win a medal in Paralympic Games (games for differently abled athletes) at Rio de Janeiro and won a silver medal at the 2016 Summer Paralympics in shot put. She is associated with Himalayan Motorsports Association (H.M.A.) and Federation of Motor Sports Clubs of India (F.M.S.C.I.). She has undertaken an 8-day, 1700-km drive in sub-zero temperatures which included a climb to 18000 feet. It was—'Raid De Himalaya'. This journey covers many difficult paths including

remote Himalayas, Leh, Shimla and Jammu.She did all this and more without legs but with great spirit.

Thank you for such a warm welcome and thank you for this opportunity to come and meet you. *Bahut accha lag rha hai aur itna bhara hua hall dekh kar aur accha lag rha hai* (and it feels so good to see such a big audience). *Ab main chahunga ke char behad* handsome men (four very handsome men please come forward) [while she is saying this four men lifts her wheel chair and keeps it on the dais]. Wheelchair *par aksar log mujhe dekh kar kehte hain, kaibaar main wheelchair par aise hi utha kar rakhi jati hoon* because mostly we have infrastructure as the biggest challenge. *Jab main paralyze huithi tab logon ne khatha ki yeh toh ghar mein rehjayegi kyunki chati ka nichla hissa bilkul hi apang ho chuka hai.* She will be home bound, she will be wheelchair bound. *Bahut log jab mujhe aise uthakar rakte huye dekhte hain to haksar kehte hain bicharike saath kya hua, aisa lagta hai nakichaar log iske sharir ki arthi utharahehainaur main palat ke kehti hoon ki kyunma haraniyon ki palkiyanbhitohchaar log uthatehain.*

So basically I am here to tell you, get up and break the stereotypes, think outside the box, create opportunities, continue to learn *kyunki yeh kuch* mantra s*hainjo maine meri life apnaye hainaur kyunki maine apnaye hain, is sharir mein, is* wheelchair *par baithe huye bhi main aapke saamne hoon*. With due respect '*main* as talker and motivational speaker *bulayigayihoon*'. There are lot of people who showed doubt '*ki bacchek aise palegi…Deepa toh itna bahar rehti thi, yeh ab kaise jiyegi*'. So many questions and that is when I decided that I have to stand up and remove these stereotypical doubts against me because my body was paralyzed; my soul was not paralyzed. '*kadmon ko rukna Manzoor na tha rahein aur bhi toh hain, tay to karna hain to hkyun na haskar, zindagi ek safar hi tihhai.*' '*abaapusko* English *wala suffer bnaye yahin diwalasuhana safar bnayein yeh apke haath mein hai.*' It's all about how you make your choices. When I was in the hospital I could have cried and cried because I was not going to walk again but with all this also and at my age I look hot. I looked inside me and asked 'Deepa what all can you do with this body to send out a loud and clear message that there is ability beyond disability and it is all about mind over body? I started investing in happy thoughts. I think this word 'investing' will mean a lot to you. I was ready to learn and to invest only in positivity so I started doing that. So setting a target and setting out to achieve it by convincing people of what you have to say about your product is huge challenge. '*toh aapki duty hai samjhana ki guru*

bin gyan nahin, so you are the gurus. You are the advisors. After 58 National Golds and 17 international medals at the age of 42 which is the highest age ever in India to get Arjuna award for the active sports. '*Mere father army se hain, mere father- in- law army se hain*', my husband is from the army...my brother is from the army. All four of them that day were wearing their ceremonial outfits and wearing '*chotha medal*' and going to the President's house, who is head of the defense services, not because of their uniform but because of my Arjuna award. '*Aur maze ki baat yeh hai ki jo yeh Olympic ke medal main aapke liye layi hoon is me bhi mere coach mere husband hi rahe the.*' '*Agar maine motorcycle chalayi-toh-Limca world record bana, swimming karitoh Yammuna nadi par kari, gadi chalayi toh* highest motorable roads *par chlake world record bnaya,* athlete *bani toh pehli* Indian *mahilajo* Paralympics *se* India*keliye medal layi*. If I can why can't you, what is stopping you to from not dreaming big and achieving it.'

Transcripts of Deepa Malik's speech:
(Source: https://www.youtube.com/watch?v=RTC1LZmmelY)

A. How does Deepa view her handicap?

_____

B. Does her idea of handicap fit Pichai's idea of optimism?

_____

C. What are the things that we need to do to succeed as per Deepa? Are they similar to Pichai's idea of thinking Big?

_____

D. What is the importance of perseverance and commitment in life?

_____

E. What makes Deepa and Sundar Pichai a motivational or inspirational speaker?

_____

INTEXT QUESTION 7.2

1. What are things that are common in these speeches, in terms of ideas, words and phrases? Your friend wrote a speech to motivate her colleagues in office but somehow, she spilled coffee on her papers. Please help her to rewrite

the speech by filling in the appropriate expressions. These expressions are often referred as a ***Register.***It is a variety of a language used for a particular purpose or in a particular social setting.

Fill in the blanks by choosing the right expression.

(a) I stand before you this morning to tell you that you are .... [winners/ losers] and to .... [not try/maybe try a little harder].

(b) It's been a tough year. We all know it. Right, Krishnan ,Jessy, Mariyam? Right?!

(c) Right.

(d) Let me tell you a little story. I once .... [had an oustanding year/ had a tougher-than-usual year].

(e) Sure, I could've .... [closed up the shop/ celebrated for getting free time], but I didn't do that.

(f) You know what I did? I ran back .... [towards/ away from] the problem.

(g) Did I solve the problem with my brain? Well, ... [no/ a little].

(h) Mainly, I solved it with my .... [heart/ cunnigness].

(i) Sometimes you have to .... [offer free gifts/summon your inner champion].

(j) We've .... [risen/fallen] to the challenge before, and we can do it again. You know why? Because we're .... [winners/losers]. Right?Right?! I can't hear you!

(k) Here's how we're going to .... [move forward/ recede].

(l) We're going to .... [focus/cry like babies for a few minutes as a cathartic exercise].

(m) We're going to .... [identify the problem/i don't really know … Mariyam, you have any ideas?].

(n) We're going to .... [identify the solutions/apologize to the customers].

(o) We're going to .... [leave/ regroup as a stronger team].

(p) We're going to .... [go home and stop being bothered/ walk out of this room and do the jobs we were born to do]

Let us speak 7.2

Annie Lakra, a colleague of your's seems to be disturbed because she has not been able to achieve her monthly targets. It is not the first time that she has faced such a situation. Last quarter had been more or less like this. It has made her depressed and resentful. She now feels that she doesn't have potential to excel and is also afraid of losing her job. She cannot afford to be out of work as she needs to pay instalments of her home for which she raised a loan from the bank. There is no other working member at her home as her husband left his job to take care of their six months old baby.

What will you say to her to motivate her? Please use the speeches you have heard as point of reference.

7.3 CAN CONFLICTS BE RESOLVED

What is a conflict?

What are the various things that come to your mind when you hear or think about the word conflict? Did you think about—disagreement, fight, difference of opinion, people not talking to each other, non-responsive behaviour? Different people react in different ways during a conflict situation. You too must have had various altercations with friends, parents and siblings. You may have also behaved differently in different conflict situations. What do you do to resolve these conflicts? Try and remember an incident from your life to answer this question. Think about it and please select appropriate words from the given options.

> Shout, compromise, fist fight, discuss, stop talking, take a break and think over, seek help from a neutral party, bring in previous points of disagreement, look at the root cause of problem, barge out of the room, negotiate…

Annie turned cold

When you were trying to motivate Annie instead of turning positive she snapped at you. Probably it seems she is not open to being motivated. You may have tried quite hard to help her but she seemed to be bogged down by her circumstances. She feels as if nobody understands her situation and everybody is just trying to preach. By now you are also getting heated as you have been trying your level best to help her but she is not receptive. What will you do now?

Activity 7.3 Complete the conversation with Annie (Cartoon strip)

Fig. 7.5: Angry Annie

Annie

1. I am not interested in your *gyaan*. You   1._____
   Don't understand my situation.

2. Do you realize if I lose this job, I will   2._____
   be in a big-big trouble. I have EMI to pay,
   Baby to take care of….

3. Can you give me a solution to my problem   3._____
   Or you can just talk irrelevant stuff.

When you were having this conversation, she received her termination letter. She was thrown out of the job with immediate effect. She was all shattered and in tears. All her anger and frustration turned into remorse.

While you were trying to console her, you remember the offer letter that company gives at the time of joining. You ask her about the offer letter, to which she replied that she has it but it is a twelve-page long document and she needs to give an answer to the termination letter before office closes for the day, which is in another half an hour.

You tell her to bring the letter and decide to skim and scan for the relevant information pertaining to norms related to termination.

7.4 SKIMMING AND SCANNING

Annie's offer letter is given below please skim and scan to find the relevant information in regard to termination so as to save her job.

Let's first see what it actually means to skim and scan.

Skimming means to read the whole text or a large part of the text, so as to understand the general meaning. In other words, you read quickly to understand generally what it is about. **Scanning** on other hand is to read for a particular word or phrase. We normally use this skill when we are trying to locate *where* the correct answer is. This skill alone does not give us the correct answer, it indicates the probable location of the correct answer.

So what are the words which you will look for in the offer letter that might help Annie

_____,   _____,   _____

Offer Letter

TEXT Solutions Ltd. - Business Service Sector 59, Kolkata West Bengal (India)
Registered Office: 1002 Siddharth, Park Street Kolkata West Bengal (India)

Ref No: __125629_____   **Date:** 23-03-2013

Private & Confidential

Name: __Annie Lakra_____

Address: __B 20, sec 20, Noida. district gautambudhnagar, UP 201301____

Dear __Annie,_____

1. With reference to your application and subsequent interview, we are pleased to make you an offer cum appointment with **TEXT Solutions Ltd. BUSINESS   SERVICES** as Sales Executive**.** You are required to report on 3/28/2013 at 10:30 a.m., at the address: TEXT Solutions **Ltd., BUSINESS SERVICES, A 12 Sec 60,** Noida.

2. Your annual compensation would be **Rs.** 120000/-**Per annum**. A detailed structure of your compensation will be shared on your joining. As part of your CTC, you would also be eligible for a process allowance of Rs.18300/- based on the process you are aligned to. Process Allowance will be shown as an annual component in the CTC annexure but the same shall be payable to you on a monthly basis. Process Allowance is payable from the Date of production. In the event of process change, Process Allowance will change accordingly and a new compensation letter to this effect will be issued to you thereafter for your records/reference.The structure and components of your Compensation plan may be changed from time to time in line with the Compensation Policy and practices of the Company.

3. Please note that this **offer is valid for 7 days from the date of offer** mentioned above.

4. Your offer is subject to you being **medically fit** at the time of joining the Company. For your pre-employment medical check-up, you are required to contact a registered medical practitioner and obtain a Medical Fitness Certificate which needs to be submitted at the time of joining. If you are found medically unfit, this offer will stand withdrawn forthwith. Decision of the company, in that regard will be final & binding.

5. All our operations function **24x7, 365 days in a calendar year.** Your working hours, number of working days in a week, weekly off will depend upon the process requirements. Your working hours will be as advised to you by your superiors from time to time but **shall not exceed 48 hours** in a week. It is expressly agreed that if you fail to perform the work according to the scheduled working hours or you resort to stoppage of work, whether alone, or with others, you will be entitled to receive salary only in proportion to the working hours during which you actually performed work.

6. In accordance with the authorization on your application, your appointment is subject to your clearance of **Background Verification/Reference Check/ any other test specified by the clien**t and genuiness of documents or information provided by you to the Company. You are being provisionally offered on the presumption that you have no criminal background as per law of the land and the particulars furnished by you in your Application and/ or Bio-data are correct. We will also be contacting your referrals. **Please note that this offer is subject to satisfactory references beingobtained.**

7. In case the aforesaid particulars are found to be incorrect or it is found that you have **concealed orwithheld** some other relevant facts, your offer/ employment with the Company shall standterminated/cancelled forthwith, without any notice.

8. Your growth in terms of role, compensation etc., in the company will solely be based on your performance. Unless notified in writing, you will be deemed as "confirmed" on completion of your probation period i.e. 12 months from date of joining. Subsequently, your annual performance appraisal and compensation review will be aligned and effected from the first day of the subsequent quarter thereafter. **Probation period & Performance Appraisal / Compensation Review shall bedeemed to be changed with the change in position / process / function**.

9. Please note that if you **chose to resign from services of TEXTSolutions– BusinessServices within six(6) months from your date of joining**, a sum **of up to Rs. 50,000/- will be recovered toward**s training expenses

10. Your services during the **period of probation shall be liable to be terminated giving 90 daysnotice or three months basic salary in lieu thereof without assigning any reason thereof. Likewise you will also be competent to terminate your contract of employment by giving 90 days notice.** The waiver of the notice period fully or partially or acceptance of such basic salary isat the Company's sole discretion. Same holds after completion of probation as well.

11. The company shall be entitled to accept your prospective resignation with effect from a date earlier than the one offered by you and thus relieve you at any time during your notice period as the notice is for the benefit of the management and balance notice period can be waived at any time by the management. In such an event, however, you shall be paid basic salary for the remaining period of your notice. In case the management at your request accepts a shorter period of notice, you shall be entitled to receive your salary only for the actual number of days worked.

12. You will be required to declare at the time of joining any direct relatives who may be working with HRL or any of its subsidiary, group, and affiliate companies, direct or indirect competitors. During your employment with HRL TECHNOLOGIES - BUSINESS SERVICES, if any of your direct relatives are offered by HCL or any of its subsidiary, group, affiliate companies, you would be required to voluntarily declare the same as and when an offer of employment is made to them. Direct relatives herein include parents, spouse, brother/s, sister/s and children of the HRL TECHNOLOGIES - BUSINESS SERVICES employee.

13. On joining you will be imparted with necessary training. You are expected to meet with all the requirements in the training. In the event, you are unable to meet with the expectations, we would be constrained to terminate your services. During the training period working schedule shall be of any six days a week

14. Your resignation shall become effective as soon as the management accepts it. The management shall be competent to withhold its acceptance in respect of your resignation in case dues are recoverable from you or if you are under suspension and/or disciplinary proceedings are pending or contemplated against you or for any other similar reasons. After having opted to resign and given the intimation to this effect, you shall be debarred from withdrawing your resignation except with the written permission of the management.

With best wishes and looking forward to a mutually fruitful association.

Yours sincerely,

DeenDayal

INTEXT QUESTIONS 7.4

a. Find out the clauses which might help Annie to save her job?

_____

_____

b. How can these clauses hekp Annie to negotiate best possible arrangement?

_____

_____

_____

WHAT YOU HAVE LEARNT

- Effective communication is an essential part of being a good leader.

- Communication is not just about what to say, it is also about how to say.

- The specific kind of communication requires specific register.

- A definite format needs to be followed for specific kind of written or oral communication.

- Skimming and scanning is an essential skill for being a good reader.

TERMINAL QUESTIONS

1. Effective communication requires ……………………………

    A. Speaking English fluently

    B. Balance between Non – verbal and verbal communication

    C. Using right expressions

    D. Using language with correct verbs

2. Leader is the one ……………………………

    A. Who orders

    B. Who leads

    C. Who manages

    D. Who supervises

3. Write an email to your colleague, giving her news of her promotion due to recommendations from many customers who appreciated her good behaviour.

4. You have helped Annie, to find a clause in the offer letter that can help her save her job at least for time being and give her time to find a new job. Now please help her write a e-letter in response to the termination letter she got, stating reason that you found in the offer letter which doesn't let the company terminate her.

ANSWERS TO INTEXT QUESTIONS

Let us Learn Grammar 7.1 (4)

(a)	went	(b)	witnessed
(c)	was	(d)	was
(e)	seemed	(f)	was
(g)	was	(h)	passed
(i)	saw	(j)	hugging
(k)	trying	(l)	broke
(m)	rolled	(n)	hugged
(o)	told	(p)	had been
(q)	noticed	(r)	looked
(s)	thanked	(t)	struck
(u)	are	(v)	functioning
(w)	are		

Let us learn grammer 7.2

As a man was <u>passing</u> a group of elephants, he suddenly <u>stopped</u>, <u>confused</u> by the fact that these huge creatures were being held only by a small rope which was <u>tied</u> to their front leg. It was obvious that the elephants could, at any time, <u>break away</u> from their bonds but for some reason, they did not. He <u>saw</u> a trainer nearby and <u>asked</u> why these animals just <u>stood</u> there and made no attempt to <u>get away</u>.

Notes

Let us listen 7.1 (a)

A. Pichai says that is worth taking risk as it gives us multiple opportunities to re-invent ourselves.

B. As per Pichai it is important to have culture of optimism as it encourages people to take risk and re- invent themselves.

C. We should feel insecure in job because there are people who are better than you. They encourage you and push you to realize your full potential.

D. It is important to think big as it can help millions of people find solutions to their problems.

Let us listen 7.1 (b)

A. Deepa doesn't view her handicap as an impediment or a hinderance. For it is an opportunity to break the stereotypes and convince people that handicap is a mindset and has nothing to do with body.

B. Yes it does, as both look at failure or hurdle as an opportunity.

C. Success as per Deepa is about making choices, breaking stereotypes, setting targets and achieving them. Yes, it does agree with Pichai's idea of thinking big.

D. Perseverance and commitment helps the person to overcome the obstacles which come in path of our success.

E. commitment, perseverance, time managment, never say die attitude etc.

7.5

Fill in the blanks by choosing the right expression.

Intex Question 7.2

(a) Winners and may be try a little harder

(b) –

(c) –

(d) Had a tougher than usual year

(e) Closed up the shop

(f) Towards

(g) A little

(h) Heart

(i) Summon your inner champion

(j) Risen; Winners

(k) Move Forward

(l) Focus

(m) Identify the problem

(n) Identify the Solutions

(o) Regroup as a stronger team

(p) Walk out of this room and do the jobs we were born to do.

Let us speak 7.1

Ans: Subjective.

Intex Question 7.4

Ans: Both the company and the employee are liable to 90 days' notice before terminating the services or resigning as the case may be.

(b) It can buy Annie time to improve performance and simultaneously look for new opportunity. If still employers insist on her termination, she is entitled to get 90 days salary, which can sustain her until she finds a new job.

8

EFFECTIVE COMMUNICATION: A LIFE-LONG ASSET

Notes

A leading auto servicing company is in need of auto mechanics and comes out with the following job advertisement

JOB OPPORTUNITY

AUTO MECHANICS

We are looking for qualified individuals for the above position.

Eligibility Criteria: A pass in 10th Class examination under 10+2 system of education or its equivalent with the prescribed NTC(ITI) qualification recognized by the National Council of Vocational Training (NCVT) or State Council of Vocational Training (SCVT)

Experience: A minimum of 2 years hands on experience in an auto servicing.

Other Conditions: Should be willing to be posted at any of our servicing centers in India.
Willing to work flexible hours and on weekends.
Age not exceeding 24 years.

For details on Job Description,Roles & Responsibilities and Salary visit our website WWW.ShineAutoServicing.com

interested candidates may mail their CVs to sunny.shineautoservicing@gmail.com

Shine Auto Servicing
B-201,Industrial complex,sector 5, New Delhi-110989
WWW.ShineAutoServicing.com

Fig. 8.1: Employment Advertisement

Rehman and Chong are two friends who passed out of the same ITI. They come across the above advertisement. Both of them are interested in the job and decide

to apply. Will they get this job? It all depends on how they are able to convey their suitability for this job! This lesson deals with different kind of communication skills that are required for various situations.

OBJECTIVES

After studying this lesson you will be able to:

● use effective written and verbal communication skills to enhance your employability

● write your CV and customize it to the requirements of the given job description.

● present competencies and skills effectively at interviews, group discussions and other relevant forums.

8.1 WRITING AND SPEAKING EFFECTIVELY

Sheila is the Human Resource Manager at Best Serv and is in-charge of recruitment. She went through all the **Curriculum Vitae (CV)** received in response to the job advertisement. She outlines Rehman's and Chong's work profile as given below.

Rehman:

Age – 22 years

Experience – working in an auto servicing centre for last 2 years.

He is willing to work flexible hours anywhere in India.

Chong:

Age – 21 years

Experience – working in an auto servicing centre for last 1 year.

Willing to work anywhere in India and prefers a stable work schedule as he needs to take care of his parents.

Will she call Rehman or Chong for the interview? After the interview, on what basis will she select the

right person for the job? Could you suggest to Sheila other ways of selecting people apart from interviews? Have you heard of **'Group Discussion'**?

Have you noticed that through Curriculum Vitae, interview or group discussion, you are telling your future employer that you are the right person for the job? In that case, do you agree that **effective communication** is the key to success in all of the above? However, is effective communication restricted to getting a job? How can you get the salary, designation, place of posting or promotion that you desire? We will try to identify answers to such questions in this lesson.

To answer this question, we must understand why companies ask for CVs? Companies look for employees who *'suit their needs'*. This *'suitability'* is with respect to the job requirement, skills, education, personality, company culture etc. The candidate's *'suitability'* is tested by going through their Curriculum Vitae followed by *interview and sometimes group discussions.*

8.2 CURRICULUM VITAE (CV)

The Curriculum Vitae is the first step of communicating with the prospective employer. When many candidates apply for a job, a CV is a good way to screen them and select the more suitable ones for the interview. *The CV speaks about candidates even before they are seen. It is your ticket to the interview.* **Do you know that recruiters spend an average of 5-7 seconds looking at a CV!** This might be shocking but the recruiters have a trained eye and know exactly what they are looking for. So, effective communication is all about making an impression within that short a time and ensures that you are called for the interview.

Before getting into process of making CVs, it is necessary to discuss the concepts of *'Job Description.'* It is the basic job-related information that is useful to advertise a specific job and attract a pool of talent. It includes information such as job title and job location. It also includes important information like reporting to and of employees, job summary, nature and objectives of a job. Qualifications and skills needed, tasks and duties to be performed, working conditions, machines, tools and equipments to be used by a prospective worker and hazards involved in it are very important parameters while writing a job description. It can be found in any job advertisement in newspaper or the internet.

For your CV to be impactful, you should read the job description carefully and tailor your CV according to the needs. Most CVs are rejected because they are general in nature. Many job seekers submit the same CV to all job advertisements and face rejection. Your CV should '**fit the requirements'** of the job.

Notes

A sample 'Job Description' for an Auto Mechanic at *Best Serv Auto Servicing Centre* is given below-

Job Title: Auto Mechanic

Job Summary: Our car servicing centre is in need of an experienced, Auto Mechanic for our service and parts department. The successful candidate will be responsible for repairing mechanical issues on customers' cars, including AC and electrical problems. We're looking for a well-trained and highly organized professional who takes pride in his or her work and can perform various customer service duties as required throughout the day. We employ between four and six Auto Mechanics at any given time, so we need a professional with a flexible schedule and a willingness to work overtime when needed.

Auto Mechanic responsibilities

- Greet customers when they arrive and take a detailed history of vehicle performance or mechanical failure.

- Identify vehicle problems based on observation, mechanical testing as well as information provided by the customer.

- Provide customers with detailed estimates for repairs and replacements and obtain signature approval prior to commencing work.

- Repair vehicles based on the identified issues and repair estimate§
  Test drive vehicles after repairs are complete and to determine whether any other problems exist

- Describe vehicle's condition to customer and answer any follow-up questions

Auto Mechanic qualifications and skills

- National Trade Certificate (NTC) in Mechanic Repair & Maintenance of Light Vehicles Valid driver's license Excellent communication skills

- Knowledge of tools and equipment required to conduct all repairs

- Ability to operate the tools required

While preparing the CV for the above job, you should highlight the following details first-

- Auto Mechanic experience details

- Experience of working on car AC and electrical issues

- Achievements in the previous job

- Instances of achievements resulting from team-work

- Internship details related to auto mechanics

- Educational achievements

- Extracurricular activities, with focus on communication skills etc.

Do you think a CV which highlights the fact that you have the necessary ability and experience has a greater chance of drawing the recruiter's attention? Would such a CVstandout rather than a CV which is written in a standard format without any customization or consideration of the job requirements? In today's competitive world, you need to distinguish yourself and show your uniqueness. Tailoring your CV according to the job requirement is a great way to do that.

The question is, what is the format of Curriculum Vitae? It is necessary to keep in mind that there is no CV standard format. The format keeps changing as per the job needs and your strengths. However, there are a few basic details which are necessary to be included in any CV.

8.2.1 Format for experienced job seekers –

A. Name and Contact Details –

Your name should be mentioned prominently. However, don't exceed font size of 14-16. Use the same name as found in your certificates. Don't add the title 'name' before your name.

> **Rehman K.K.**
>
> 28-B, Pocket-I, Market Road, Phase-1, Nagpur - 440003
>
> Mobile: 84289 7XXXX, 88233 2XXXX
>
> e-mail: rehmankk@_____.com

Fig. 8.2

Your contact details should consist of your primary mobile number, alternate contact number, e-mail address and your residential address. It is necessary to have a professional e-mail address. ***Do you know that 76% of CVs are rejected because of unprofessional e-mail address!***A professional e-mail address should consist of your name with or without alpha-numeric alphabets. *Avoid nicknames or playful, cheeky versions of your name.*

B. **Achievements –** Actions speak louder than words and the same applies to job applications as well. Before writing your CV, identify your achievements in your job, education, internship or extra-curricular activities which are relevant to the job you are applying for. Write down these achievements in ***bullet points with each achievement beginning with a powerful action word.*** A list of such action-words suited for various jobs and purposes can be found in the links given below-

http://career.opcd.wfu.edu/files/2011/05/Action-Verbs-for-Resumes.pdf

https://www.thebalance.com/action-verbs-and-power-words-for-your-resume-2063179

https://www.themuse.com/advice/185-powerful-verbs-that-will-make-your-resume-awesome

https://hrweb.berkeley.edu/sites/default/files/attachments/action-verbs.pdf

Achievement:

- **Obtained** customer service rating of 4 and above on all the cars service in the period that I was employed with company.

- **Identified** a new way of solving the engine vibratio problem which reduced the servicing costs by 10%.

Fig. 8.3

However, lying in the achievements section or any other part of your CV will damage not just your chances of selection but your future career prospects as well.

C. Work Experience –

Mention the details of your experience in the ***descending order*** starting with your current employment. Provide details regarding company name, designation, duration and location. You can give a brief summary about the nature of the job and the responsibilities involved.

Achievement:

- **XYZ car servicing Company, New Delhi**

- Designation- Customer Service Executive (Nov. 2006 - Present)

- Responsibilities - Customer interaction, indenfifying servicing issures, estimates to customers and allocation of vehicles to mechanics.

- **ABC Mechanics Ltd., Mangalore**

- Designation- Junior Mechanic (Nov 2015 - Nov 2016)

- Responsibilites- Identifying servicing issues, spare parts

Fig. 8.4

D. **Education** Mention details of your academic qualification in the descending order starting with the highest one. Provide details about the qualification, percentage or the grade obtained, year of passing out and name of the institute with the location. Don't mention details below 10th or matriculation level. If you are currently pursuing a course, do mention it at the end.

Notes

Education:

- **ITI, Motor Mechanic Vehicle Trade, NCVT**

  - H J Bhabha ITI, Mayur Vihar, New Delhi

  - Percentage - 77%

  - Year of passng - 2015

- **Certificate in Senior Secondary course, NIOS**

  - Percentage - 80%

  - Year of passng - 2013

- **Certificate in Secondary course, NIOS**

  - Percentage - 85%

  - Year of passng - 2011

Fig. 8.5

E. **Certification** – If you have obtained any certificates in course related to your trade or computer proficiency or relevant extra - curricular activities, they can be mentioned here.

F. **Personal Details**– Provide details about your date of birth (DD/MM/YYYY format), Languages known (read, write, speak) and any hobbies which you may have. Your hobbies say a lot about your personality. So do cultivate a meaningful hobby which can make your personality shine.

Personal Details:

- Date of Birth: DD/MM/YYYY

- Languages Known: Hindi, Marathi, English (read, write, speek

- Hobbies: Gardening, painting

Fig. 8.6

G. **Signature, Name, Location and Date** – End the CV with these details. Don't forget to sign when you are submitting your CV in printed form. Don't write any fancy quotes or symbols, religious texts or notes to the recruiter at the end.

8.2.2 Format for new job seekers/ Freshers

For freshers, the format of the CV remains the same but the content may vary. You can mention your achievements during your internships, projects undertaken by you during school or college, volunteer experiences, relevant extra-curricular activities etc. In case your achievement is not your strength, you can project your educational qualification and following order can be followed –

1. Name and Contact Details

2. Educational Qualifications

3. Certification

4. Personal Details

5. Signature, Name and Location

Remember that lack of experience is not a disadvantage as recruiters are always looking for young people with new, creative ideas and a hunger for learning.

Table 8.1: Do's and Don'ts of Curriculum Vitae -

Do's	Dont's
● Use standard fonts with font size not exceeding 12.	● Don't overload your CV with text. Use white space while designing to make your CV attractive.
● Maintain the same font style throught your CV	● Use bold, italics carefully. Aviod all CAPITALS unless it's necessary.
● Use single line spacing between the lines.	● Avoid spelling or grammatical mistakes.
● Use left margin justifucation i.e. keep all text in the main body left-aligned.	● Dont't use abbreviations or short forms of words.
● Simple bullet points under each eategory head give a neat format.	● avoid informal language.
● Use page numbers.	● The length shouldn't exceed 2-3 pages.
	● Don't stick your photo on your CV unless asked for .

Notes

Based on the above discussion, Rehman's CV would look as under:

Rehman K.K.

28-B, Pocket-I, Market Road, Phase-1, Nagpur - 440003

Mobile: 84289 7XXXX, 88233 2XXXX

e-mail: rehmankk@_____.com

Achievement:

- **Obtained** customer service rating of 4 and above on all the cars service by me in the 1 year period I was employed with company.

- **Identified** a new way of solving the engine vibratio problem which reduced the servicing costs by 10%.

Achievement:

- **XYZ car servicing Company, New Delhi**
- Designation- Customer Service Executive (Nov. 2016 - Present)
- Responsibilities - Customer interaction, indenifying servicing issures, estimates to customers and allocation of vehicles to mechanics.

- **ABC Mechanics Ltd., Mangalore**
- Designation- Junior Mechanic (Nov 2015 - Nov 2016)
- Responsibilites- Identifying servicing issues, spare parts

Education:

- **ITI, Motor Mechanic Vehicle Trade, NCVT**
  - H J Bhabha ITI, Mayur Vihar, New Delhi
  - Percentage - 77%
  - Year of passng - 2015

- **Certificate in Senior Secondary course, NIOS**
  - Percentage - 80%
  - Year of passng - 2013

- **Certificate in Secondary course, NIOS**
  - Percentage - 85%
  - Year of passng - 2011

Personal Details:

- Date of Birth: DD/MM/YYYY
- Languages Known: Hindi, Marathi, English (read, write, speak
- Hobbies: Gardening, painting

Date: Signature

Let us Write – 8.1

Now that you are aware of the format and the contents of Curriculum Vitae, prepare a CV for yourself. Also, go through some of the job advertisements in newspapers and internet. Based on the job description, identify the jobs for which you are qualified. Customize your CV for 2 such jobs and see how they vary. Compare your CV with your friends and see what they have done differently. Keep your cvs in your portfolio.

8.3 COVER LETTER

Is it possible for Rehman to just mail his CV when applying for a job? Have you ever seen a book without a cover or met a person without a name? A book, a product or a person needs to be introduced. This gives us a brief idea about what we are being introduced to. Don't you think the same is with the case of your Curriculum Vitae?The Cover Letter introduces you to your recruiter and creates a powerful first impression which can lead to your CV being read or set aside. ***Do you know that 50% of employers don't read them and the others scan it in 5-10 seconds.*** Further, after reading there's 17% chance that your CV will be rejected. Therefore it's important to get your cover letter read and your CVconsidered for getting an interview call.

Follow the guidelines below while writing a cover letter:

- Always address the letter to an individual by his or her name. Do not send it to the *"Hiring Manager"* or *"To Whom It May Concern"*. **Contact the company and find out who the cover letter should be addressed to.**

- Clearly tell why you are writing the cover letter in your opening sentences - the **position** you are applying for and **why you are applying**.

- Express **enthusiasm** and **confidence** that you are a suitable candidate in your introduction.

- Highlight your abilities and skills and summarize why you are the right person for the job.

- Close the cover letter with a request for an interview, meeting or follow-up.

(Source: https://www.best-job-interview.com/basic-cover-letter.html)

Let us see the cover letter that Rehman can use while sending his CV for the post of Auto Mechanic at BestServ Auto Servicing.

To,   DD/
MM/YYYY

Ms. Sheila

Human Resource Manager (Recruitment)

BestServ Auto Servicing

New Delhi – 110 999

Re: Application for the job of Auto Mechanic

Hello Ms.Sheila,

This is in response to your advertisement dated DD/MM/YYYY for the job of Auto Mechanic at your organization. As a student certified from XYZ Industrial Training Institute (Motor Mechanic Vehicle trade), I was delighted to discover this job opportunity.

BestServ has been a leading auto service company in North India for over a decade and is aggressively expanding its operations all over India. It has regularly come up with new technological innovations in the auto servicing industry. It is also the most trusted company in India as per (agency name). My goal in gaining my certification in Motor Mechanic Vehicle trade has always been to be involved in the latest technical developments in the auto industry, and I can think of no place better to launch my career than at BestServe.

My coursework as a student in Motor Mechanic Vehicle Trade has enabled me to gain an understanding of how automobile parts are assembled and serviced. I have worked as an intern/apprentice at ABC Mechanics Ltd. My responsibilities in this role included maintenance of automotive electrical systems & electronics and automotive air conditioning systems.

I am eager to work in an innovative company like your's and would welcome the opportunity for a personal interview. Please let me know if there is any other information I can offer to support my candidacy for the auto mechanic position; I hope to hear from you soon.

Thanking You.

Yours Sincerely,

Your Name

INTEXT QUESTION 8.1

Sindcraft Fashions specializes in customized garment sales and has advertised for a position of a Customer Service Executive. They are looking for a fresher from an Industrial Training Institute from the 'Cutting and Sewing' trade. The position requires interaction with customers, understanding customer requirements, developing garments as per customer needs, sourcing orders and after sales service. Gegong is an ITI certified professional and meets the qualifications. He was an intern with Softcot Textiles for 2 months and did a project on customized garments.

Prepare a CV and a cover letter for Gegong so that he can apply for the job.

8.4 PRESENTING SKILLS AND COMPETENCIES EFFECTIVELY

Elements of Personal Communication

Previously we saw that the CV, the covering letter and the interview, all form part of a communication process. Here the job-seeker communicates to the interviewer that he or she is best candidate suited for the job. Are you aware of the many forms of communication besides verbal communication? Can you think of any? Well, you are right. The way you speak and the way you sit or stand also communicate many things about you. Prof. Albert Mehrabian's research on forms of communication confirms this.

07% Spoken words
38% Voice, tone
55% Body language
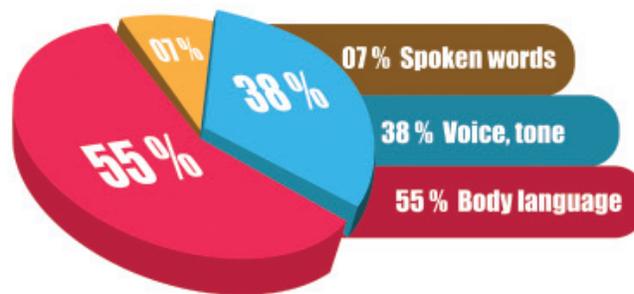
Fig 8.6: Elements of Personal Communication

In the previous lesson, you studied about the verbal and non-verbal forms of communication. In this section we will focus on the following –

1. Verbal

   a. What to say in interviews, group discussions and negotiations.

2. Body Language

    a. For interviews, group discussions and negotiations.

8.4.1 Interview

Rehman received an interview call from Best Serve. He was very happy and rightfully so. Being shortlisted for the interview meant that he had impressed upon the recruiter that he could be tested for the potential to perform. However, you may be aware that many job-seekers attend an interview but only a few get selected.

Would you agree that those who were selected were able to convince the interviewers that they are better than other candidates and therefore should be selected? In the interview, the candidate's technical knowledge is tested. More importantly it's a test of his personality, and attitude. They also decide if a candidate fits into the company culture.

Success in interview depends on one crucial element *– preparation*. Following are some of the important things to be done while preparing for an interview:

1. Find out information about the company, it's business and it's current activities. The company website, news articles etc. will be a great source.

2. Work on all possible questions that might be asked based on your CV and job description.

3. Read up on all the current developments in your field.

4. Practice answering questions before a mirror

5. If possible do a mock interview with your friend or any other suitable person.

Some of the frequently asked questions for which you can prepare beforehand are as follows:

1. Tell me about yourself?

● This not an invitation to recite your entire life story or even to go bullet by bullet through your CV.

● This is your first and best chance to pitch the hiring manager on why you're the right one for the job.

Use the '*Present-Past-Future*' formula -

● Start with the present-where you are right now.

● Go into the past—a little bit about the experiences you've had and the skills you gained at the previous position.

● Finish with the future—why you are really excited for this particular opportunity.

For eg. In Rehman's case, a possible answer might be *"I am Rehman and I am currently working with XYZ Car Servicing Company as Customer Service executive. My main responsibility is to understand customer needs and come up with technical solutions which maximize customersatisfaction. Before that, in ABC Mechanics, Mangalore, as a junior mechanic, I gained practical insights into spare parts managements. This enabled me to look for win-win situations in providing spare parts solutions to the customer. I think this is very crucial in auto servicing. I like to develop innovative solutions and BestServe is the leading innovator in auto servicing. I think this is the best place to launch my career into the next stage"*

2. What are your strengths?

- Describing yourself as*'capable', 'hard-working' or 'diligent',* won't really portray you well.

- Think about 3 things that you do well and give concrete examples.

- *Accurate, relevant and specific* for example, instead of "people skills," choose "persuasive communication" or "relationship building".

- Follow up with an example of how you've demonstrated these qualities in your job.

3. What are your weaknesses?

- Never say that you have no weaknesses.

- Don't highlight a weakness that's the crucial requirement of the job.

- Know that ability to identify a weakness is a strength.

- Interviewers want to understand that you have the ability to be honest about yourself and to seek self-improvement.

- Ways to answer -

Think about something that isn't your strong point, whether it's delegating to others or attention to detail, but think about it **back in the past.** Show how you've **taken steps to overcome it, or worked hard on getting better**, and mention that you're still working and working at becoming even better at this skill set.

Let us learn Grammar 8.1

An adjective is a word that describes noun or a pronoun. These words describe you as a person. Following are some of the adjectives that describe personalities:

Positive Adjectives	Negative Adjectives
Adaptable	Aggressive
Diligent	Impatient
Persistent	Inconsistant

Can you think of 3 things that you do well and give relevant examples? Add this to your portfolio.

4. Why should I hire you?

Focus on what you can bring to the job – this can be your technical knowledge or your soft skills that will be very important in the job.

Fig. 8.7: Positive Aspects

Highlight the positive aspects of what you can do now and how quickly you will be able to progress, if hired.

Highlight how you, as well as the company, will benefit from hiring you.

● Show them what you have to offer that others don't.

5. Where do you see yourself 5 years down the line?

AVOID THESE REPLIES

● "Moving up the ranks,"

● "running this place,"

- "working for myself,"

- "in your job,"

- "NOT in your job,"

- "NOT in this job,"

- "at a bigger better opportunity"

Possible ways to answer-

- *Talk about your wider ambitions and goals and how you can move towards that while working in the organization that you are applying to join*

- *Think about where this position could realistically take you.*

Let us see how Rehman should respond to this. "Well I'm really excited by this position at BestServe.Because in five years, I'd like to be seen as someone who is an expert in the auto servicing sector. I'll have an opportunity to do that here. I would also like to develop myself as a manager. I've been lucky enough to work with some amazing managers, and so developing into a great manager is something I'm really excited about."

INTEXT QUESTION 8.2

1. Find 5 adjectives to describe your strength and weakness and develop answers to the frequently asked questions in specific trade.

   Keep these answers in your portfolio. However, it's not a one time activity. Get feedback on your answers and revisit these questions after sometime.

8.4.2 Group Discussion:

Following Rehman's interview, he was asked to participate in a group discussion. It is often referred to as GD. He had not participated in one before and had little idea of what it meant. He asked another participant, Banoo, to tell him more about GD. She summarized it as follows –

- A GD is another tool like interview to evaluate a candidate. Aspects like assertiveness, leadership, team playing skills, negotiation, conflict resolution, time management, creative thinking, win – win thinking, flexibility and empathy etc. are tested in GD.

- In a GD, a group of people (usually 8- 10) discuss a given topic.

- The topic is given by the HR manager who organizes the discussion.

- A GD usually lasts for about 15 minutes.

- Apart from evaluating the participants, the group as a whole is also evaluated.

We saw earlier that GD is also a way of communication. Can you think of some ways through which Rehman can communicate effectively in a group discussion and succeed in getting the job at BestServe? Yes, for that you will need to know some basic rules of a GD. Let us see what these rules say.

Notes

Table 8.2: Do's and Don'ts of Group Discussion

DO's	DON'Ts
• Understand the topic before participating in the discussion.	• Don't start the discussion for the sake of initiating.
• Try to initiate the discussion when the GD begins. This way you will be able to set the tone of the discussion and also show your leadership skills.	• Don't begin on a negative note or apologetic note.
• Express your opinion clearly and precisely.	• Don't talk over others and at the same time don't let others to subdue you while talking.
• It's a discussion – therefore listening is as important as speaking.	• Don't panic if you don't get a chance to speak. Look for the correct time to enter the discussion.
• Put forward your points assertively and firmly.	• The quality of your input matters more than the quantity
• Give opportunity for other's to speak. Encourage those who haven't spoken to participate in the discussion. This shows as an empathetic person.	• Don't get into arguments. Know when to disengage.
• Try reaching a consensus whenever possible.	• Don't shout during discussions.
• Try arriving at a common ground when dealing a different opinion.	• Don't speak with a feeble voice.
• Agree to disagree.	• Don't intimidate others.
• Know that diversity of opinion is good for the discussion.	• Don't be submissive or aggressive.
• Try to find win-win solution	• Don't vacillate.
• Always be aware of the discussion.	• Don't joke or mock others.

Other tips for a successful GD

- It's helpful to read extensively and be aware of current topics to maximize the chances of your success.

- Learn some quotes or anecdotes which might help you to initiate the discussion.

- Practice GD with your friends.

- Watch debates and panel discussions on TV channels and radio.

- Learn to use the right words and phrases;e.g. – instead of 'wrong approach' you can say 'different approach'

8.4.3 Body Language

Do you know that 55% of our communication. It involves postures, gestures, facial expressions, eye movements etc. The following are some of the body language gestures to be followed and avoided during interviews.
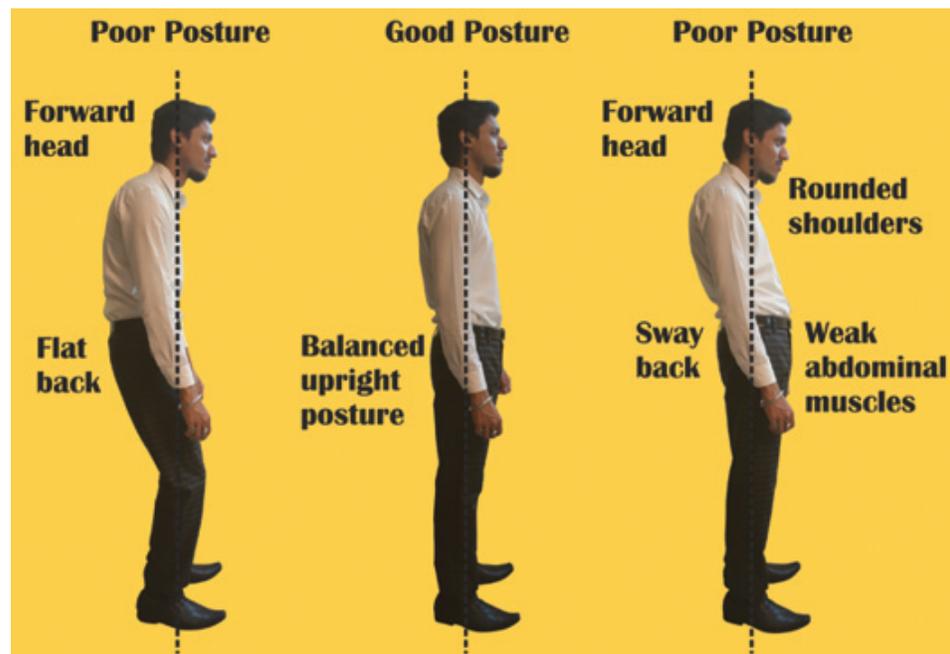
Fig. 8.8: Body Postures

It's necessary to use appropriate body language for interviews and group discussions.

- Walk straight and stand straight. It shows your attitude and approach.

Given below are the tips on body language that will help you during interviews.

Table 8.3: Body Postures and it's Meaning

	Don't slouch or lean forward excessively.
	Don't cross your legs or fold your arms. It forms a barrier and is a defensive posture. Avoid biting nails or twisting the hair. It denotes insecurity or nervousness.
	don't point fingers, its considered agressive
	don't use palms down gesture too much. Its considered dominating.
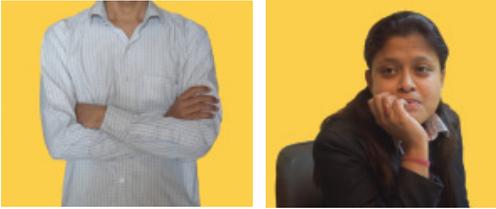
While appearing in an interview some of the gestures or body language of the interviewer can help you to assess how your interview is proceeding.

Table 8.4: Meaning of body postures of interviewer

Gesture of Frustration	Gesture of forming a decision

Gesture of boredom	Gesture of interest

Given below are some tips of the gestures and body language that can be used during interviews, meetings, presentations, workshops and even during social interaction.

Table 8.5: Tips for positive body postures

	A slight tilt of the head to one side indicates interest on that individual's part.
	Forming pyramid with hands indicates that the individual is self-assured and relaxed.
	Hands that are held as if holding a ball indicates that the individual is commanding.
	Hands that are held as if holding a box indicates that the individual is trustworthy and truthful.

Notes

Let us do 8.1

1. You are now aware of various gestures and their meaning. Observe people in real life or on TV and try to arrive at what they are communicating through their body language. Does it match with what they are saying?

2. Practice your answers to FAQs before the mirror. Observe your gestures as you speak.

Following a successful interview and GD, Rehman was offered the job at BestServ. However, the salary was not specified anywhere in the job advertisement or on the company website. When the time came to accept the offer, he was eager to know about his salary and felt a bit awkward about as to how to approach the topic. The salary that was offered was not according to his expectation and was only slightly higher than what he was earning at his current job. He felt disappointed and didn't know whether to accept or reject the offer. What will you do if you were in Rehman's place? What advice can you give him? Have you heard about salary negotiation?

Here are some of the tips to negotiate successfully –

1. Understand Benchmarking - know the following details before negotiating

   ● Average pay at other companies in the industry

   ● Average pay for professionals with your level of experience and education

   ● Average pay for professionals in your field in your area or state

2. Wait for the right time to talk about salary. Let the other side make the first offer.

3. When you hear the offer, repeat the number—and then stop talking.

4. Make a counter offer based on what you know about yourself, the market, and the company.

   You can say something like "The salary I had in mind was more because (your reason)" and state why you're worth the amount you are asking for.

5. Stop talking after making the counter offer.

6. Clinch the deal and then negotiate on other company benefits.

7. Be persistent, patient and flexible.

Expression and
Communication

WHAT YOU HAVE LEARNT
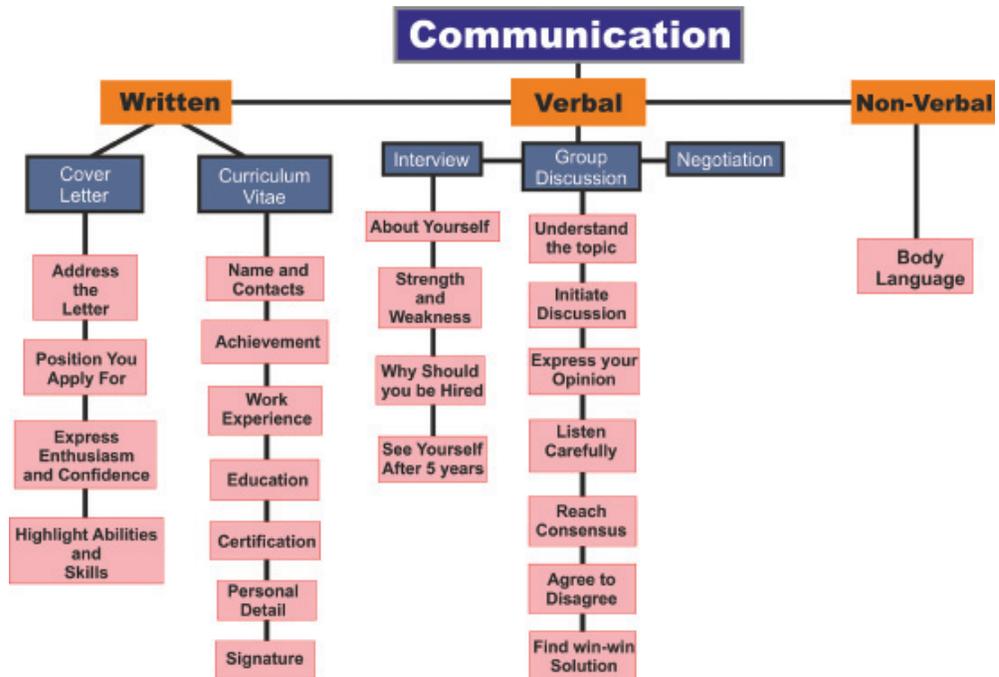
TERMINAL QUESTIONS

1. What is the full form of CV?

2. List the components of a CV.

3. What is the importance of writing the phone number on a cv?

4. Give two ways each in which CV is helpful to the company and the candidate.

5. Explain *'tailoring the cv'* and its importance for the candidate.

6. Write a cover letter for your cv in response to an advertisement uploaded on jobseekers.com for you're the post of an assistant in the trade of your choice.

ANSWERS TO INTEXT QUESTIONS

8.1

1. (i) F   (ii)   T   (iii)   T   (iv)   F

2. (i) Gegongis

   (ii) As per section 8.2.1

8.2

1. Personal and Trade specific

2. Adjectives as per personal strengths and weakness

Curriculum for Employability Skills at Senior Secondary

INTRODUCTION

Along with good technical skills and subject knowledge, employers often outline a set of skills that they expect from an employee. These skills, they believe, will equip the employee to carry out their role to the best of their ability. Employability depends on your knowledge, skills and attitudes as well as how you present yourself to your clients and employers while job readiness skills include life skills that help the worker to fit in to and stabilize in the work environment.

Life skills complement the core or the technical skills which are an essential requirement of a job. These are applicable even outside the workspace. Presently life skills are often referred to as soft skills, and are increasingly sought out by employers in addition to the standard qualifications. There are instances of professions where soft skills proved to be more important, on a long term basis than occupational skills. Life skills refer to the competencies such as critical and creative thinking, communication and negotiation, problem solving and decision making and many more. These skills when applied to behaviour, personal health, finance management, communication etc. empower people to be focused, goal oriented as well as make them a team player. Studies suggest that these skills are at par with technical skills.

Entrepreneurial skills are for creating enterprise either for profit or non-profit. Entrepreneurs are the key drivers of tomorrow's innovations and are integral for creating a thriving economy. However, studies confirm that work-related stress is a major cause of various issues like health, poor productivity and human error. This means increased absence (due to sickness), low staff turnover, poor performance and a possible increase in accidents. Further, it leads to poor decision making due to anxiety and depression. These mental health problems impact enterprise's productivity and are critical human resource issues.

Hence, a successful entrepreneur or employee needs to be mentally, physically and emotionally healthy and have strong technical skills, willingness to learn with an ability to reinvent self and continue to forge ahead despite hardships obstacles.

OBJECTIVES

The broad objectives of teaching Employability Skills and Entrepreneurship is to empower learners:

- to recognize and improve upon their own strengths and weakness for becoming an efficient worker and achieve their potential;

- with abilities beyond skills and apply them in personal and professional spheres;

- to communicate effectively;

- with basic Information Technology and Entrepreneurship skills, and

- to be job ready or start their own enterprise as the case may be.

Eligibility conditions: Age at entry: 15 yrs

Education: Secondary pass from a recognized Board of Education.

Duration of the course: 240 hrs

Scheme of Studies: Theory: 80 and Internal Assessment: 20

WEIGHTAGE

Name of the Module	No. of Lessons	Study Hours	Mark Allotted for Modules		Total
			Theory	**Internal Assessment**	
Module 1: The Employee Everyone would like to Employ	3	60	13	3	16
Module 2: Expression and Communication	5	55	22	3	25
Module 3 : Going Digital	6	50	22	4	26
Module 4 : Be Your Own Boss	5	75	23	10	33
Total	**19**	**240**	**80**	**20**	**100**

Scheme of Evaluation:

Theory: 80

Internal Assessment: 20

Pass criteria: 33% in theory

Details of Syllabus

MODULE – I: THE EMPLOYEE EVERYONE WOULD LIKE TO EMPLOY

Hour of Instruction: 60 hours   **Weightage: 13 marks**

	Topic	Contents
1.1	Let us find ourselves!!	● Identity: Given and Chosen ● Values, behaviour and attitudes ● Aspiration Building (& Relation between values and aspiration + efforts) ● Learnability ● Goal Setting and Time Management ● Perseverance and Commitment ● Personal Well Being
1.2	Connecting the dots	● Empathy and Inclusion (Respect, Consent, Diversity) ● Conflict resolution and working in teams
1.3	The world around me	● Leadership and skills to take everyone along ● Ethics and rights and Responsibility

MODULE – II: EXPRESSION AND COMMUNICATION

Hour of Instruction: 55 hours   **Weightage: 22 marks**

	Topic	Contents
2.1	From Confusion to Clarity	● Listening-hearing and listening, effective listening, barriers to effective listening, guidelines for effective listening ● Responding appropriately ● Body language ● Communication Barriers and skills to negotiate them

2.2	**Developing the Self**	● Descriptive writing
		● Comprehension and paraphrasing
		● Reading for details; Skimming and scanning
		● Correct use of tense markers.
		● Writing short autobiographical notes for interview
2.3	**Be Well Do Well**	● Different formats and styles of writing like articles and reports
		● Frame questions and practice the skill of interviewing.
		● Skill of data collection and data analysis.
		● Neutral and biased free language
		● Constructive feedbacks and using it as a reinforcement tool.
2.4	**Leading , Not Bossing**	● Use of verbal and non-verbal language with correct tenses as per the situation.
		● Listen and comprehend various motivational speeches and use register required to give a motivational speech.
		● Flexible responses to the limitations and the changing scenarios
		● Using verbal and non verbal cues for resolving conflicts and creating a sustainable progress environment
		● Read for details to get precise information.
		● Use suitable language to convey decisions
2.5	**Effective Communication: A Life Long Asset**	● Construction of simple sentences
		● Writing simple English
		– Letters, Emails and sms, with reference to previous communications, cover letter
		– Writing CV and organization's profile
		– Writing reports
		● Habitual actions:
		– Taking messages,
		– passing messages on
		– filling in message forms
		● Functional Grammar:
		– Use of spell checkers, grammar checkers work, and the environment

		– Transformation of sentences,
		– Voice change
		– Change of tense and types
		– Spellings
		– Articles conjunction, preparation
		– Modals
		– Direct and Indirect speech
		● Interview skills

MODULE – III: GOING DIGITAL

Hour of Instruction: 50 hours   **Weightage: 22 marks**

	Topic	Contents
3.1	**Working Smart: Introduction to Computers**	● Introduction: Computer and its applications, Hardware and peripherals ● Office tools: Word document
3.2	**Spreadsheets**	Office tools: Spreadsheet ● Spreadsheet: charts, calculation functions, pivot table, page layout and conditional formatting (freezing panes), sorting and filtering, data validation tools, macros.
3.3	**Presentation**	Office tools: Presentation ● Presentation: Designing, custom animation, transition, inserting media/graphics, master slide, layout, embedding charts/documents, printouts
3.4	**You in the World of Web**	● Web tools ● Internet services, Browser, Search engines, cloud computing (google drive, docs, sheets, forms, slides etc...) ● Emails and its management ● Video conferencing ● E-governance
3.5	**E business**	● Digital marketing & E commerce and Trade ● Communication tools- Internet forums and newsletter ● Chat services, blogs

3.6	**Cyber security**	● Social media, mobile app, online promotion, digital footprints
		● Financial accounting tools
		● E commerce and trade
		● Crimes
		● Information leak
		● IT act
		● Netiquettes

MODULE – IV: BE YOUR OWN BOSS

Hour of Instruction: 75 hours   **Weightage: 23 marks**

	Topic	**Contents**
4.1	**Who is an Entrepreneur**	● Who is an entrepreneur
		● Why entrepreneurship
		● What kind of entrepreneurship
		● What are the key traits of an entrepreneur
		● What are the determinants of entrepreneurship
4.2	**Co-Existing within the Business Ecosystem**	● Ecosystem and systems model
		● Key components (meaning and significance, not the content): inputs, process output;
		● Internal organization v/s external environment and their interplays through porous membrane (two-way and multi-way flow)
4.3	**Know Your Business**	● Input:
		– Role and importance of components such as capital, raw material, human resource and technology in starting a business venture.
		– Steps involved in managements of resources like capital, raw material, human resource and technology with reference to POSDCoRB: Input-out (model).
		● Throughput (Process)
		– Vision, mission & cone values of organization.
		– Organisational policies such as HR, Travel, Gender, child Right/Protection, CSR

		– Organizational hierarchy responsibility & accountability matrix.
		– Key concepts of Human resource, Accounts and finance, Production, Supply chain, Quality Processes, Administration and Operations, and Marketing
		– Types of product mix, product line, service mix and determining the output in terms quantity and price points
4.4	**Know the External Business Environment**	● Role of external factors on the organization
		● Influence of global, national & local factors on a business.
		● Key concepts of Polity/Government, Laws, Policies and Regulations, Social, Economic, Technical and environmental.
4.5	**Be an Ethical Entrepreneur**	● Role of Legal, Social, Economic and Environmental Responsibilities of Enterprise
		● Relevant accreditations/ratings/certifications/self-regulation norms and practices related to ethical/ responsible businesses
		● How to optimize profitability while maintaining quality of product / services as a means of ethical business practices;
		● An ethical business practice includes non discrimination on the basis of disability, gender, religion, caste, class, ethnicity violating the human rights.
		● Understanding long-term effect of ethical business practices in building employee satisfaction, fulfilling social responsibility and ensuring customer satisfaction and loyalty leading to sustainability.
4.6	**My Business Plan**	● Business canvas
		– Map their own business specific requirements
		– Documenting business plan in a soft copy (word document)
		– Presenting business plan as a part of final viva & including a copy in portfolio.

Feed back on Lessons

Lesson No.	Lesson Name	Content			Language		Illustrations		What You Have Learnt	
		Difficult	Interesting	Confusing	Simple	Complex	Useful	Not useful	Very helpful	Not helpful
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										

Feed back on Questions

Lesson No.	Lesson Name	Intext Questions		Terminal Questions		
		Useful	Not useful	Easy	Diff.	V. diff.
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

Dear Learners,

You must have enjoyed going through your course books. It was our endeavor to make the study material relevant, interactive and interesting. Production of material is a two way process. Your feedback would help us improve the study material. Do take a few minutes of your time and fill-up the feedback form so that an interesting and useful study material can be made.

Thank you
Coordinators
(Employability Skills)

Complete and Post the feedback form today

------Third fold------

------Fourth fold------

Final fold and seal

Second Fold

Yours suggestion

_____

_____

_____

_____

Did you consult any other book to study Employability Skills?   Yes/No
If Yes, give reason for consulting it

_____

_____

Name : _____   Subject : _____

Enrolment No: _____   Book No: _____

Address : _____

_____

Assistant Director (Acad.)
National Institute of Open Schooling
A-24-25, Institutional Area
Sector-62, NOIDA (U.P.)

No Enclosures allowed

Senior Secondary Course

Employability Skills

Book - 2

A Word With You

Dear Learner,

Welcome to the course on Employability Skills!

You have just taken your first step towards realizing your goals. Often the most difficult part is to make a beginning. However, once you begin, you would want to keep improving and become the best that you can be. On this journey of personal growth, you will discover that there is much knowledge and wisdom to be gained – insights about yourself, about others, about life and about things around you. Let us begin this journey of learning with joy.

The new course has been designed to equip you with values, attitude and behavior for sustainable employability. Nineteen lessons in four modules will take you through the path of building aspirations, practicing communication skills, negotiating the world of web and leaning the intricacies of entrepreneurship. All the lessons are related to life experiences.The lessons will equip you with the skills of responding to challenging situations in logical, sensitive and positive ways without harming self and society and optimizing opportunities.

These life skills enriched materials aim at empowering you to enhance not only your academic but also personal and social competencies. Along with subject knowledge, you would have the ability to discriminate between right and wrong and take the correct decision regarding your life and career.

During the course of study, you will find a number of activities, including intext questions, in the lessons. Do make a sincere effort to attempt them. While activities have been carefully designed to provide you an opportunity to learn and practice, the intext questions and Tutor Marked Assignments (TMA) help you assess the extent of your learning. Attempting these will aid in developing life skills without any extra effort.

You would also have to make a portfolio that will be evaluated in practical examinations. The activities of portfolio are built from first lesson onwards. To know what is expected of you, read the curriculum and sample question paper given at the end of your study materials.

I hope you will find these life skills enriched study materials rewarding and helpful in your personal and professional life.

Chairman, NIOS

How to use the Study Material

Congratulation! You have accepted the challenge to be a self-learner. NIOS is with you at every step and has developed the material "Employability Skills" with the help of a team of experts, keeping you in mind. A format supporting independent learning has been followed. If you follow the instructions given, then you will be able to get the best out of this material. The relevant icons used in the material will guide you. These icons have been explained below for your convenience.

Title: will give a clear indication of the contents within. Do read it.

Introduction: This will introduce you to the lesson linking it to the previous one.

Objectives: These are statements that explain what you are expected to learn from the lesson. The objectives will also help you to check what you have learnt after you have gone through the lesson. Do read them.

Notes: Each page carries empty space in the side margins, for you to write important points or make notes.

Intext Questions: Very short answer self check questions are asked after every section, the answers to which are given at the end of the lesson. These will help you to check your progress. Do solve them. Successful completion will allow you to decide whether to proceed further or go back and learn again.

What You Have Learnt: This is the summary of the main points of the lesson. It will help in recapitulation and revision. You are welcome to add your own points to it also.

Terminal Exercise: These are long and short questions that provide an opportunity to practice for a clear understanding of the whole topic.

Do You Know: This box provides additional information. The text in boxes is important and must be given attention. It is not meant for evaluation, but only to improve your general knowledge.

Answers : These will help you to know how correctly you have answered the questions.

Activities: Certain activities have been suggested for better understanding of the concept.

www **Web site:** These websites provide extended learning. Necessary information has been included in the content and you may refer to these for more information.

Course Overview

Module I: The Employee Everyone would like to Employ

1. Let us find ourselves!
2. Connecting the Dots
3. The Leader in Me

Module II: Expression and Communication

4. From Confusion to Clarity
5. Developing the Self
6. Be Well Do Well
7. Leading, Not Bossing
8. Effective Communication: A Life Long Asset

Book 1

Module III: Going Digital

9. Working Smart: Introduction to Computers
10. Spreadsheets
11. Presentations
12. You in the World of Web
13. E business
14. Cyber Security

Book 2

Module IV: Be Your Own Boss

15. Who is an Entrepreneur?
16. Co-existing within the Business Ecosystem
17. Know your Business Processes
18. Know the External Business Environment
19. Be an Ethical Entrepreneur
20. Know your Tax System – Goods and Services Tax

Book 3

Contents

MODULE III: GOING DIGITAL

9

WORKING SMART: INTRODUCTION TO COMPUTERS

We are surrounded by technology. The world is shrinking due to technological advancements. To match with the pace of growth, one needs to remain updated. It becomes important to be familiar with the tools and components of technology that are being used these days. In this lesson, we will discuss about the basics of computer and learn to work smart. Sit back, relax and let us begin the journey to become smart.
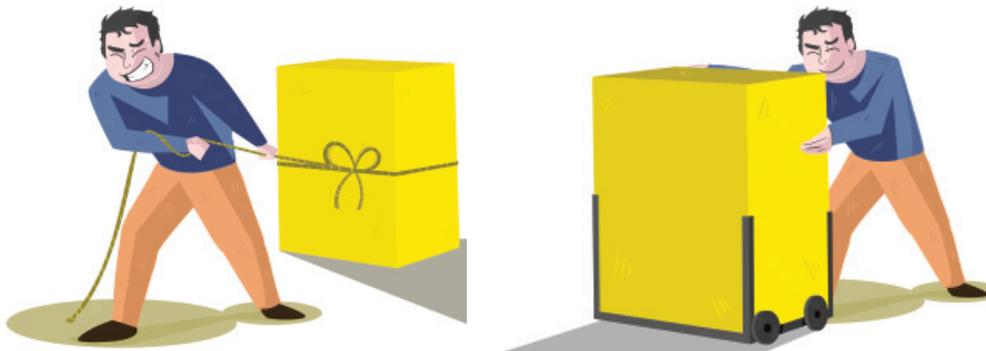
Fig. 9.1: Smart Work vs. Hard Work

OBJECTIVES

After studying this lesson, you will be able to

- explain the difference between hardware and software;
- categorize software; and
- work on a word processing software.

9.1 GETTING TO KNOW YOUR COMPUTER

As we know, a computer is a combination of hardware and software. Both are equally important to operate the computer. Let us know more about them.

1. **Hardware** – Hardware refers to the physical parts of the computer. Every component (internal and external) that can be touched is called Hardware. You must have heard words such as mouse, speakers, motherboard, hard drive and so on. All these are examples of hardware. They are further divided into three categories:

   (i)   Input devices that are used to give information to the computer

   (ii) Processing device that work on the information given by the user

   (iii) Output devices that give the result back to the user

INPUT DEVICES	PROCESSING DEVICE	INPUT DEVICES
① Scanner	⑤ CPU	⑥ Monitor
② Keyboard		⑦ Speakers
③ Mouse		⑧ Printer
④ Microphone		
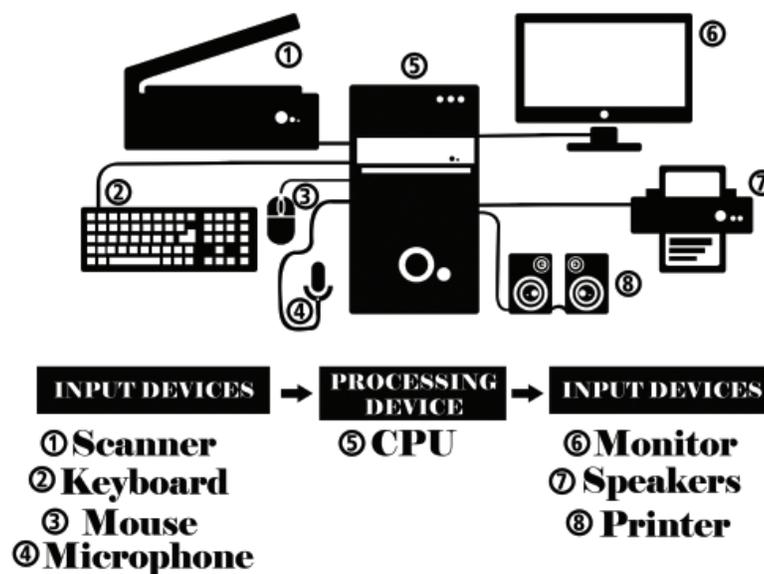
Fig. 9.2: Computer Hardware-Input /Output Devices

2. **Software** – Software is commonly defined as a set of instructions or programs instructing a computer to do specific tasks. Unlike hardware, software cannot be touched but is visible and we can work only become of them. For example, games, MS Word, Oracle ERP, SAP, Adobe Photoshop, Corel Draw and others. They are further classified into two categories as follows:

   (i) System software

   (ii) Application software

   We will discuss about these as we progress.

Activity 9.1. You must already be familiar with computer and its parts. Solve the crossword puzzle using the hints given below. All the best!

Fig. 9.3: Crossword Puzzle

ACROSS	DOWN
1. The output device used to listen to the sounds.	2. A portable micro-computer.
2. A type of fast and noiseless printer.	9. The input device used to type the characters and numbers.
3. A secondary storage device, capable of storing up to 700 MB.	10. A primary storage unit, to store the application we are currently working up on.
4. A permanent primary storage unit.	11. The input device used to point things on the screen.
5. The input device used to generate the soft copy from a hard copy.	12. A storage unit capable of storing up to 25 GB.
6. The output device used to get a print.	
7. The processing unit of computer system	
8. A secondary storage device, capable of storing up to 4.7 GB.	

INTEXT QUESTIONS 9.1

1. Choose the correct option:

   (i) Which of the following is an output device?

      A. Microphone   B. Monitor

      C. UPS   D. CPU

   (ii) Identify the input device in the following.

      A. Speaker   B. Hard Disk

      C. Scanner   D. Motherboard

2. Mark the following statements true or false. Correct the false statements.

   (i) Input devices are used to give the result to the user.

   _____

   (ii) Hardware refers to the physical parts of computer.

   _____

   (iii) Software is visible and can be touched physically.

   _____

3. Rajat has bought a new computer. He believes that the keyboard is directly connected with the monitor, because the characters he types on it, gets displayed on the monitor fast. Do you think he is correct? Write the correct statement if you think his belief is wrong.

   _____

   _____

   _____

9.2 TYPES OF SOFTWARE

As we have discussed in the previous section, software is a set of programs. But what is a program? Let us understand it through an example in Figure 9.4.

A father is telling his daughter to enquire about certain things before enrolling in a course. In the same way, if a person instructs a computer to do a specific task, it is called programming. Hence, a program is a set of instructions given to a computer. A set of programs makes software. As mentioned in the previous section, software is of two types, System Software and Application Software. Let us know more about them.

Fig. 9.4: Understanding Programming

9.2.1   System Software

The term 'System Software' refers to the set of programs, which are responsible for the functioning of a computer. Even if we purchase all the parts of the computer, assemble them and connect it with a source of power, it won't work. Do you know why? It is the system software that "makes it work"! Operating system, device drivers, utilities software and other software programs, come under the category of system software. Let us know more about them.

> **Did you know?**
>
> Mobiles and tablets also work on specialized operating systems such as Android by Google, iOS by Apple etc.

1. **Operating System:** It is the principal software, which is responsible to manage or operate all other software and hardware. It is usually the first software to be installed in a system. For example, Microsoft's Windows, Apple's Macintosh and others. Every computer runs on an operating system.

    It is further categorized on the basis of functionality:

    - Single-User Operating System: A single user is able to work on it at a given A time. For example, DOS, Windows 95 and others.

- Multi-User Operating System: Multiple users are able to work on it at a given time. For example, Linux, Unix and others.

The users can choose any operating system as per their requirement. Let us move further with other system software.

| Operating System | Device Drivers | Utilities Software |

Fig. 9.5: Types of System Software

2. **Device Drivers:** They are installed in the computer to make hardware work. They enable hardware to communicate with each other and with the operating system. The drivers instruct the hardware to do their jobs. For example, to install a printer, a CD containing required drivers needs to be run to make it functional.

3. **Utilities Software:** This category of software is used to support the functioning of computer in various aspects. The Utilities Software is meant to help the users in various tasks, such as keeping the backup of the data, protecting the system from virus, increasing the speed of the computer and others. Examples of such software are Anti-virus software, Disk Defragmenter, Disk Cleaners and others.

9.2.2 Application Software

The application software is designed to fulfil a specific task or a function. They are called as end-user programs, since they directly help the user in an activity. Spreadsheet software like Microsoft Excel, Open Office Calc, Word Processing Software such as Libre Office Writer, Microsoft Word, various games, browsers and others are examples of application software. In the next section, we will discuss about the application software called Microsoft Word.

Fig. 9.6: Application Software

Notes
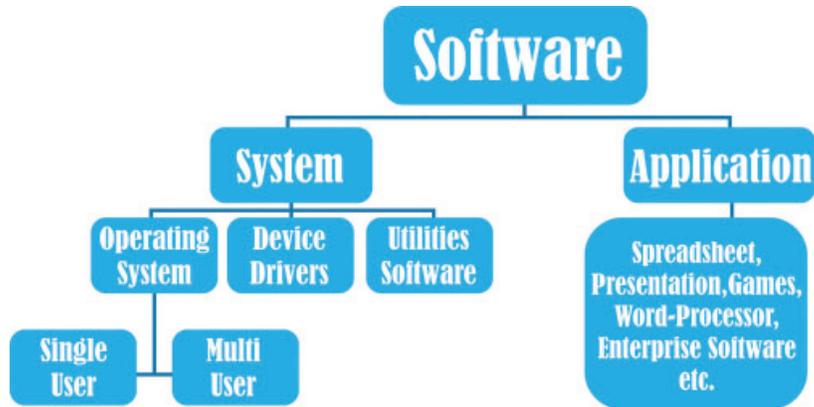
Fig. 9.7: Hierarchical Presentation of Software

Activity 9.2

Rohit is a bit confused; he doesn't know which CD to put in which box. Please help him sort his CDs as per the labels given on the boxes.

A	B	C	D
Box No. :	Box No. :	Box No. :	Box No. :
E	F	G	H
Box No. :	Box No. :	Box No. :	Box No. :
I	J	K	L
Box No. :	Box No. :	Box No. :	Box No. :

Notes

Box 1: Application Software	Box 2: Device Drivers	Box 3: Utilities Software	Box 4: Operating System

INTEXT QUESTIONS 9.2

1. Choose the correct option:

   (i) Which of the following is not a software?

   A. Operating System

   B. Games

   C. RAM

   D. Device drivers

   (ii) Which of the following categories is most suitable for Microsoft Windows?

   A. Application Software

   B. Device drivers

   C. Operating System

   D. Utilities Software

2. Match the following statements:

   (i)   Multi-User Operating System   a.   Windows NT

   (ii) Single-User Operating System   b.   Software in the CD
                                                   provided with a printer

   (iii) Device Driver   c.   OpenOffice Calc

   (iv) Utilities Software   d.   Unix

   (v)   Application Software   e.   iOS

   (vi) Mobile Operating System   f.   Disk Defragmenter

3. Kanika has recently joined a company as a computer operator. Suggest her the appropriate software as per the following tasks given to her:

    (i)   To create a presentation of a product

    (ii) To write a letter

    (iii) To edit an image

    (iv) To maintain daily records of transactions

    (v)   To send an e-mail

    (vi) To install a scanner

9.3   INTRODUCTION TO A WORD PROCESSING SOFTWARE

In the previous section, we discussed about the various types of software, we shall now discuss 'Word Processing Software' which is used for creating basic documents. The further discussion is based on use of Microsoft Word 2010. It is a powerful word processing software, widely issed for documentation purpose. Let us learn about the various components of MS-Word.
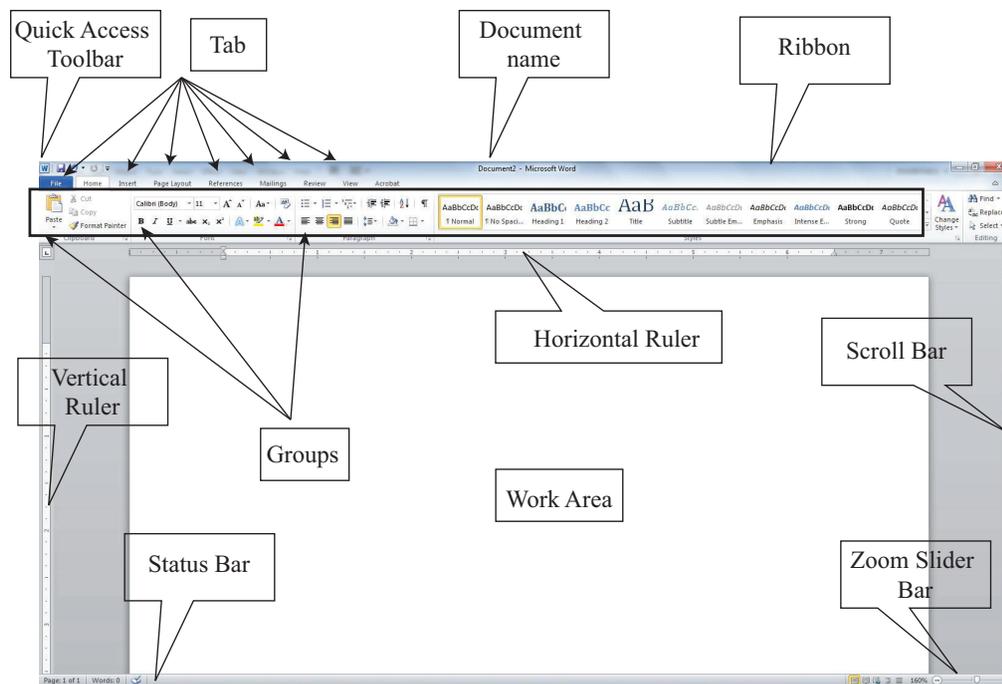
Fig. 9.8: Components of MS-Word

Notes

9.3.1 Working on MS-Word

In this section we will discuss about the various options related to the text, available in MS-Word. We can open MS-Word from

Let's understand how text can be formatted. After opening MS-Word, we can simply start typing to create a document. A blinking cursor is displayed on the top-left corner of the page, indicating the starting point of the text. To determine, how the text will look we can use the options given in the Home tab, which have been grouped under five sections. Most of the options work only if the text is selected. Let us start discussing about the Clipboard, Font and Paragraph group.

Did you know?

To open MS-Word with a keyboard shortcut, press Start button + R key. Type 'winword' in the Run window and press the Enter key
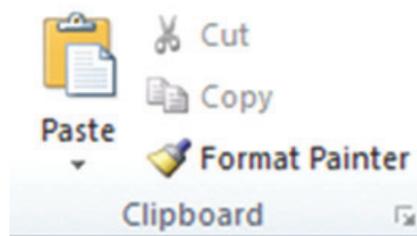
Fig. 9.9: Clipboard group in Home Tab

The Clipboard group consists of options such as cut, copy and paste. As the name suggests is used cut, copy and paste the text and format it. It is used if the position of the text is to be changed or the text needs to be copied to another location within the document. The Format Painter copies the formatting of the selected text and applies it on another piece of text.

Did you know?

When the cursor is brought over an option in the Ribbon, it displays the option's name, use and its shortcut.
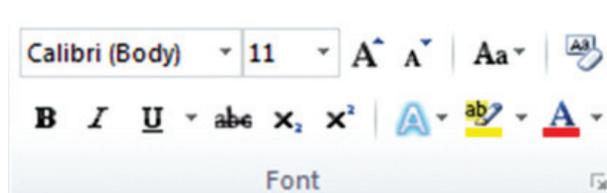
Fig. 9.10: Font group in Home tab

The Font group gives a selection of options to format the font to customize the text as per the requirement.

Notes

Table 9.1: Let's see how various options work ions in Font group

Calibri (Body) Monotype Cors	*The font style changes to this.*
11 A A	Increases or Decreases the font size like this
Aa	Changes the case from THIS to This or tHIS
B I U abc	**Bold**, *Italic*, <u>Underline</u>, ~~Strikethrough~~
X₂ X²	Subscript: H_2O Superscript: a^2
A ab A	Visual Effects, Highlighted Text, Changed Colour
Aa	Clears the formatting from <u>THIS</u> to THIS

Fig. 9.11: Paragraph group in Home tab

The Paragraph group consists of the options related to formatting of a paragraph or a list. The text alignment options, indentation, text borders and other options are part of this group. To understand these options better, let's go through the Table 9.2.

Table 9.2: Examples of options in Paragraph group

☰ ▾ ☰ ▾ ☰ ▾	These options are used to create lists as follows: Bulleted: Numbered: Multilevel: A 1. A 1. A B 2. B 1.1 B C 3. C 1.2 C D 4. D 2. D
≡ ≡ ≡ ≡	They change the alignment/position of text: This is Left Alignment. This is Left Alignment. This is Left Alignment. This is Left Alignment. This is Right Alignment. This is Right Alignment. This is Right Alignment. This is Right Alignment. This is Justified Alignment. This is Justified Alignment. This is Justified Alignment. This is Justified Alignment. This is This is Center Alignment. This is Center Alignment. This is Center Alignment. This is Center Alignment.
≡ ▾ ⬧ ▾ ⊞ ▾	Line-spacing: Spaces between the lines. Spaces between the lines. Spaces between the Spaces between the lines. Colours the background of text like this. Gives borders around some text like this.
⇥ ⇤	Increase or Decrease the Indent(space from margin) Decrease Indent of a paragraph like this. Decrease Indent of a paragraph like this. Increase Indent of a paragraph like this. Increase Indent of a paragraph like this.
A⃥Z↓	Sorts the text alphabetically or numerically 6 → 2 2 4 4 6
¶	When turned on, it shows paragraph marks and other hidden symbols, like this: A → B → C↵ D⋯⋯E⋯⋯F¶

Notes

Activity 9.3

You have learned about the importance of having a CV in chapter 8. It is a reflection of one's work, attitude and personality, therefore it is equally important for an employee as well as an employer. It tells the employer about the fitment and for employee it is a reflection of their work and achievements. In today's digital world it is important to have a digital copy of one's CV, let's try a create one for our self.

Observe the following formats of CV and cover letter and write yours in the word format (Using MS-Word). Your CV must have the following fields: name, date of birth, address, e-mail id, qualification, experience, references and others save a copy for your reference.

<div align="center">RESUME</div>

My Name
My Street
myemailid@mydomainXYZ.com   E-mail: -
64 Dum Dum, My City 7X00074   Ph.: - 94330XXXXX(**M**) 2551XXXX (Resi)

Objective:

Being a committed team player, want to be a part of a renowned organization, to contribute towards the growth of the Organization, based on my expertise and to further my personal capabilities by learning from the new exposure within the structured framework of the organization.

Expertise Summary

- To be an asset to the organization I serve**.**

- Expertise in HRD/Administration.

- A quick learner with '**Can do**' attitude

Key Skills and Management:

Professional management skills
- Meeting objectives
- Identifying problems
- Promoting solutions
- Managing change
- Motivating and developing staff
- Well-developed and effective communication skills.
- Thrive in deadline-driven Environments.
- Excellent Team-Building Skills.

Professional Qualification

- MBA from XYZUniversity specialization in Human resource [75%, May 2005 pass-out]
- Presently pursuing SAP training from Technology Foundation XYZCentre.

PROJECTS:

- Training Assessment Needs for clinical and non-clinical staff in Medical College, My City (A Project For My City Healthcare Ltd.)
- Manpower Planning in MY City Medical College, My City (Individual Project under My City Healthcare Ltd.)
- Motivational Factors (Extrinsic vs. intrinsic) on MIT Staff (Local Project to be submitted to college)
- Trade Union Activities (HR Project-Third Semester)-XYZ Paints Ltd.My City.
- Market Analysis of viability of CaféXYZ Coffee Day in My City.
- Financial Analysis in XYZ Industry, My City

Training Attended

Venu Gopal

12/1 NS Road, 10th Floor, Chennai-602412

Contact: +91-987654321

Email: venu@gmail.com

Respected HR Team,

I am submitting here with my resume for your perusal and favourable consideration to work in your organisation.

Review of my credentials indicates that I am a qualified B.E. (COMPUTER SCIENCE) from Adhi College of Engineering and Technology, Kanchipuram (Chennai) affiliated to ANNA UNIVERSITY; possess rich domain knowledge with comprehensive understanding of JAVA, JAWA, HTML, C++.

Exceptional communication and interpersonal skills, confidence, innovative approach and quick adaptability to changing processes and trends have been my biggest assets.

I am seeking a challenging job that would match my skills and experience with the objectives of the organisation. The above credentials along with my enclosed resume make me ideally suitable for a position in your organisation. I would appreciate an opportunity for a personal interview.

Thanking you in anticipation of a favourable reply.

Yours sincerely

Venu Gopal

9.3.2   Inserting Objects

In the previous section, we discussed about working with the text and now we will learn about inserting various objects in the document, such as pictures, tables, charts, shapes and others. In this section we will look at various options available in the Insert tab.

1. Inserting Tables

    Tables are considered as the most systematic way to enter and store data. In MS-Word, a table can be inserted using the Insert tab → Tables group → Table option.

Did you know?

The drop-down arrow (↓) after every option's name indicates that there are further hidden options inside it.

Notes

Method 1: Using the Grid

Move the cursor over this grid to select the number of rows and columns. In this example, 3x3 refers to 3 rows and 3 columns, indicated with orange colour.

Method 2: Using Insert Table

Click on this option and enter the desired number of rows and columns to insert a table

Method 3: Using Draw Table

Click on this option. The cursor changes into a pencil icon. Drag it on the page and draw the table as required.

Method 4: Using Quick Tables

This option provides the built-in tables, which could directly be inserted in the document and modified later.

Fig. 9.12: Inserting Table

When a table is inserted, two other tabs appear under the Table Tools tab, Design tab and Layout tab. These tabs give options to modify the table. We can format the table, design it, insert/delete rows/columns, merge or split the cells, change the alignment of the text in the table, use formula and others. Thus all the options to modify a table can be found under these tabs.

2. Inserting Picture, Clip Art, Shapes and SmartArt
   These objects are used to represent the data in a distinct manner. These options can be found in the 'Illustrations group' of the Insert tab. When any of the objects is inserted in the document, another tab called Format appears in the Ribbon, it is used for arranging and structuring the objects that have been inserted

Click on this option to insert a picture. Select the desired picture, when the dialog box appears

Click on this option to insert a shape. Select the required shape and drag the mouse on the page to draw it.

Click on this option to insert a Clip Art. Type a keyword in the searching pane which appears on the right of the screen, click on the desired Clip Art to insert.

SmartArts are diagrams or graphics, used to explain complex data in an easier way. Click on this option to insert a SmartArt graphic. Select the desired type and design, and type the required data in the graphic.

Fig. 9.13: Inserting Picture, Clip Art, Shapes and SmartArt graphics

3. Inserting Charts

A chart is a pictorial representation of data. It makes data easy to analyse, compare and understand. This option is also available in Illustrations group of Insert tab.

When we click it, a dialog box appears. We can select the desired chart type from it and lock it. Then we click 'OK'.
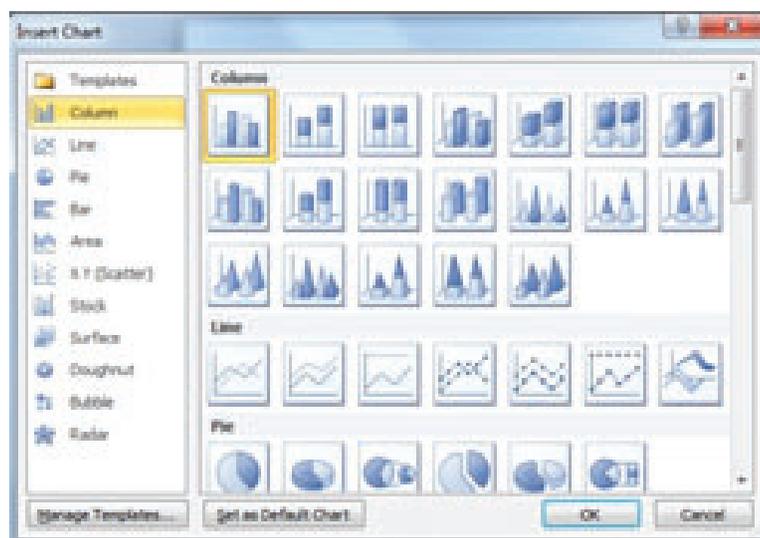
Fig. 9.14: Insert Chart dialog box
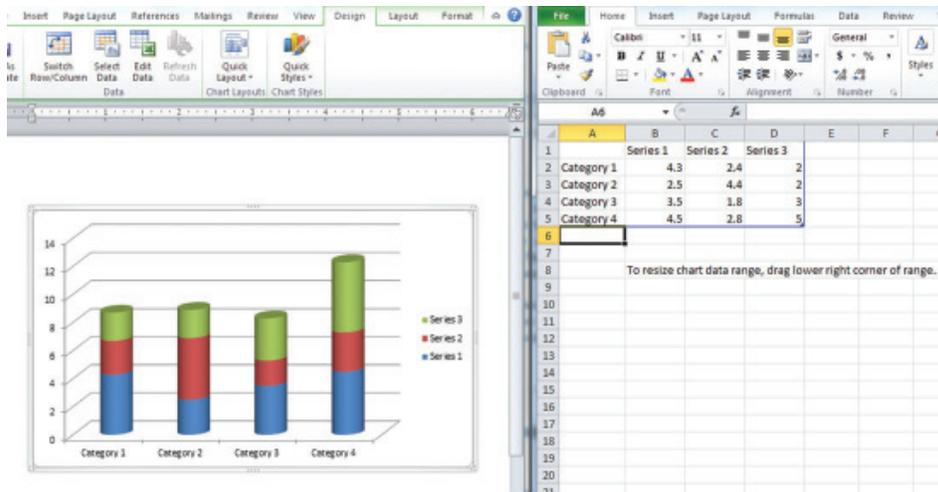
Fig. 9.15: Entering data for a chart

Another window of MS-Excel also opens automatically. This window is called Datasheet, and we enter the data of the chart in the Excel sheet and then close it after completion of data entry. The chart will be displayed in the MS-Word window.

The chart will get updated automatically, whenever data is updated in the worksheet. When a chart is inserted, three additional tabs appear under Chart Tools tab, that is Design, Layout and Format.

4. Inserting Hyperlink\\

    Hyperlinks are used to link a piece of text in a document with a web address or a file in the computer. This makes it easy to access a file/web page, as its link would be available in the document that we will be currently working on. This option is found in the Links group in the Insert tab.

Click on the text, with which the link has to be created. Open the dialog box, as mentioned above, refer to figure 9.16. Select the web page / file to be linked with the text, click on Ok. The text will get underlined in blue, thus a link is form.
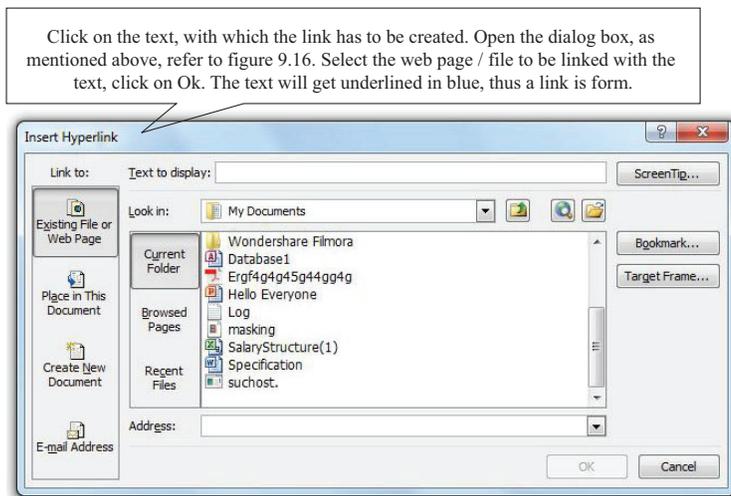
Fig. 9.16: Insert Hyperlink dialog box

Notes

5. Inserting Header and Footer

You must have observed in books, that there is some text which is usually repeated at the top or bottom of the page. They are simply typed once using the command Headers and Footers. These are used to display some information on every page, such as page number, date/time, chapter number, chapter name and other information. The difference lies in the fact that header appears at the top and footer appears at the bottom. This option is found in Header & Footer group of the Insert tab. When Header/Footer is inserted, an extra 'Design' tab appears in the Ribbon under Header & Footer tools tab. It consists of the options to modify the Header & Footer.

> Select the desired style of Header & Footer and type the required text. It will appear on every page. To modify the Header/Footer, double-click on the Header/Footer area, and make the desired changes.

Built-In

Blank

[Type text]

Blank (Three Columns)

[Type text]   [Type text]   [Type text]

Alphabet

[Type text]   Page 1

Annual

1

Austere (Even Page)

1 Error! No text of specified style in document. | [Type the company name]

Enable Content Updates from Office.com...

Edit Footer

Remove Footer

Save Selection to Footer Gallery...
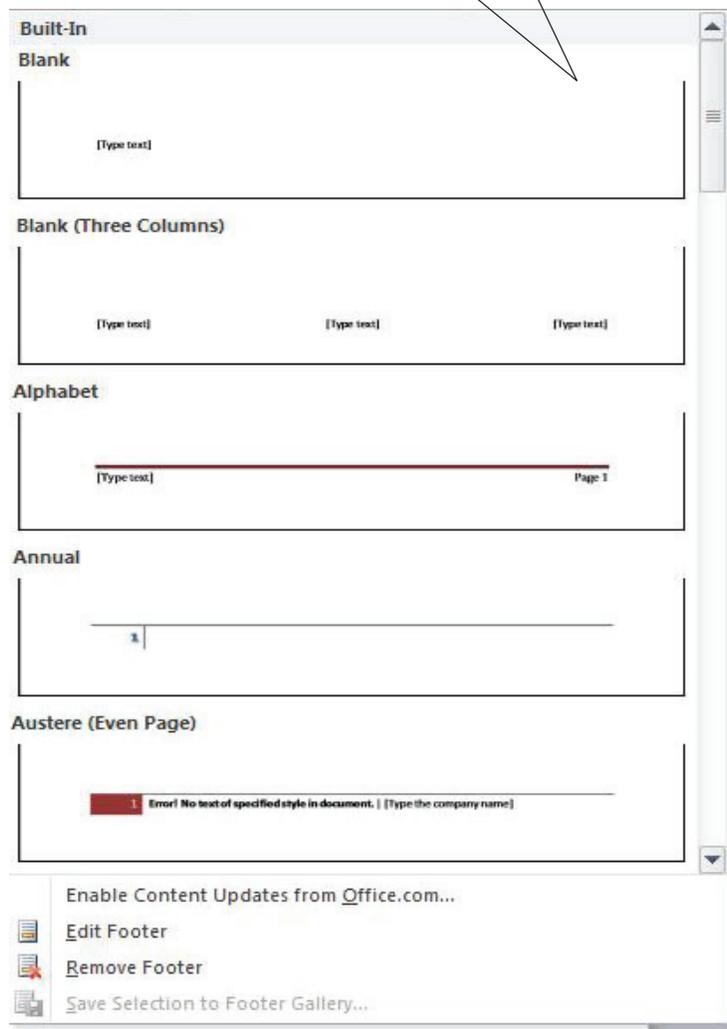
Fig. 9.17: Insert Hyperlink dialog box

Notes

6. Inserting Textbox

    Textboxes are the mediums in MS-Word through which, we can portably write text at any place. The text written in a Textbox can be moved to anywhere in the document, without interfering with the appearances of the text inside it. The option to insert a Textbox is found in Insert → Text → Textbox. When a Textbox is inserted, an extra 'Format' tab appears, which consists of the options to format the Textbox, and its contents.

    There are many other options available in the Insert tab, such as WordArt, Symbol, Drop Cap, Signature Line, Cover Page and others. We will suggest you to go through and practice all of them.

7. Inserting Table of Contents

    Table of Contents include the details of the contents added in a document. It is usually inserted at the starting of the document since it works like an 'index' which summarizes the entire document in a page. This option is available in Table of Contents group in the References tab.

Fig. 9.18: Inserting Table of Contents

Did you know?

Rand( ) function inserts some random text in a fresh blank document. To try it write '=rand (No. of paragraphs, No. of lines in each paragraph)'. For example, =rand(4,5) will insert 4 paragraphs, with 5 lines in each paragraph.

Activity 9.4

Healthy and disciplined routine is the key to success. One should have a disciplined routine and stick to it. Create a table in MS-Word, and fill the details of your present routine in it. Reflect on it to see how healthy is it and what can you do to improve it further. The table must have the following columns: Task, Approximate Time Duration (in hrs). Also, create a chart using the same data.

9.3.3   Page Layout

In the previous sections, we have discussed about inserting and working with text and various graphics, but their appearance is depend on the basic layout of the page. In this section, we will discuss about basic components which affect the appearance of the text and objects with respect to the pages.

1.   Setting Margins, Orientation and Size

The above options are available in Page Setup in Page Layout tab.

Margin refers to the distance between the text and the edges of the page. Select the desired margin from Normal, Narrow, Wide, Mirrored, Custom etc., after clicking on this option.

The Orientation of the page is simply its layout. It is of two types, Portrait (Vertical Layout of the page) and Landscape (Horizontal Layout of the page). Click on this option to choose between the two.

It directly refers to the Page Size. MS-Word lets us create the documents on any size to be chosen from A4, A3, Legal, Letter etc. Click on this option to choose the page size.

Fig. 9.19: Setting Margins, Orientation and Size

2. Applying Page Borders

Borders provide a complete look to the document. We can apply borders to MS-Word document also, to do so, click on the Page Layout '! Page Background '! Page Borders. Select the desired options in the Borders and Shading dialog box.
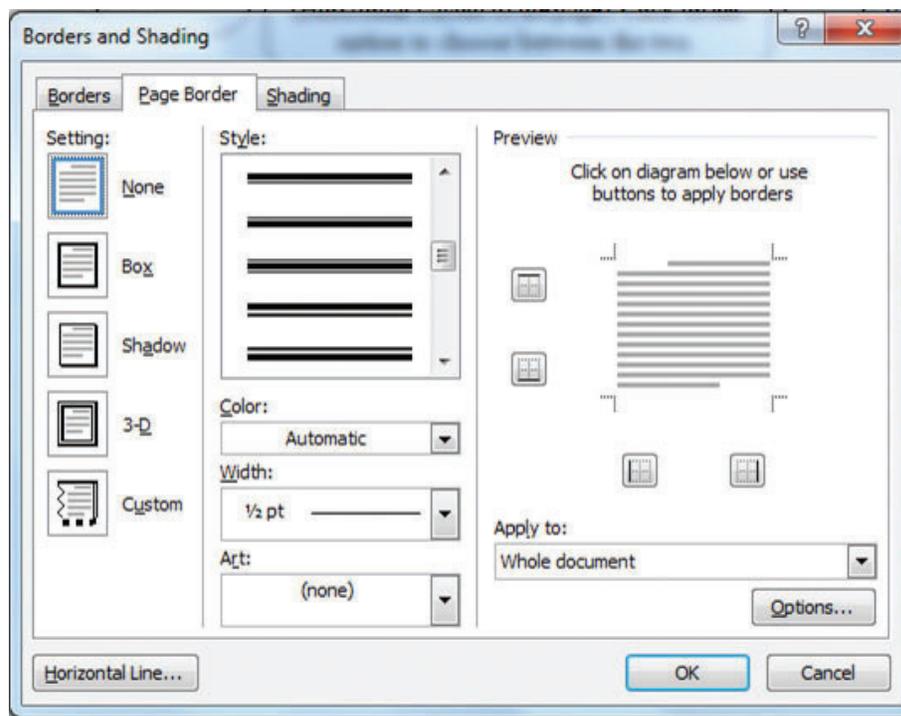
Fig. 9.20: Borders and Shading dialog box

Activity 9.5

Diary writing is believed to be a stress-relieving task. Let's create an eco-friendly diary, which saves paper. Create a document in MS-Word and perform the following tasks in it:

1. Insert a Table of Contents at the starting of the document

2. Insert Header and Footer, where the Header should display your name and Footer should display the page number

3. Set the margins to 2" from each side

4. Set the page size to A3

5. Set the orientation to Landscape

6. Apply page borders

Once you are done, save the document as "My Digital Diary", and write your experiences in it.

Notes

9.3.4 Using Mail Merge

Imagine that you are planning to celebrate your birthday, design an invitation card in MS-Word. One of your friends suggests that rather than writing the names of your friends on each card, the printed ones will look smarter. But typing every name individually on each card will be a time consuming task! MS-Word has an excellent feature to fulfil this plan, called as Mail Merge.

Mail Merge is a powerful feature, which reduces the effort by creating list of recipients and customizes the information for each person, on a different page, in a directly printable form. This feature can be found in Mailings tab. Different options are used from various groups to complete the merging of mails.

To start Mail Merge, click on Start Mail Merge in the Mailings tab and select the type of document to be created. Here we will select 'Letters'.
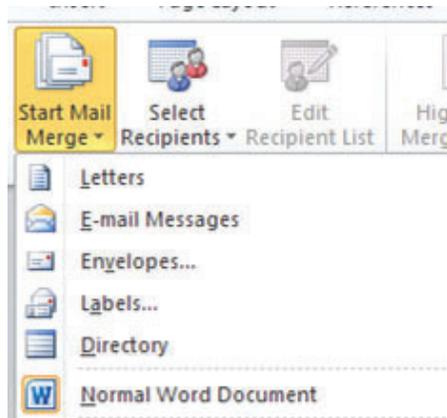
Fig. 9.21: Starting Mail Merge

Type the content and select the recipients list as shown in Figure 9.22
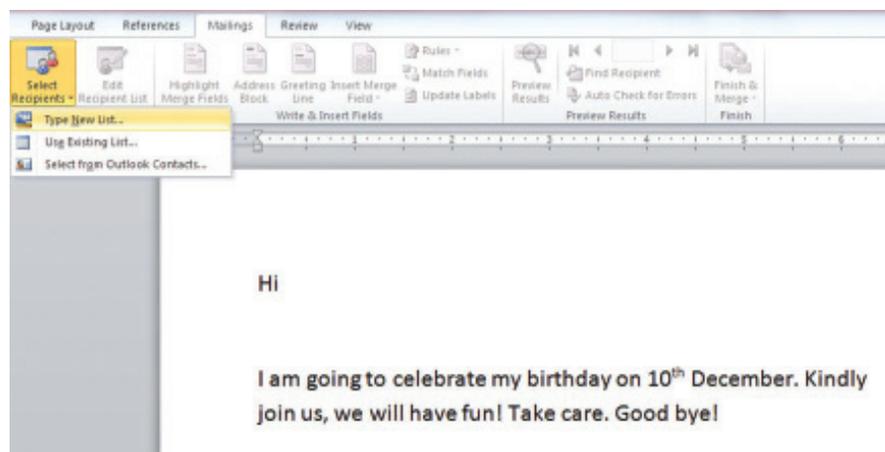
Fig. 9.22: Selecting recipients in Mail Merge

Type a new list of recipients or use existing list, if already created. The following dialog box appears when we click on 'Type New List…' option. Click on 'Customize Columns…' to add, delete or rename columns. Click on New Entry or Delete Entry to enter or delete a record. Enter the required data and press Ok. MS-Word will ask you to save the list. Save it with a meaningful name.

Notes
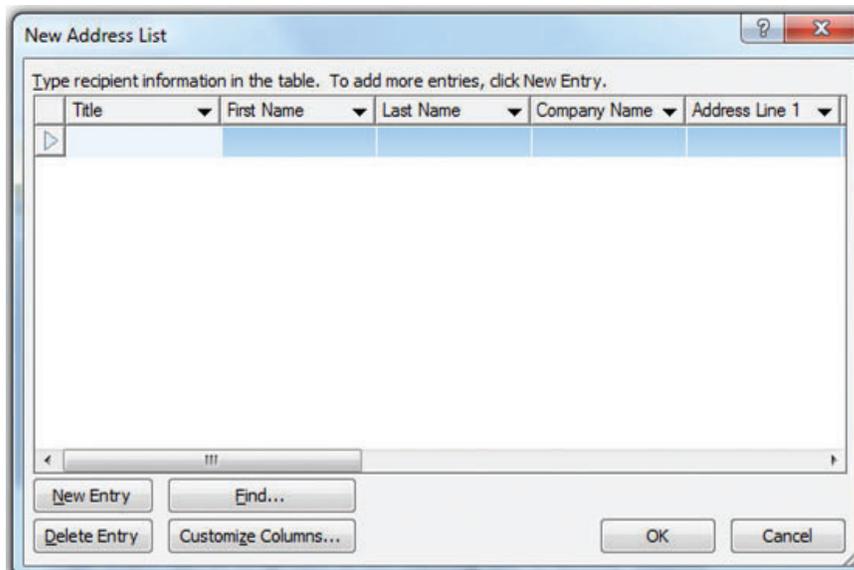
Fig. 9.23: Entering Data of Recipients

Insert the fields as shown in Figure 9.24

Fig. 9.24: Entering Fields

Click on Finish & Merge and select the desired options in the further dialog boxes. The Mail Merge feature generates a new document, merging the recipients list and the letter together in it, as shown in Figure 9.24.

i Kiran	Hi Manoj	Hi Ajay
23456789	987654321	123958746
am going to celebrate my rthday on 10th December. indly join us, we will have	I am going to celebrate my birthday on 10th December. Kindly join us, we will have	I am going to celebrate my birthday on 10th December. Kindly join us, we will have

Fig. 9.25: Completed Mail Merge

Activity 9.6

Design your birthday invitation card, as given in the figure below. It has been designed in MS-Word, using only the components discussed in this chapter. Go through the details to find it!

Activity 9.9

You must have created your CV and cover letter in the Activity 9.3. Customize the cover letter for five different companies, using Mail Merge. It must have the company's name, address and contact number at the top, though the rest of the content will remain same.

Notes

INTEXT QUESTIONS 9.3

1. Choose the correct option:

   (i) Which of the following is not the name of a tab in MS-Word 2010?

      A. Insert

      B. Mailings

      C. Home

      D. Clipboard

   (ii) Which tab consists of the option to insert the Table of Contents?

      A. Home

      B. References

      C. Page Layout

      D. Insert

2. Match the following statements:

   (i) x^2 A.   Bullets

   (ii) U   B.   Mail Merge

   (iii)   C.   Insert Table

   (iv)   D.   Superscript

   (v)   E.   Underline

   (vi)   F.   Justify Alignment

   (vii)   G.   Insert Shapes

   (viii)   H.   Orientation

Notes

3. Sanchita is working in MS-Word. She wants to format the document. Suggest any five features available in MS-Word, using which she can beautify the document.

4. Identify the features of MS-word, required in the following situations:

   (i) To create multiple copies of a letter customized for different people.

   (ii) To write the chemical formula of Carbon Dioxide.

   (iii) To put a symbol before every sentence in a list.

   (iv) To denote some information through graphics.

   (v) To display the same text on every page.

WHAT YOU HAVE LEARNT

```
                        Computer
                        System
                   ┌───────────┴───────────┐
                Hardware                Software
                             ┌──────────────┴──────────────┐
                          System                      Application
              ┌──────────────┼──────────────┐              │
        Operating        Device         Utilities      MS-Word
        System           Drivers        Software        2010
      ┌─────┴─────┐        ┌─────────┬───────────┬───────────┬───────────┐
  Single-   Multi-      Home      Insert   Page Layout  References   Mailings
  User      User        Tab        Tab        Tab          Tab         Tab
```

Home Tab	Insert Tab	Page Layout Tab	References Tab	Mailings Tab
Clipboard Group, Font Group and Paragraph Group (Font related formatting)	To insert Table, Picture, Clip Art, Shapes, Smart Art, Chart, Text Box, Hyperlink, Header & Footer	Page related formatting (Setting Margins, Orientation, Size, Applying page Borders)	Inserting Table of Contents	Mail Merge

TERMINAL QUESTIONS

1. Write any two differences between Hardware and Software.

2. Name and explain the types of Software.

3. Explain the use of word processing software.

4. Manya has bought a printer. She has attached it with her computer, and tries to take out a print, but failing to do so. Explain the possible reason for this.

5. Differentiate between Chart and SmartArt Graphic. Which of these should be used, if some numerical data has to be compared and analyzed?

6. Which category of hardware devices, does CPU fall in? Explain with a reason.

7. Define the Mail Merge feature.

8. In the follo wing table, the Tab name or the Group name is missing for the given options. Fill in the correct information to complete the table:

TAB	GROUP	OPTION
Home		
	Links	
	Page Background	
Mailings		
Insert		

ANSWERS TO INTEXT QUESTIONS

9.1

1. (i) B. Monitor

   (ii) C. Scanner

2. (i) False, Output devices are used to give the result to the user.

   (ii) True

   (iii) False, Software is visible but cannot be touched physically.

3. He is not correct. The keyboard and the monitor are both connected with CPU, and they are not directly connected with each other.

9.2

1. (i) C. RAM

   (ii) C. Operating System

2. (i) Multi-User Operating System : Unix

    (ii) Single-User Operating System : Windows NT

    (iii) Device Driver : Software in the CD provided with a printer

    (iv) Utilities Software : Disk Defragmenter

    (v) Application Software : OpenOffice Calc

    (vi) Mobile Operating System : iOS

3. (i) A presentation software: Libre Office Impress or MS-Powerpoint etc

    (ii) A word processor: OpenOffice Writer or MS-Word etc

    (iii) An image editing software: Adobe Photoshop or Gimp etc

    (iv) A spreadsheet software: MS-Excel or Libre Office Calc etc

    (v) A browser: Internet Explorer or Google Chrome etc

    (vi) Its device driver

9.3

1. (i) D. Clipboard

    (ii) B. References

2. (i) → Superscript

    (ii) → Underline

    (iii) → Bullets

    (iv) → Justify Alignment

    (v) → Insert Table

    (vi) → Insert Shapes

    (vii) → Change Orientation

    (viii) → Mail Merge

3. Text Effects, Font Styles, Font Size, Font Colours, Bullets, Page Borders, Inserting Graphics (Shapes, Clip Arts, Charts etc). She can format the graphics also.

4. (i) Mail Merge

    (ii) Subscript

    (iii) Bullets

    (iv) SmartArt Graphics, Charts etc

    (v) Header or Footer

10

SPREADSHEETS

Dear learners, you have learnt the basics of computers in the previous lessons. In this lesson you will learn how to use this skill to analyse your work as an entrepreneur. You must have seen some people who have become financially successful while some who have remained at the same level in spite of hard work. Have you ever wondered why? Successful people regularly analyse their work including time, money and the energy spent. These calculations can be done by using a paper and pen. But when there are too many calculations, the probability of errors increase. In this lesson we will learn about Spreadsheets which will simplify the process of calculating and analysis. We would also learn about visual presentation of your work.

OBJECTIVES

After studying this lesson, you will be able to:

● create a spreadsheet by using functions, formulae and various referencing techniques;

● create a spreadsheet by freezing pane for entering data; and

● analyse the data using filter, sort, validation checks, conditional formatting, charts, pivot table.

10.1 CRUNCHING NUMBERS USING SPREADSHEET

A spreadsheet is a tool for storing data in tabular form consisting of rows and columns. Data is entered in cells of a table. Each cell may contain either numeric or date or text data. Results of formulas that are automatically calculated can also be displayed in a cell. Do you know that if we change a value of a particular cell, changes are automatically reflected in other cells in reference to that cell? Doesn't it make your work simpler? Let us learn how to create a spreadsheet.

1. Creating a Spreadsheet

In this section we will be learn some of the features of MS Excel 2007. You have already learnt about opening the word processor. For MS Excel you need to go to

>   Start '!
>
>   All Programs '!
>
>   Microsoft Office '!
>
>   Microsoft Office Excel 2007

The spreadsheet can be created by clicking on the Microsoft Excel 2007 icon in the start menu. The opened spreadsheet is shown in figure 10.1.
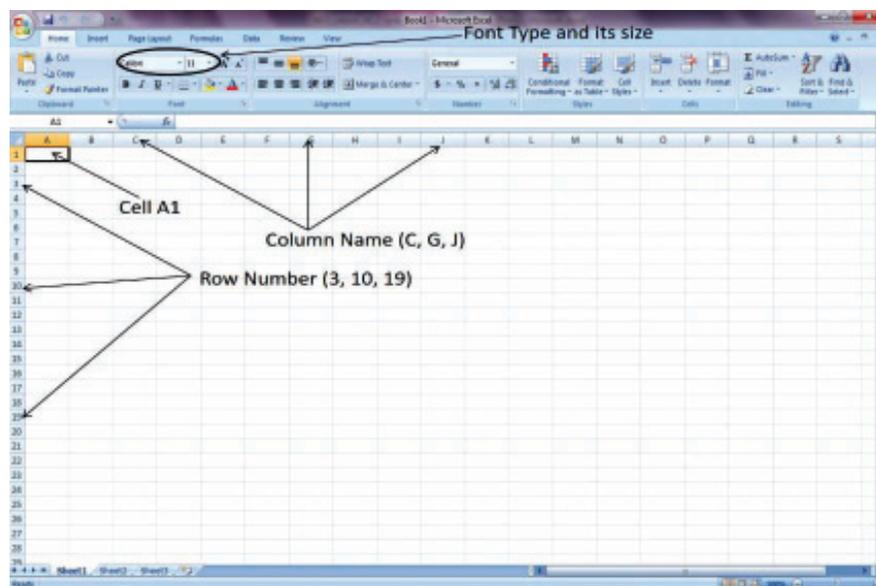
Fig. 10.1: Spreadsheet

An opened spreadsheet consists of following:

- Column Name: Each column has a capital English alphabet such as A, B, C and so on at the top.

- Row Number: Each row is indicated by a number to the immediate left of the first column such as 1, 2, 3 and so on.

- Each cell has unique address consisting of the column letter followed by the row number. For example, the address of the cell in the third column, third row is C3. The user has to enter the data in it.

- A worksheet is a single spreadsheet which contains cells organized in a tabular form consisting of rows and columns.

2. Navigating through a Spreadsheet

Each new opened spreadsheet contains three blank worksheets: Sheet1, Sheet2 and Sheet3. We can rename or add more sheets as per our requirement. For working, a particular sheet is selected by clicking on the icons as shown in figure 10.2. The sheet which is active is displayed in bold and it appears that its tab is on top of others sheets.

On the Left bottom of the spreadsheet, four scroll buttons appear: First sheet, Previous sheet, Next Sheet and Last Sheet. It is followed by the active worksheet tabs in a spreadsheet and the Insert worksheet Button. You can insert more worksheets by clicking the insert worksheet button that appears immediately to the right of the last worksheet tab.

Notes
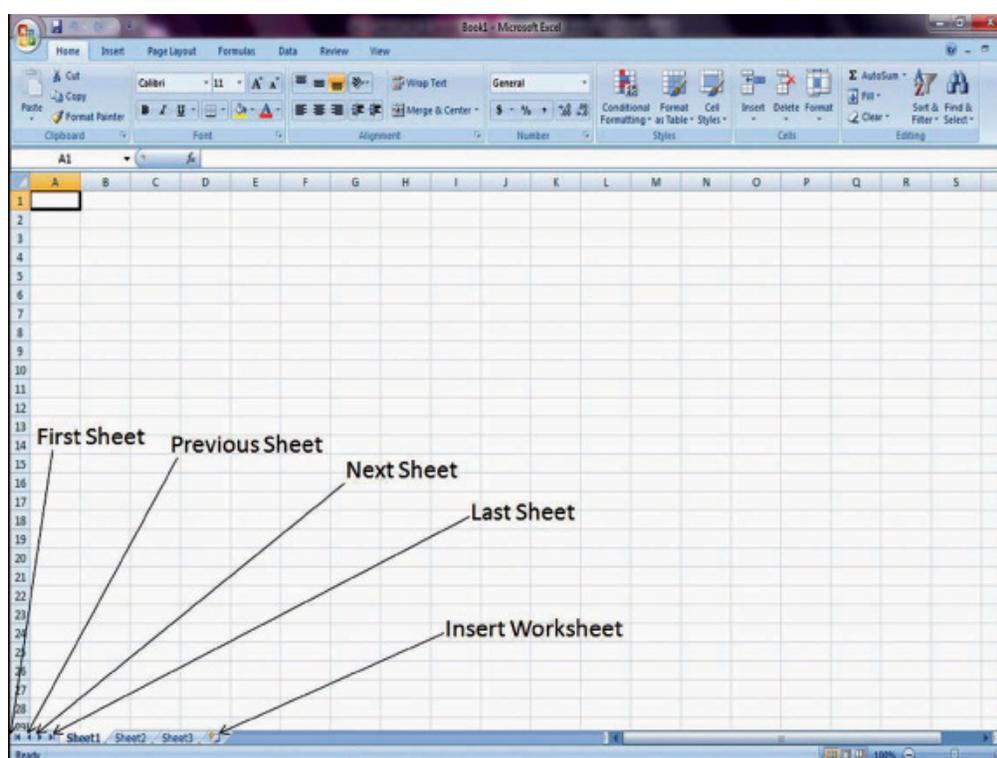
Fig. 10.2: Different sheets in a Spreadsheet

Activity 10.1

Topo is working as a Team Leader in a company. He wants to quit his job and open his own company. Unfortunately, he does not have any computer background. He has listed his total salary and deductions, current expenditures and savings. Help Topo to enter the following data in 3 tables of spreadsheet:

Salary (pm)

Total Salary	25000
Deductions (PF, Tax, etc)	5000

Current Expenditures (pm)

House Loan EMI	5000
Bike/ Loan	2000
School fees of children	2000
Monthly Utility bills (electricity, water, gas, etc)	1500
General expenditure (food, entertainment, conveyance, medical)	5000
Misc Expenditures	2000
Insurance policies (Life and mediclaim)	500

Savings

Fixed Deposits	50000
Provident Fund Account	75000
Saving Account	10000

Now that you have entered the data, check if all the data is reflected in the sheet.

3. Referencing Techniques

Cell referencing techniques play an important role in creating formulas in spreadsheets. It allows your formulas to update automatically if the value of a particular cell changes. It also assists in updating formulas as cells are copied or moved. In spreadsheet, we have two types of referencing techniques:

1. Relative

2. Absolute

These techniques behave differently when copied to other cells. All cell references are **relative references** by default.

1. **Relative**: It changes when a formula is copied to another cell. For example, if you copy the formula =A3*B3 from row 3 to row 5, the formula will become =A5*B5. It is used when you want to repeat the same calculation across multiple rows or columns.

2. **Absolute**: It does not change when copied or filled. It is used when you want a row and/or column value to be constant. It is indicated by adding a dollar sign ($) before either the column or row location or both.

A mixed cell reference is either a relative column and absolute row or absolute column and relative row.

The examples of above techniques are shown below:

- **Relative (A1):** The column A and the row 1 changes when copied.

- **Absolute (A1):** The column A and the row 1 do not change when copied.

- **Mixed (A$1):** The row 1 does not change when copied.

- **Mixed ($A1):** The column A does not change when copied.

4. Using Existing Functions

Let us see how you can use the existing functions to calculate. Existing functions are like built-in formulas that perform calculations using specific values in selected cells. Some of the basic functions are:

- SUM for summing up numbers

- AVERAGE for calculating an average

- COUNT for counting the numbers

- MAX for identifying the largest number

- MIN for identifying the smallest number in a range of selected cells

Functions are used for handling different needs: working with numbers, text, date, time or financial calculation. Using existing functions saves time since we do not have to write the formula ourselves. The function has a specific syntax that has to be followed to work correctly. Syntax is a set of rules for the structuring of statements. The syntax of a function has the following order:

- All functions begin with '=' sign.

- Mention the function **name** after = sign (for example, count).

- The parameter list which contains the **cell range or cell references** is enclosed by parenthesis. Each parameter is separated by a comma.

An example of a summation function (SUM (B2:B7)) with one parameter that sums a range of cells B2 to B7 is shown in figure 10.3:

Notes
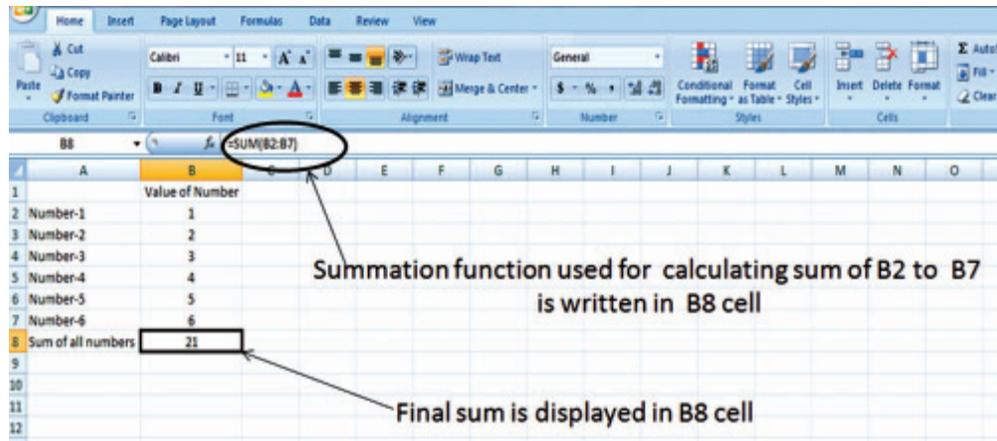
Fig. 10.3: Using Summation function in a spreadsheet

Calculation of sum of range of data can be done by using AutoSum as follows:

1. Select the formulas tab

2. Select the cell where you want to use the function; in this example it is B8

3. Select the AutoSum and then Select SUM.

4. A formula will appear in selected cell B8. The function is = SUM (B2:B7). The AutoSum automatically selects the range of cells from B2 to B7. The cell range can also be altered by changing cell numbers.

5. The total sum will appear after entering Enter button (as in figure 10.4).
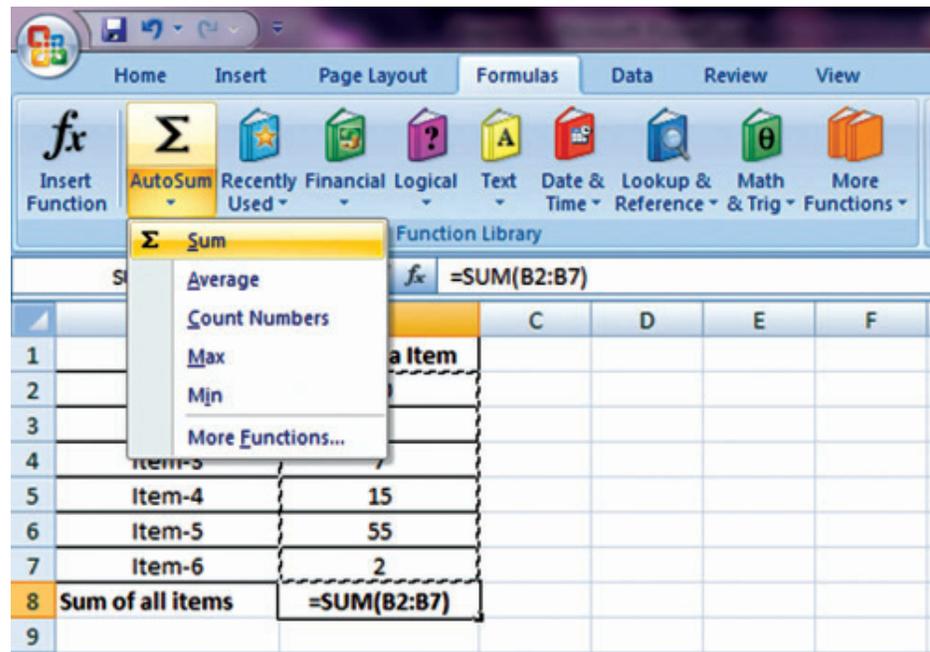
Fig 10.4: Using AutoSum in a spreadsheet

Activity 10.2

After entering all the major financial data in Activity 10.1, now Topo wants to know his total outgoing expenses, net income and total savings.

Help Topo calculate the above by doing the following things:

- Take your mouse cursor below all the 3 tables created in Activity 10.1.

- Then, insert a new row by clicking the Insert icon on the Home tab and then selecting Insert Sheet Rows.

- Label the cells as Total_Net_Income, Total_Outgoing_Expenditure, Total_Savings.

- Make a function to calculate the Total_Net_Income (that is, Total Salary- Deductions).

- Use SUM function to calculate the Total_Outgoing_Expenditure.

- Use SUM function to calculate the Total_Savings.

Notes

5. Creating formulas

Creating a formula in a cell requires the calculations to be performed in order to get a value. It can combine the results of two or more different existing formulas also. Consider the following example in which the total cost of purchasing has to be calculated.

Fig. 10.5: Creating formulas

The total cost of the items purchased involves following calculations:

- Cost of different items purchased has to be calculated by multiplying price of item and quantity purchased i.e., D3=B3*C3 (see figure 10.6), etc.

Fig. 10.6: Calculating cost

- Total Cost has to be calculated by summing cost of all items in D9 cell by using function SUM (D3:D8) (see figure 10.7)

Fig. 10.7: Calculating Total Cost

The total cost is displayed in D9 cell as 422 in this example.

Notes

Activity 10.3

After calculating Net incoming salary, total outgoing expenses, and total savings in activity 10.2, now Topo wants to know his total net income left in his hand per month. Help Topo calculate the above by doing the following things:

● Write a function which calculates the net income in a new cell by subtracting Total_Outgoing_Expenditure from Total_Net_income.

● Select a cell at appropriate place for labelling the above cell.

6. Freeze Pane

This feature allows you to freeze portions of a worksheet, typically column and row headings, so that you can view and enter the data in distant parts of the worksheet while the headings remain in place.

The freeze panes in a worksheet can be done by positioning the cell cursor as follows:

● Rows: Select the row below the rows you want to freeze. For example, to freeze rows 1 and 2, click row 3.

● Columns: Select the column to the right of the columns you want to freeze. For example, to freeze column A and B, click column C.

● Columns and rows: Click the cell below the rows and to the right of the columns you want to freeze. For example, to freeze both column C and row 3, click cell D4.

Freeze Panes: Select Freeze Panes in the View tab, and then click Freeze Panes. A thin black line separates the sections. As you scroll down and to the right, notice that the columns above and rows to the left of the cell cursor remain fixed. An example to freeze first column A and first 2 rows is shown in figure 10.8:
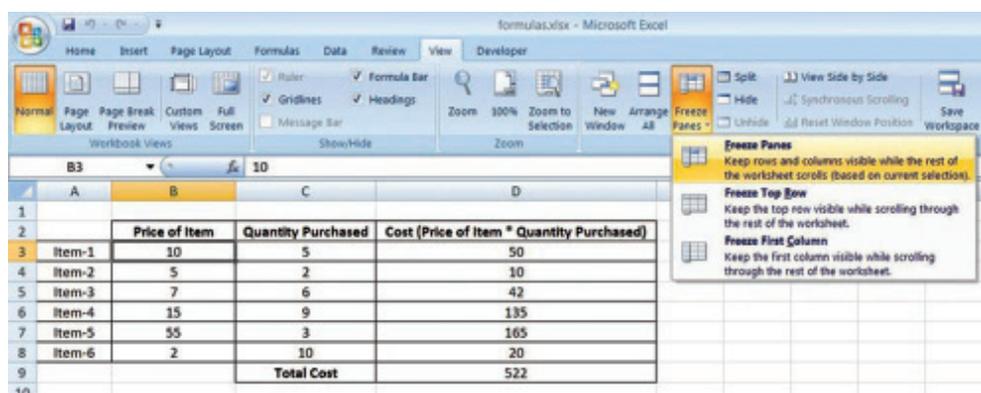
Fig. 10.8: Freeze Panes

Notes

Unfreeze Panes: Select Freeze Panes in the View tab, and then click Unfreeze Panes. It unlocks the fixed rows and columns as in figure 10.9.
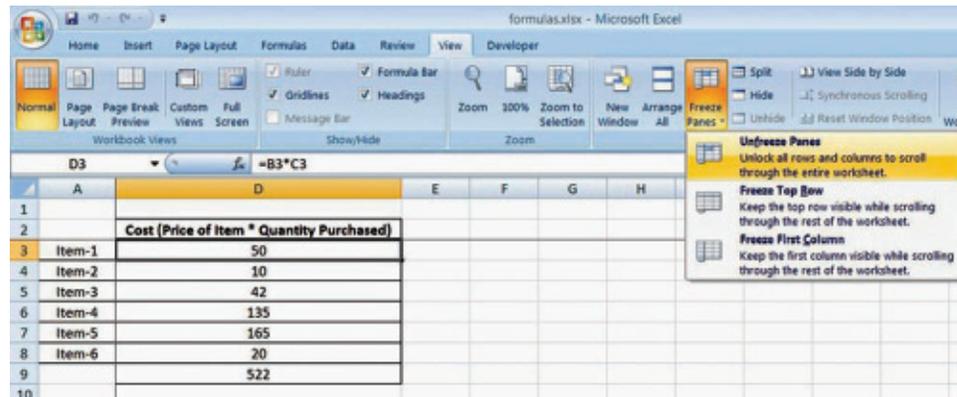
Fig. 10.9: Unfreeze Panes

INTEXT QUESTIONS 10.1

Find out what went wrong in the steps. Write the correct steps:

1. Iqbal wanted to start a new spreadsheet. He clicked Start →

   Microsoft Office → All Programs → Microsoft Office Excel 2007 → File.

   Ans: Iqbal should have clicked _____

   _____

2. Mixed Referencing: While referencing Satbir did not want the contents of row 10 to change while copying the contents from B column, so he used the formula ($B10)

   Ans: Satbir should have _____

   _____

3. Formula: Juhi wants to add all the data from C2 to C10 cell in C11 cell, she has calculated the sum by mentioning C2 + C3 + C4 + C5 + C6 + C7 + C8 + C9 + C10

   Ans: Juhi should have used _____

   _____

10.2 ANALYSING DATA USING SORT, FILTER, CONDITIONAL FORMATTING

Once the data has been input, it is ready to be analysed. In this section you will learn how the sorting, filtering and conditional formatting is done on the data.

1. Filtering Data

Filtering is a method of locating and managing data in a spreadsheet. It is applied when we want to display some specific data instead of the entire data. Filtered data can be copied, manipulated, and printed without moving it to a new spreadsheet.

a. Select the column to which you want to apply the filter. If you want to apply filter on all columns, then select the row consisting of column labels of your data. We have selected second row for applying filter.

b. Select locate the Sort & Filter group from the Data tab, then click the Filter Icon.
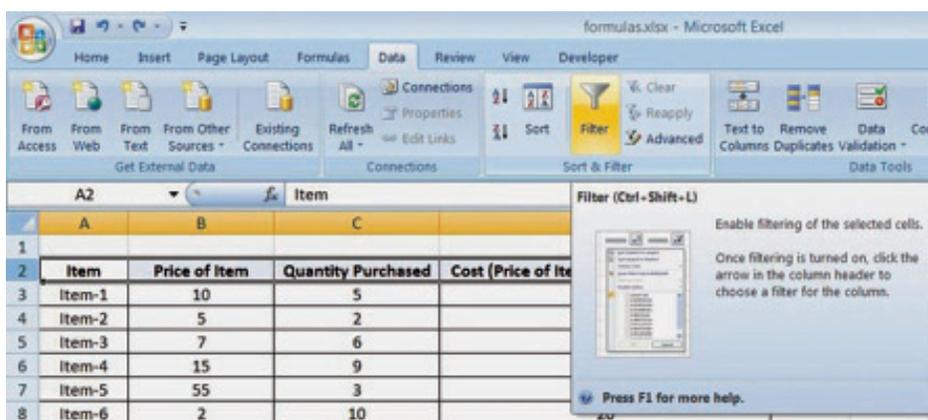
Fig. 10.10: Filtering data

c. Drop-down arrows will appear in the header of each column.

d. Filtering of a column can be done by clicking the **drop-down arrow**. In this example, we'll filter the **Item** column to view only certain types of Item.
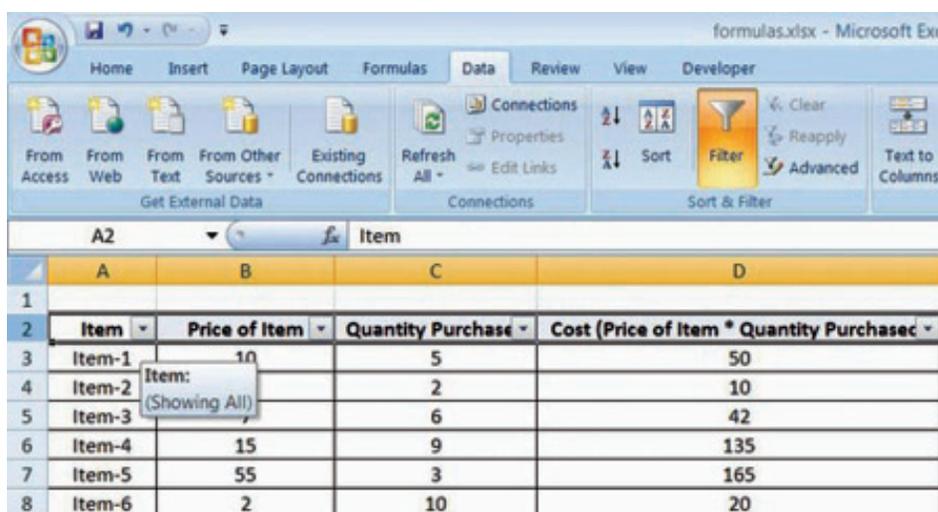
Fig. 10.11: Filter menu

Notes

e. The Filter menu appears as in figure 10.11.

f. **Uncheck** the boxes next to the data you don't want to view in the result or uncheck the box next to Select All to quickly uncheck all.

g. Check the boxes next to the data you do want to view. In this example, we'll check Item-2 and Item-4 to view only these items (see figure 10.12).

Fig. 10.12: Applying Filter

h. Click Ok. All other data will not be visible, or temporarily hidden. Only Item-2 and Item-4 will be visible (see figure 10.13).

Fig. 10.13: Filtered data

You can also apply another filter on above data to narrow down results.

2. Sorting Data

Sorting allows you to reord data in a worksheet. The common type of sorting is alphabetical ascending or descending ordering. You can sort data by numbers (smallest to largest or largest to smallest), text (A to Z or Z to A), dates and times (oldest to newest and newest to oldest) in one or more columns. The sorting of data can be done as follows:

a. Select the cells of a column you want to sort.

b. On the Data tab, in the Sort & Filter group, do the following:

- To sort in ascending order, click A to Z icon in worksheet. It sorts A to Z or smallest number to largest.

- To sort in descending order, click Z to A icon in worksheet. It sorts Z to A or largest number to smallest.

For sorting multiple levels, click in the Sort & Filter group of the Data tab and do the following:

c. Click the Sort icon to open the Custom Sort dialogue box (see figure 10.14).
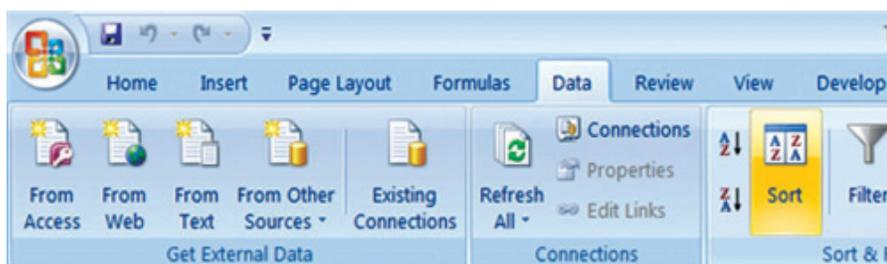
Fig. 10.14: Custom Sort dialogue box

d. Choose one of the options after clicking the drop-down arrow in the **Column Sort by** field. Let us select "**Cost**" column (see figure 10.15).
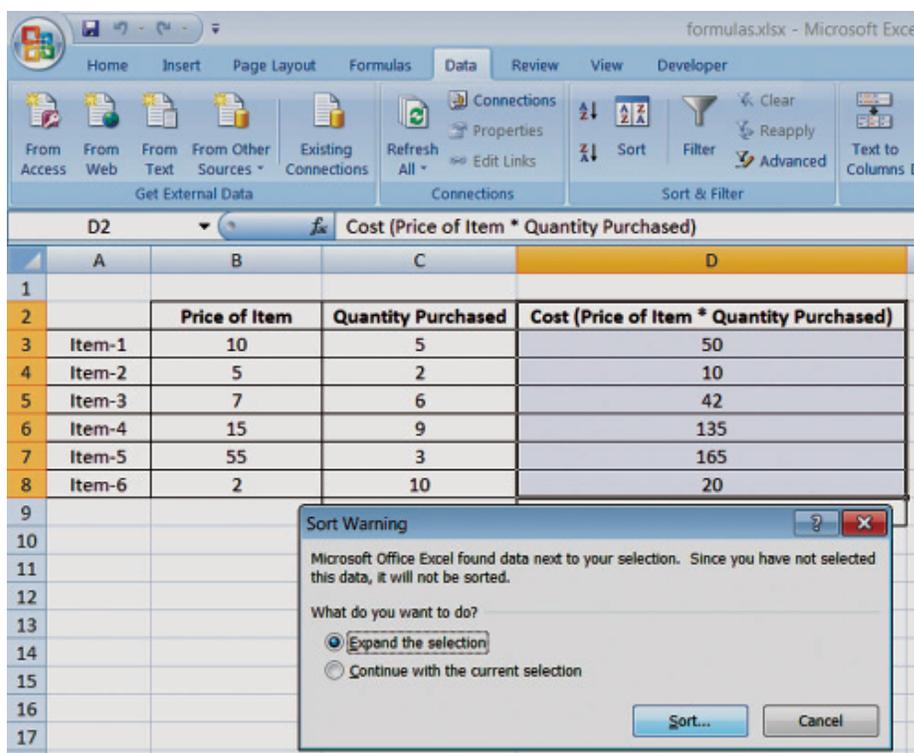
Fig. 10.15: Drop down menu of custom sort

e.   Next, you have to choose **sort on**. In this example, we have left the default as **Value**.

f.   **Order** the results is chosen next. Leave it as **A to Z** so it is organized alphabetically.

g.   Click **Add Level** to add another item to sort by.

Fig. 10.16: Sorting by column Cost

h.   Select an option in the **Column "Then by"** field. In this example, we have chosen "**Price of Item".**

i.   Next, you have to choose **sort on**. In this example, we have left the default as **Value**.

j.   Choose how to **order the results**. Order is selected as **smallest to largest**.

k.   Click **Ok** (see figure 10.16).

Fig. 10.17: Sorting by column Price

l.   The worksheet is sorted as follows (see figure 10.18):

	A	B	C	D
1				
2	Item	Price of Item	Quantity Purchased	Cost (Price of Item * Quantity Purchased)
3	Item-2	5	2	10
4	Item-6	2	10	20
5	Item-3	7	6	42
6	Item-1	10	5	50
7	Item-4	15	9	135
8	Item-5	55	3	165

Fig. 10.18: Data displayed after applying sorting on Cost and Price columns

3. Conditional formatting

It is difficult to examine the raw data consisting of hundreds of rows in a spreadsheet. Conditional formatting helps you to highlight interesting or unusual cell values in a spreadsheet. It also helps you to visualize the data formatting by using data bars. In conditional formatting chosen rules and formatting are applied to one or more cells based on the value of the cell. Before choosing a formatting rule, you must identify the questions you are trying to answer.

Conditional formatting can be applied as follows:

a. Select the cells on which you want to apply conditional formatting.

b. Click the **Home** tab and then locate the **Styles** group.

c. Click the **Conditional Formatting** icon. A menu will appear with formatting options.
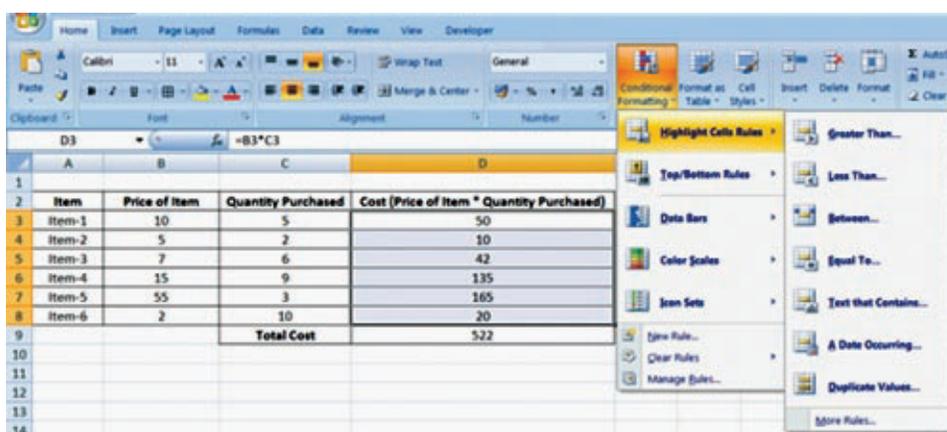
Fig. 10.19: Conditional formatting options

d. Select **one of the Conditional formatting options** to apply it to the selected cells. A cascading menu will appear (see figure 10.19).

Different Conditional formatting options are as follows:

i. **Highlight Cell Rules:** This option highlights **specific cells** based on your option choice. It has options like greater than, less than or equal to a number, and between two numbers, etc. It can also be used to highlight cells that contain specific text or date. When this option is selected, a **dialog box** will appear, and then you have to mention the cell or range of cells to highlight and the colour to be used for highlighting the cells. **For example, we have applied Greater Than 100 on the column Cost (excluding 522 value) (see figure 10.20).**
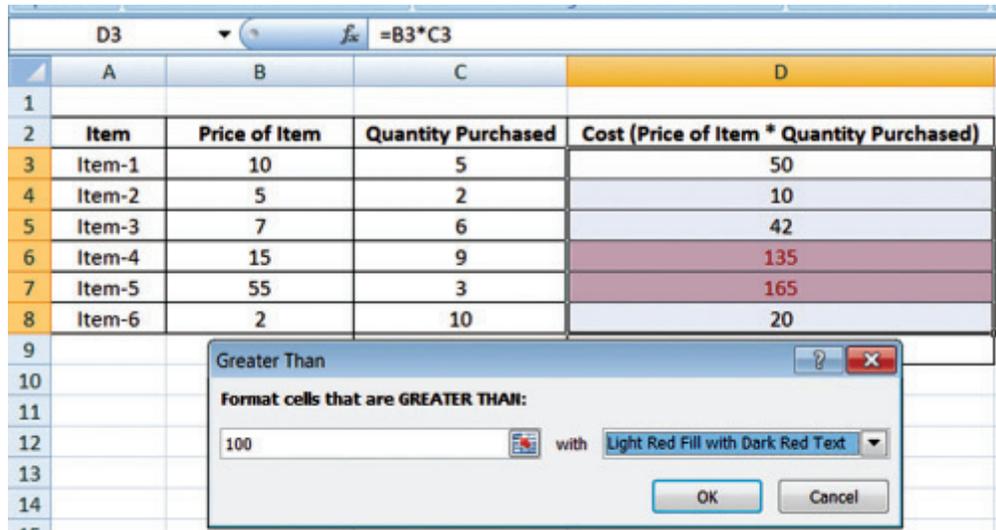
Fig. 10.20: Applying Highlighting cells

ii. **Top/Bottom Rules:** This option highlights cell values that meet a specific criteria. It has options like top or bottom 10%, above average, and below average, etc. This option is selected, a dialog box will appear, and then you have to mention the cell or range of cells to highlight and the colour to be used for highlighting the cells. For example, we have applied Top 10% on the column Cost (excluding 522 value) (figure 10.21).
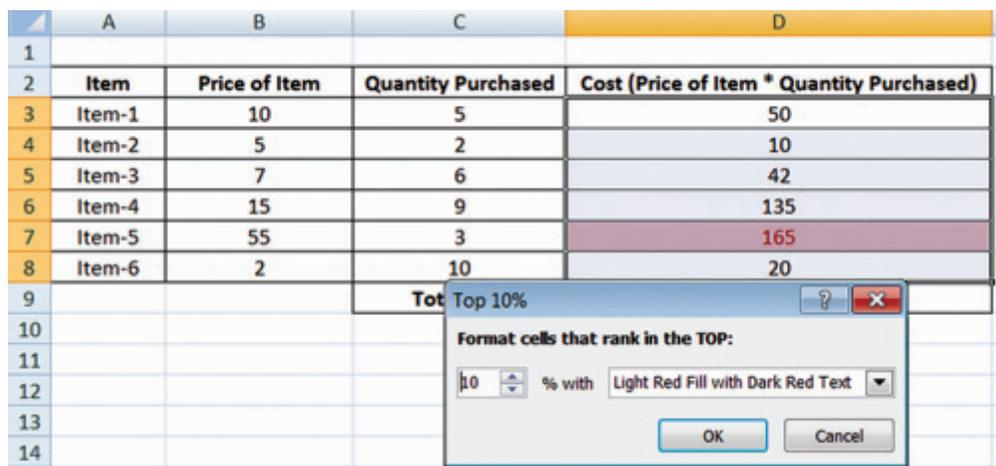
Fig. 10.21: Applying Top 10% Rule

Going Digital

iii. Data Bars: This option formats the selected cells with coloured bars. The length of the data bar represents the value in the cell. The longer the bar, the higher the value (see figure 10.22).
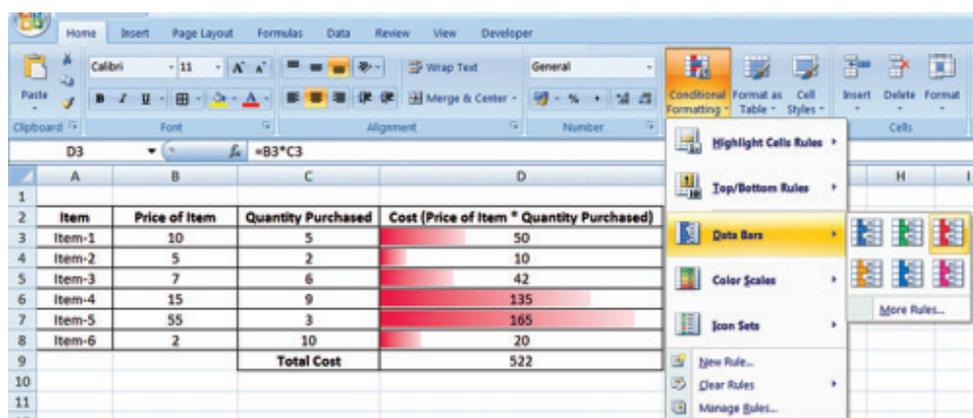
Fig. 10.22: Formatting cells using Data Bars

Notes

iv. Colour Scales: This option applies a two or three colour gradient to the cells. The shade of the colour represents the value in the cell (see figure 10.23).
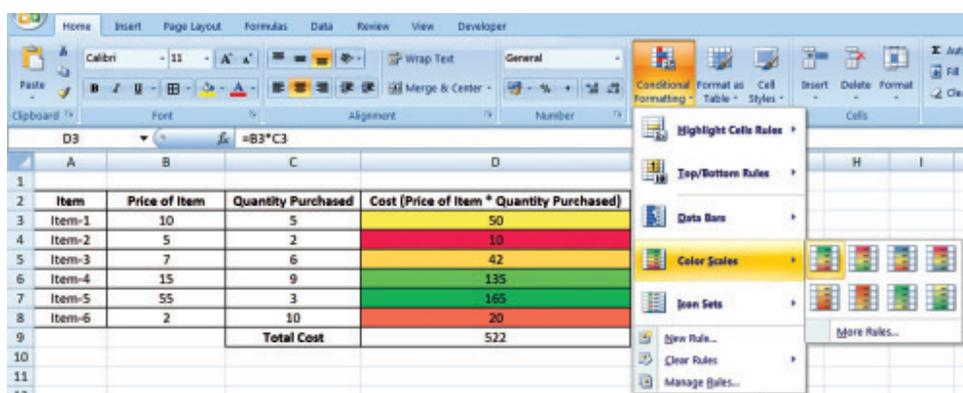
Fig. 10.23: Formatting cells using Colour Scales

The conditional formatting can be removed as follows:

● Click on the **Conditional Formatting** icon.

● Select Clear Rules. A cascading menu appears.

● Choose to clear rules from the **entire worksheet** or the **selected cells**.

The conditional formatting can be managed as follows:

● Click the **Conditional Formatting** icon.

Notes

- Select **Manage Rules** from the menu. The Conditional Formatting Rules Manager dialog box will appear.

- The editing, deleting and changing the order of the rules can be done.

4. Data Validation Checks

Data validation is the process of ensuring that correct, meaningful and useful value of data is only entered. It uses validation rules for checking it. The following actions can be done:

a. Determine if an entry is valid based on calculation in another cell.

b. Set a range of numeric values that can be entered in a cell.

c. Restricting the values allowed in a cell from a list of entries.

d. Create a prompt message about the kind of data allowed in a cell.

e. Create messages that appear when incorrect data has been entered.

We are aware that quantity of an item should be greater than zero. Let us make a validation check on the quantity column as follows:

a. Select cells C3:C8.

b. On the Data menu, click Data Validation (see figure 10.24).

c. On the Settings tab, click Whole number in the Allow drop-down list.

d. By default, the **Ignore blank** is checked. Uncheck it.

e. In the Data, select greater than.

f. Next mention the Minimum value as 1.
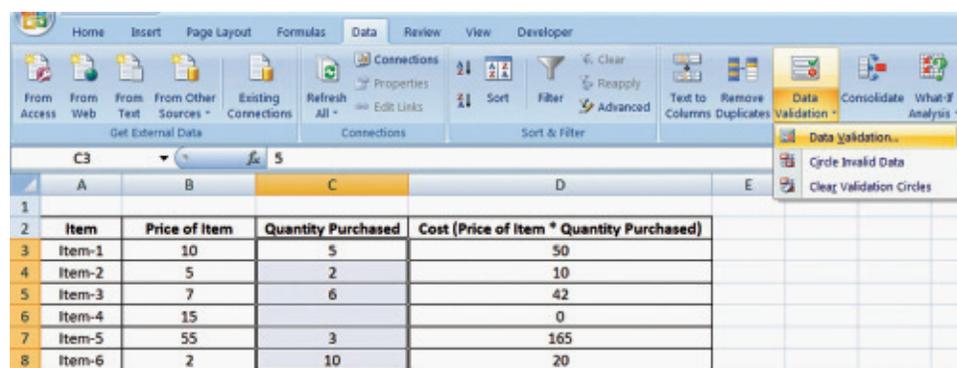
Fig. 10.24: Data Validation

Notes

g. Click OK.

You can also create an input message and error alert that appears when incorrect data is entered (see figure 10.25).
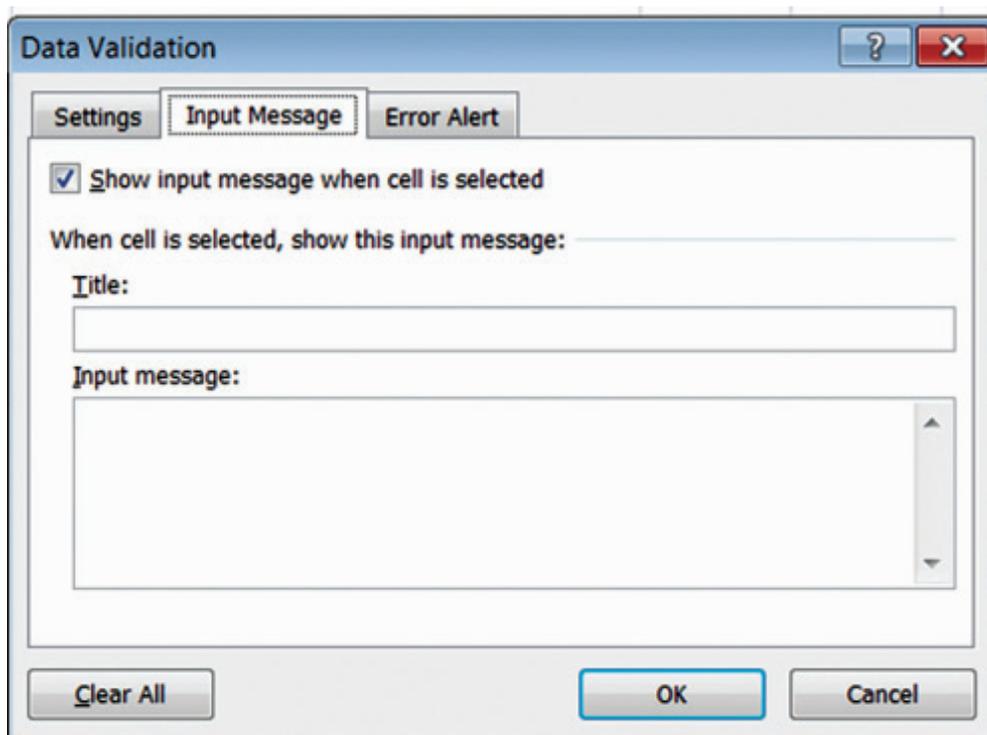
Fig. 10.25: Input message and Error Alert window for Data Validation

5. Pivot Table

Pivot Tables are used to summarize, explore, analyse, and present your data in a spreadsheet. It can be created by using a few clicks. Pivot Tables are flexible and can help you to **quickly find the answer** to different questions. The pivot table can be created as follows:

a. Select the cells in a spreadsheet that you want to use in the Pivot Table.

b. Select the Insert tab and then click the Pivot Table icon.

c. Click Pivot Table again. It selects cells in the active spreadsheet, and then Pivot Table dialog box is opened.

Fig. 10.26: Range of data

d.   The Table/Range field shows the range of the selected data. New Worksheet is selected by default at the place where the Pivot Table will be created (see figure 10.27).
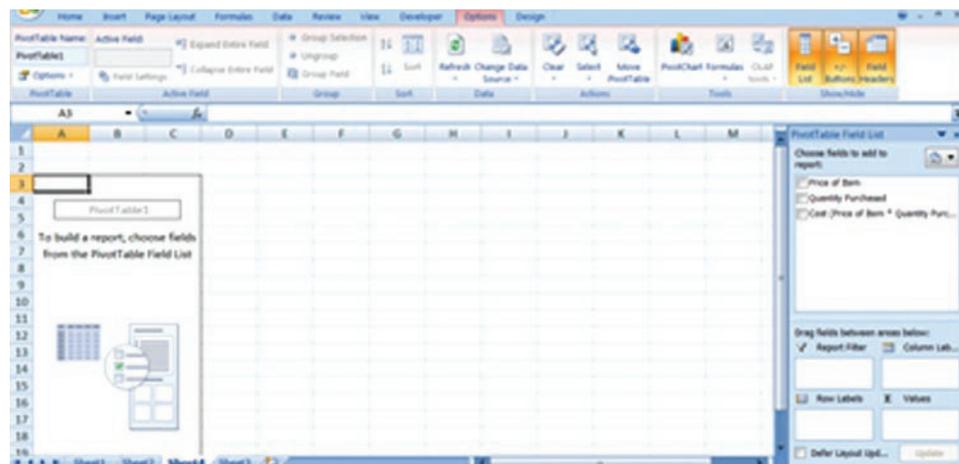
Fig. 10.27: Pivot Table

e.   Each column label in your data becomes a field that can be used in PivotTable. The Field List appears on the right side of the report, while the layout area appears on the left.

f.   The fields are selected depending upon the analysis. For example, you might want to know the cost of each item. Then the fields that are necessary to answer this question, Item and cost are selected by clicking check box next to both fields.

g.   The field will appear in the drag-and-drop area at the bottom of the field list and in the layout area. By default, the data with numbers will always appear on the right.

h. The answer to question in the report is on the left.
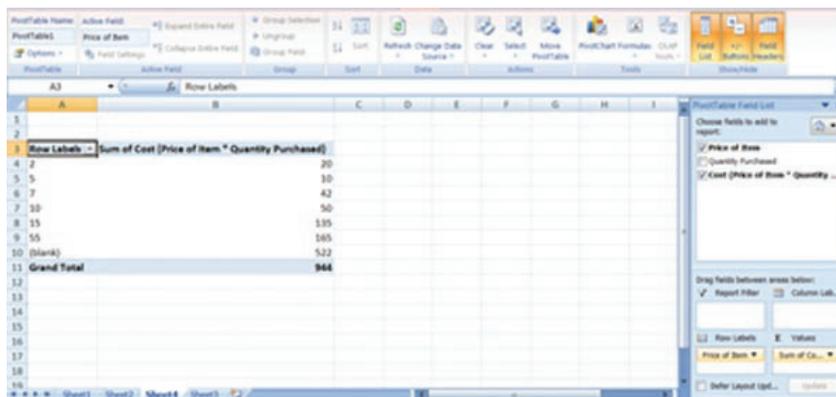
Fig. 10.28: Fields of the pivot table

We can also add filter to above report by using "Report Filter" icon in the right side (see figure 10.28).

Activity 10.4

After calculating Net income left per month in his hand, help Topo analyse the current expenditure components where he can optimize his expenditure by doing following things:

a. Apply the validation checks on different columns, so that only whole number can be entered.

b. First sort the current expenditure in descending order

c. Highlight the components >= 2000 in red colour

d. Find the components having top 10% of total cost

e. Find the components having bottom 10% of total cost

f. Create the data bars for the different components in different colours

g. Select the components where expenditure can be reduced

6. Creating Charts

Charts are used to display numeric data graphically so that it becomes easier to understand large amount of data and the relationships between data. Spreadsheet supports many types of charts to display data which will be useful for the user. Some of the commonly used charts are Pie, Bar, Line, Column, Scatter (XY), Area, etc.

When you create a chart in spreadsheet, it will appear in the selected worksheet in which data has been selected. The chart can be created as follows:

a. Select the worksheet to work with.

b. Select the cells including column titles and row labels from which a chart has to be created.

c. Click the Insert tab.

d. Select the type of chart that has to be created.

Figure 10.29 shows the snapshot in creating chart for the data mentioned in the example of section 10.1.4.
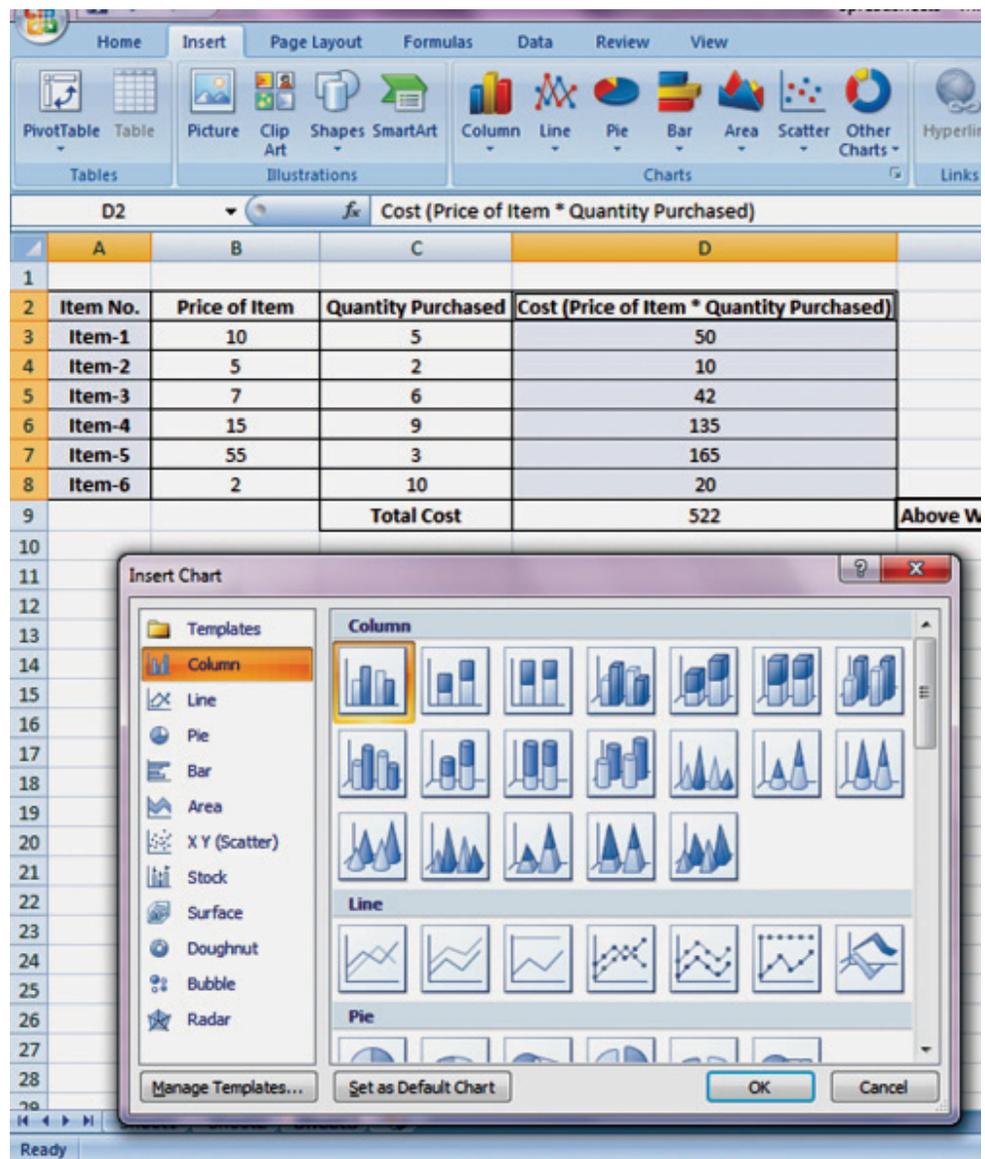
Fig. 10.29: Creating Chart

A chart contains different elements. When a chart is created some of the elements are displayed by default, others can be added as needed. The display of the chart elements can be changed by moving it to other locations in the chart, resizing it or by changing the format. The chart elements that you do not want to display can also be removed. Different elements of the chart are shown in figure 10.30:
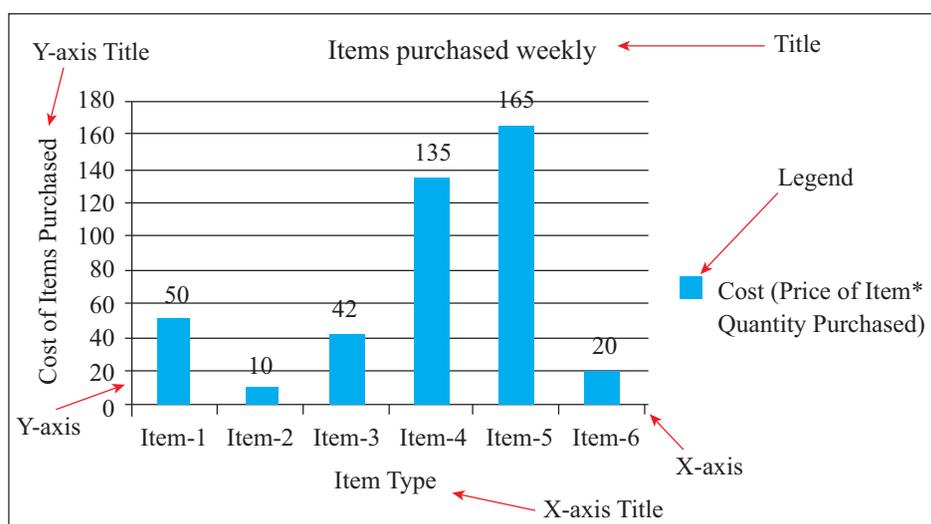
Fig. 10.30: Elements of chart

7. Analysing data

Consider the data from figure 10.8 in section 10.6.1. The total weekly budget for purchasing items is Rs 500. But from the data, it appears that planned expenditure is Rs 522 which is above weekly budget. The following analysis can be done so that the expenditure is within the limits.

● How much more money is spent above the budget?

● Which items are expensive?

● Which items are of minimum cost?

● Which items are of higher priority?

● The minimum number of quantity of higher priority items required for purchase.

● Which item(s) can be eliminated/reduced/added as per the requirements?

Activity 10.5

Now Topo wants to analyse his current financial situation by visualizing the following data:

● Salary and deductions components,

● Current expenditures components,

- Total savings components,

- Breakup of Total_Net_income, Total_Outgoing_Expenditure, Total_Savings.

1. Help Topo to graphically visualize all above by creating appropriate charts.

2. Topo also wants to improve his financial situation by reducing Total_Outgoing_Expenditure. Help Topo to identify the components where Topo can reduce his expenses.

INTEXT QUESTIONS 10.2

Find out what went wrong in the following steps. Write the correct way of doing these steps.

1. Ishan wanted to view his grades in a specific subject consisting of all subjects grades in a spreadsheet. He has used sorting technique for it.

   Ans: Ishan should have applied _____

   _____

2. Saahil wanted to change colour of the cell in which he has scored less than 30 marks for different subjects. He has used colour scales technique for it.

   Ans: Saahil should have used _____

   _____

3. Aafreen wants to display her expenditure of different items in percentage form. She has used the bar graph for it.

   Ans: Aafreen should have used _____

   _____

8. Writing Macros

A macro is a piece of programming code that runs in spreadsheet environment and helps **automate routine tasks**. Macros are available in developer option. The tab for developers is not displayed in spreadsheet by default. In order to record macros, the Developer tab can be displayed as follows (see figure 10.31):

a. Click the Spreadsheet Options button.

b. From the Popular section, select the Show Developer Tab in the Ribbon check box.

c. Click OK, then Developer tab appears.
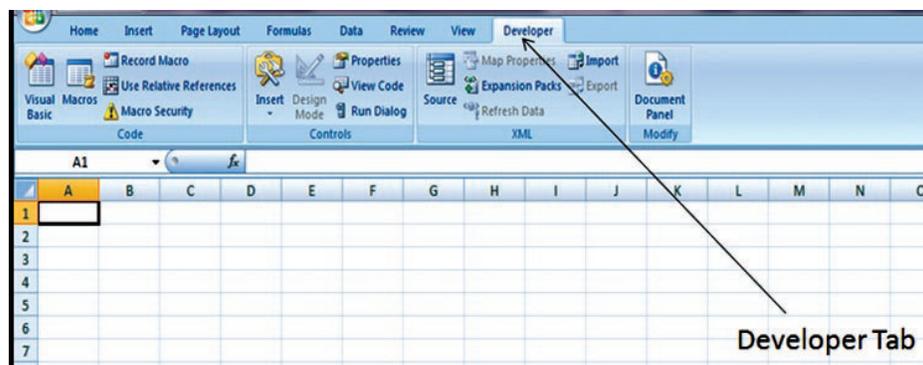
Fig. 10.31: The Developer Tab

Notes

In order to record a macro, the following steps have to be followed:

a. Select the Record Macro in the Code group of the Developer tab. The Record Macro dialog box appears.

b. Assign a name for the macro in the Macro Name text box. The first character of the macro name must be a letter, and the name cannot contain spaces or cell references.

c. Assigning a Shortcut Key is optional.

d. From the Store Macro in drop-down list, select where you want to store the macro:

- This Workbook: Save the macro in the current workbook file.

- New Workbook: Create macros that you can run in any new workbooks created during the current session.

- Personal Macro Workbook: Choose this option if you want the macro to be available whenever you use spreadsheet.

e. Description text box is used for writing a description of the macro. This field is optional.

f. Click OK in order to create a macro.

g. Perform the actions you want to record.

h. Choose Stop Recording in the Code group of the Developer tab.

Let's create a macro which converts a decimal number to a percentage (see figure 10.32):

a. On the Developer tab, click Record Macro

b. Enter a name, for example, percentage

c. Select "This Workbook" from the drop-down list

d. Click Ok

e. Right mouse click on the active cell. Then click Format Cells

f. Select Percentage

g. Click Ok

h. Click Stop Recording
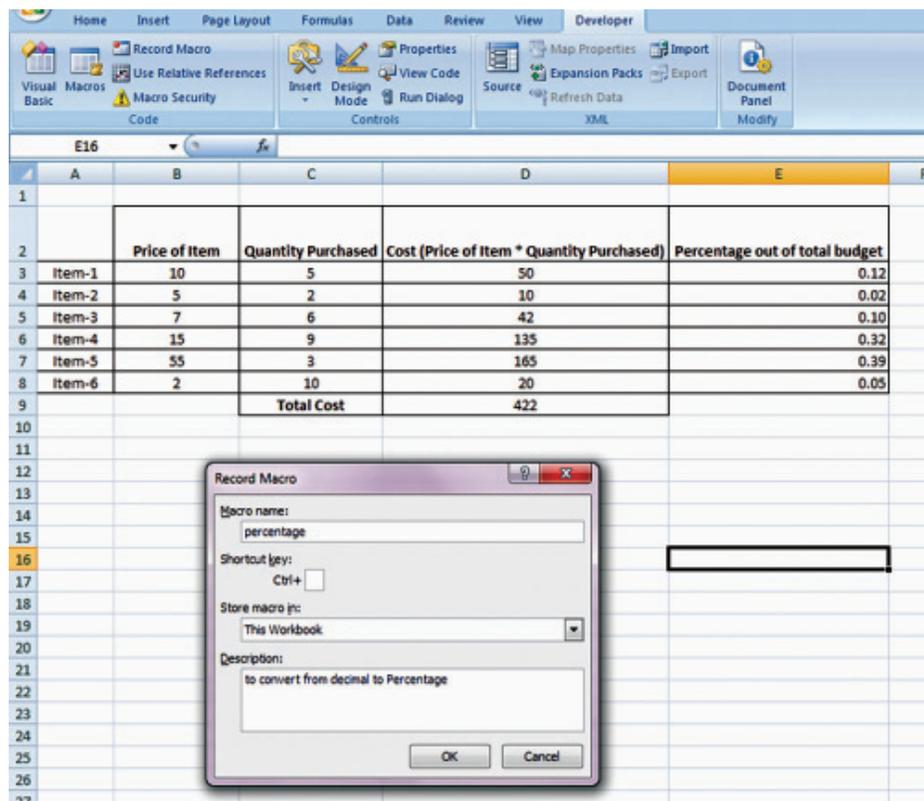
Fig. 10.32: Macro to convert decimal numbers to percentage

Now the macro named "percentage" is created. Save the file as Macro-enabled Workbook.

Now we will run this macro to change a number format to percentage.

a. Select the cells contacting data of "percentage out of total budget".

b. On the Developer tab, click Macros.

c. Select "percentage" macro and then click Run.

d. The values of numbers will be converted to percentage format.

Fig. 10.33: Converting decimal numbers to percentages

The code of percentage macro can be viewed by first clicking Macro in code menu and then clicking the edit button. The information can be seen when the Visual Basic Editor window appears as shown in the figure 10.34.
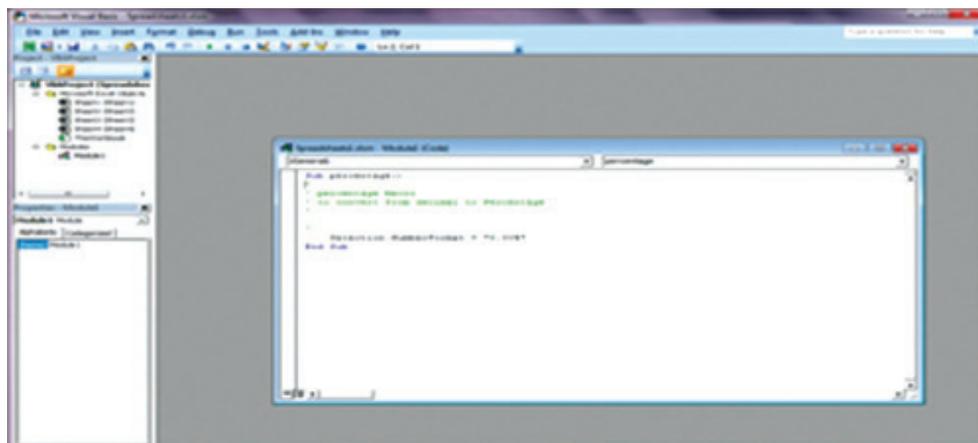
Fig. 10.34: Visual Basic Editor Window

We can also write the code for creating macros but it requires programming knowledge. So, we can create macros to automate your routine tasks in spreadsheet without going in deep of programming.

10.3   OPENSOURCE SOFTWARE

In this lesson we have used excel 2007 for understanding the working of spreadsheet. We can also use the **Calc** application in OpenOffice which is a free and open productivity software from Apache (https://www.openoffice.org/).

Notes

Notes

WHAT YOU HAVE LEARNT

In this lesson, you have learned the following:

- DifferentAafreen sheets present in a spreadsheet are First sheet, Previous sheet, Next Sheet, and Last Sheet.

- Two ways of cell referencing techniques are Relative and Absolute.

- All cell references are relative references by default.

- Some of the commonly used functions are SUM, AVERAGE, COUNT, MAX, MIN.

- Freeze Panes allows user to view and enter the data in distant parts of the worksheet.

- Filtering of data is used when we want to display some specific part of data instead of the entire data.

- Sorting of data is used for reordering data in a spreadsheet.

- Different Conditional formatting options are Highlight Cell Rules, Top/Bottom Rules, Data Bars, Colour Scales, etc.

- Data validation checks are required to ensure that only correct data is entered in a cell.

- Pivot Tables are used to summarize, analyse, explore and present your data in a spreadsheet by using few clicks.

- Charts are used for displaying data graphically for the analysis purpose.

- Visual analysis of data can be done by using charts.

- Macros are pieces of programming code used for automating routing tasks.

TERMINAL QUESTIONS

1. What are the different data formats available in Spreadsheet?

2. Mention some frequently used functions in Spreadsheet.

3. What is the benefit of using formula in Spreadsheet?

4. What are the different cell referencing techniques used in calculation?

5. What is benefit of using Freeze Panes in Spreadsheet?

6. Explain pivot tables and its uses.

7. What are the different techniques for analysing data without using charts?

8. Mention different types of charts used for data presentation.

ANSWERS TO INTEXT QUESTIONS

Notes

10.1

1. Iqbal should have clicked Start '! All Programs '! Microsoft Office '! Microsoft Office Excel 2007.

2. Satbir should have used referencing B$10 instead of $B10

3. Juhi should have used formula =SUM(C2:C10) in C11 cell.

10.2

1. Ishan should have applied filtering on the subject cell column and then selected the specific subject from it.

2. Saahil should have used Highlight Cell Rules technique for it.

3. Aafreen should have used pie chart for displaying the percentage of different items.

11

PRESENTATIONS

Dear learners, you have learnt the basics of spreadsheet in the previous lesson. In your daily life, as a student/employee/employer, you have to present your work in front of others. You can present your work either verbally or in written format. The visual medium of communication is a good way to present your work to others. It aids in good understanding between the presenter and the audience. In this lesson, you will learn about PowerPoint a tool for presentation, which will help you to make a good presentation of your work in a concise and in a simple way.

OBJECTIVES

After studying this lesson, you will be able to

● design a presentation using a slide template, themes, graphics, audio, video;

● create a presentation with custom animation, transitions;

● create and modify a master slide layout, and

● print and present the slides in different ways.

11.1 PRESENTATION

PowerPoint includes features needed for making a good presentation. It consists of a series of slides. A slide in a presentation displays the information you want to communicate to your audience. This information can include text, graphics, charts, video, sound, etc.

1. Creating a Presentation

In this section, we will be learning how to create a presentation. For creating presentation using PowerPoint you need to go to:

Start →

All Programs →

Microsoft Office →

Microsoft Office PowerPoint 2007

The opened presentation is shown in figure 11.1:
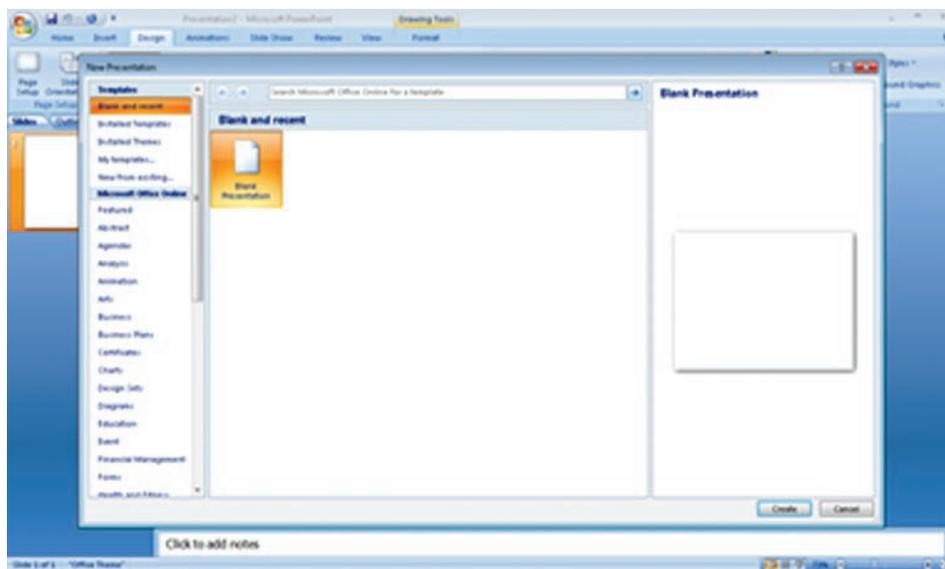
Fig. 11.1: Opened Powerpoint

When a new PowerPoint presentation is created, only one slide appears by default. Click Create button and a new presentation will open in the PowerPoint window. The default slide that appears in presentation is a Title Slide layout.

2. Slide Basics

Slides contain placeholders (areas) on a slide that are enclosed by dotted borders. Placeholders can contain many different items, including text, pictures, and charts. Thumbnail-sized icons represent specific commands such as Insert Picture, Insert Chart, and Insert Clip Art, etc. You can get the details of each icon by taking your cursor over different icons.

The placeholders are arranged in different ways in the layout that is selected when a new slide is inserted or applied to existing slides. The layout in figure 11.2 is called Title and Content that includes title and content placeholders. Click inside the placeholder for inserting text. The placeholder text will disappear and the insertion point will appear. Start typing your text when the insertion point is visible. Once you have entered all the text, click outside the placeholder.

Fig. 11.2: Different areas on a Slide

3. Layout

A slide layout arranges the slide contents. Layouts contain different types of placeholders depending on what information has to be included in the presentation. Each layout has a name and the image of the layout shows you how the placeholders are arranged on the slide.

The layout of an existing slide can be changed by clicking the Layout command in the Slides group on the Home tab. A menu appears with different options. Choose an option to select it. The layout of the presentation will change in the presentation (see figure 11.3).
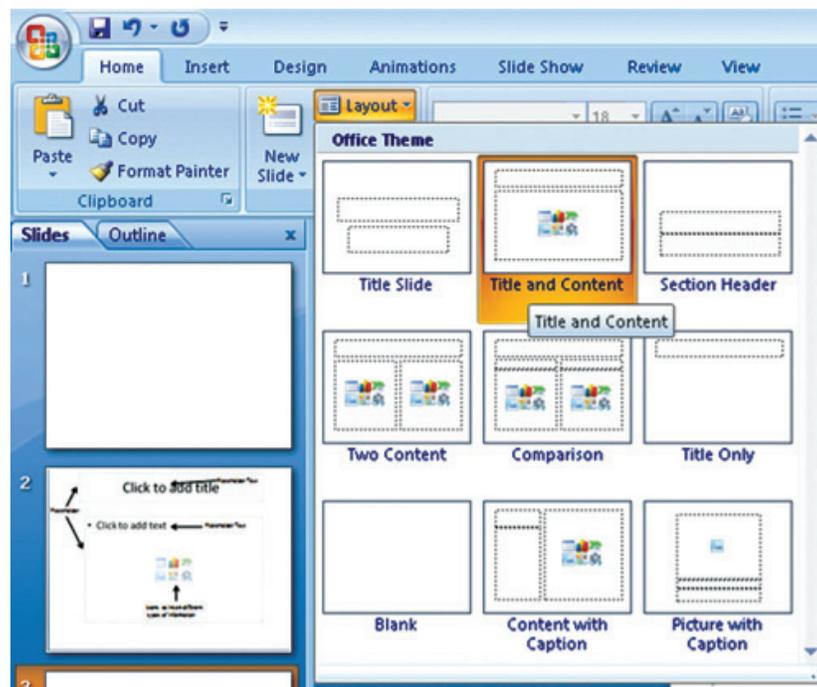
Fig. 11.3: Slide Layout

4. Inserting a New slide

a. A new slide can be inserted by clicking **New Slide** icon on the Home tab. A menu will appear with your slide layout options (see figure 11.4).

Going Digital

Notes
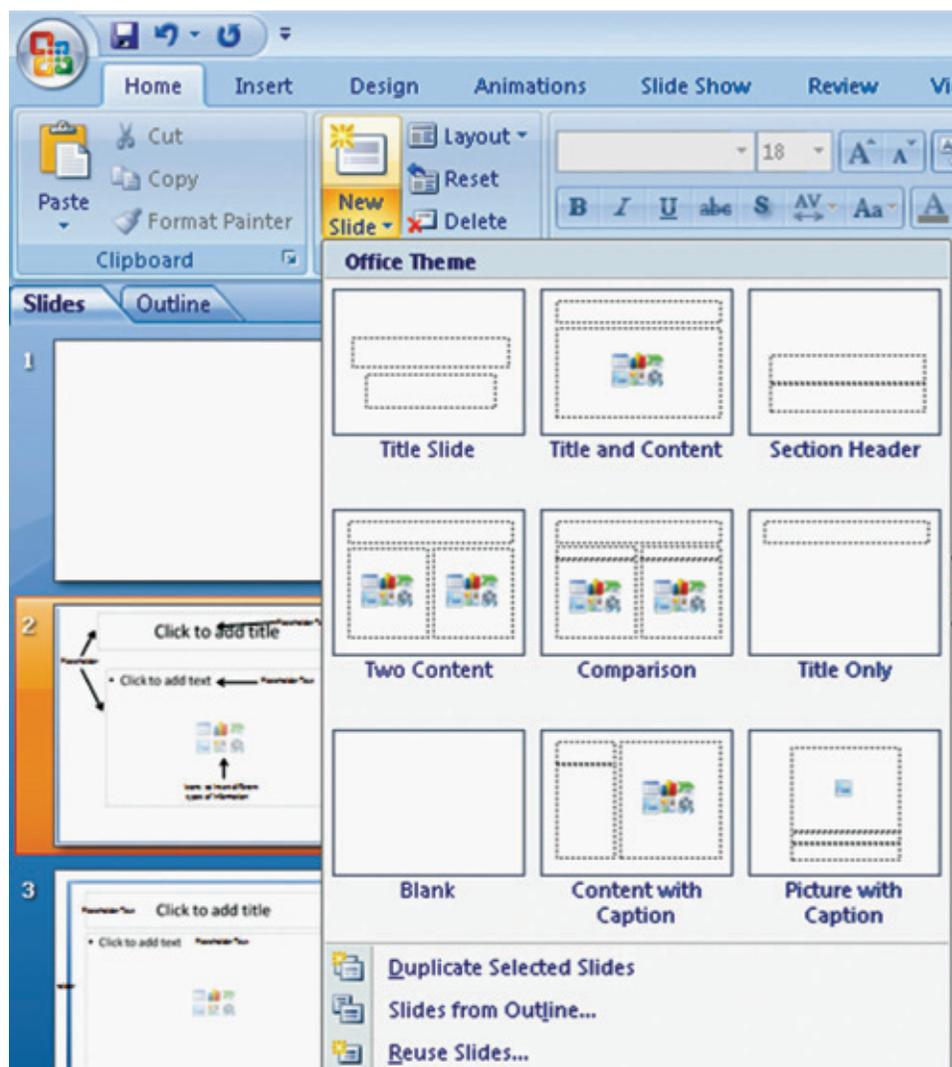
Fig. 11.4: Inserting a new Slide

b. Click the slide you want to insert. A new slide with the chosen layout will appear in the center of th e PowerPoint window and in the pane on the left.

5. Copy, Paste, Delete, Move Slide

The copy and paste of a slide can be done by using icons on Home tab as shown in figure 11.5. Alternatively, the keyboard shortcuts Ctrl+C and Ctrl+V respectively can be used for it. You have to select the slides you want to copy and move the insertion point to the location where you want the copy of the

slide and then use the Paste icon on the Home tab. The copied slide will appear. The slides can also be deleted by using the delete icon on Home tab.
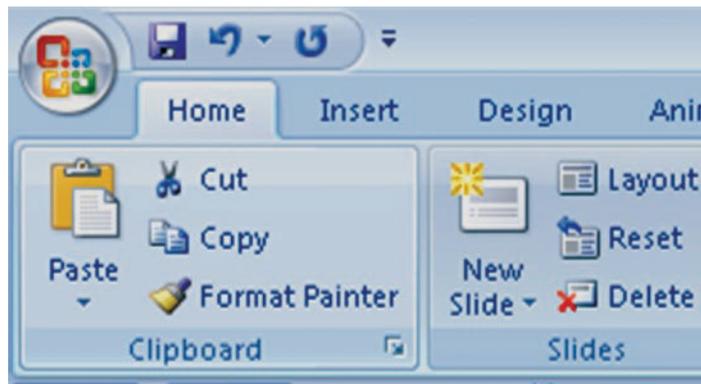
Fig. 11.5: Copy, Paste, Cut icons in presentation tool

A slide can be moved from one location to another by first selecting the slide in the left task pane and then clicking and dragging the slide to a new location. The insertion point will appear.

6. Different views from the PowerPoint window

PowerPoint gives you the ability to view the presentation in different ways. For example, if you want to present your work to an audience you can use the "Slide Show" view. PowerPoint window has four **view** options. The view can be changed by clicking the following (see figure 11.6):
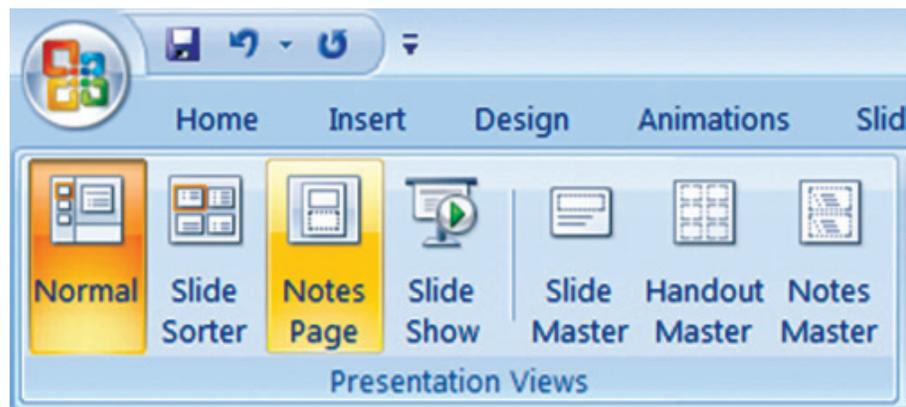
Fig. 11.6: Different views of a PowerPoint

(i)   **Normal:** It is the **default view.** Creating and editing of slides is done in the center slide pane. All of the slides will appear on the Slides tab in the left task pane.

(ii) **Slide Sorter:** This view has all slides in thumbnail form. The slides are presented horizontally and more slides can be seen at the same time.

(iii) **Slide Show:** The entire presentation slide will appear on complete screen.

(iv) **Notes Page view**. It provides space for notes. It is also known as speaker notes view. The notes can be added to the presentation from this view.

First three views are also available in the bottom-right corner as shown in figure 11.7.

Notes
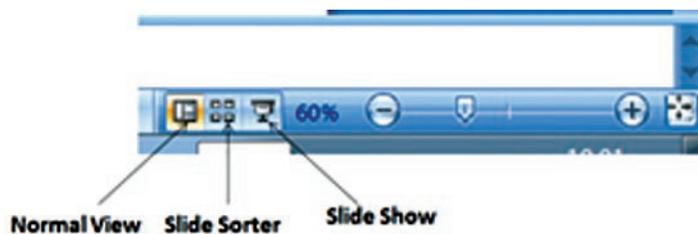
Fig. 11.7: Views available at the bottom right corner

11.2 THEME

A theme is a predefined combination of colours, fonts and effects that can be applied to your presentation. PowerPoint includes built-in themes that can be used for creating presentations in order to save time in formatting (see figure 11.8). Each theme has additional background styles associated with it that can be applied to the slides to modify the theme. A theme is automatically applied when a new presentation is created.

A theme can be applied by locating Themes on the Design tab. Each image represents a theme. More themes can be selected by clicking the drop-down arrow. You can click a theme that you want to apply in your slides.

Fig. 11.8: Different Theme Options

The current theme colours, fonts, and effects can be modified to create a new custom theme. A different theme font option can be applied by clicking the Fonts icon in the Themes group on the Design tab. In order to switch to a different

theme effect, click the Effects icon in the Themes on the Design tab and then select an effect option from the menu that appears.

Background styles can be added to your slides after a theme is applied. The background styles are updated when you switch to a different theme. The colours are different based on the theme colours. A background style can be selected by clicking the Background Styles icon in the Background group on the Design tab.

11.3 TEMPLATE

A PowerPoint template is a blueprint of a slide or group of slides that is saved as a .potx file in your computer. Templates can contain layouts, theme colours, theme fonts, theme effects, background styles, etc. A custom template can be created and saved so it can be reused later as in figure 11.9.

PowerPoint Presentation

PowerPoint Presentation
PowerPoint Macro-Enabled Presentation
PowerPoint 97-2003 Presentation
PDF
XPS Document
PowerPoint Template
PowerPoint Macro-Enabled Template
PowerPoint 97-2003 Template
Office Theme
PowerPoint Show
PowerPoint Macro-Enabled Show
PowerPoint 97-2003 Show
PowerPoint Add-In
PowerPoint 97-2003 Add-In
PowerPoint XML Presentation
Windows Media Video
GIF Graphics Interchange Format
JPEG File Interchange Format
PNG Portable Network Graphics Format
TIFF Tag Image File Format
Device Independent Bitmap
Windows Metafile
Enhanced Windows Metafile
Outline/RTF

Fig. 11.9: Saving a Custom Template

INTEXT QUESTIONS 11.1

Find out what went wrong. Write the correct steps to do the following.

(i) K. Mostak wanted to start a new presentation. He clicked Start → Microsoft Office → All Programs → Microsoft Office PowerPoint 2007 → File.

Ans. K. Mostak should have clicked _____

_____

(ii) Abhilash wants to save colours, font, effects used in his present presentation for further use, so he saved the file as .pptx

Ans. Abhilash should have _____

_____

(iii) Jasmine wants to present her presentation slide by slide, she has chosen normal view, she should have chosen

Ans. Jasmine should have chosen_____

_____

11.4 INSERT GRAPHICS, AUDIO, VIDEO, CHART, CREATING HYPERLINKS

1. Insert Graphics

Graphics can be inserted by using the Insert tab or by using icons in the placeholders as in figure 11.10. After selecting the Insert tab, click the Insert Picture icon in the Illustrations. Locate and select the picture in the Insert Picture dialog box that appears. Finally, click Insert so that graphics appears on the slide. The resizing and moving of graphics can also done by using the appropriate steps.
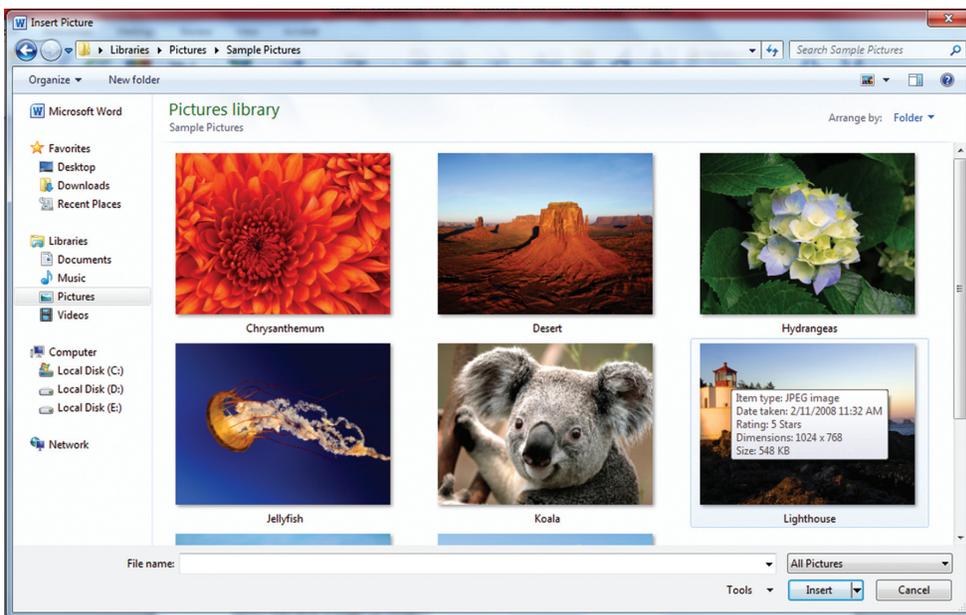
Fig. 11.10: Inserting graphics from a location

For inserting graphics using placeholder, click the Insert Picture icon in the placeholder. Locate and select the picture in the Insert Picture dialog box that appears. Click Insert so that graphics appear on the slide.

2. Inserting Audio, Video

An audio or movie clip can be inserted from a file on your computer or from the Microsoft Office clip organizer. You can also manage how the movie will operate in the presentation.

Fig. 11.11: Inserting video in a presentation

Different steps to insert audio or video are as follows:

a. Select the slide where you want to insert the movie/audio.

b. Select the Insert tab. Click the drop-down arrow on the Movie/audio icon in the Media Clips (see figure 11.11).

c. Select Insert a Movie/audio from File from the menu. The Insert Movie dialog box will appear. Locate the file you want to insert from your computer. Click the file name.

d. Click Ok.

e. The movie/audio will appear on the slide. Click Automatically or When Clicked. Automatically will start the movie automatically as soon as the slide appears in Slide Show view, while When Clicked will start the movie when you click.

3. Inserting Chart

Charts help the audience to understand and compare the data in different ways. A chart can be inserted in the slide as follows:

a. Click the Insert Chart command. The Insert Chart dialog box appears.

b. Click and drag the scroll bar to view the chart types, or click a label on the left of the dialog box to see a specific chart style as shown in figure 11.12.

c. Click a chart to select it.

d. Click Ok. Excel will open. Usually, Excel will appear on one side of the screen, while PowerPoint appears on the other side of the screen.

e. The data that appears in the Excel spreadsheet is placeholder source data you'll replace with your own information. The Excel source data is used to create the PowerPoint chart.
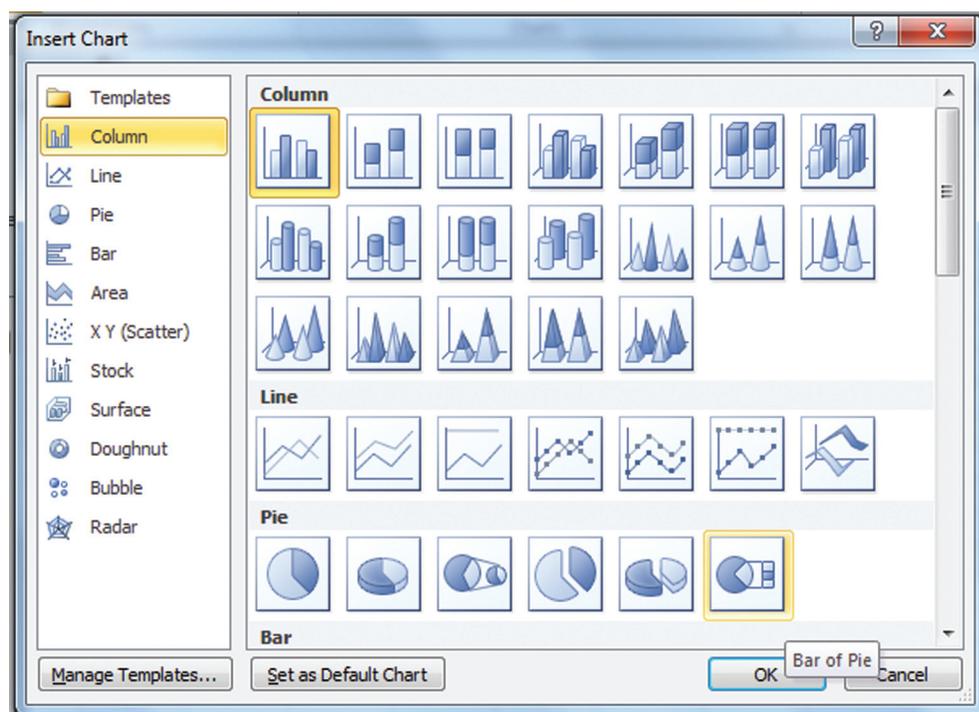
Notes

Fig. 11.12: Inserting chart in a presentation

4. Creating Hyperlinks

A **hyperlink** is a link or reference from a slide to a webpage, slide, file, etc. A person can directly follow to a particular location by clicking it. A hyperlink can be created as follows:

a. Select the Insert tab.

b. Select the text or object you want to use as a hyperlink.

c. Select the Insert tab. Click the Hyperlink command in the Links group. The Insert Hyperlink dialog box will appear.

d. If you use text for the hyperlink, the Text to display field will appear active in the dialog box. The text you select on the slide will appear in this field. In this example, text is selected as "NIOS".

e. Click Existing File or Web Page.

f. In the Address field, enter the website address you want to display when the link is clicked. In this example address is http://www.nios.ac.in/ (see figure 11.13).

g. Click Ok in the Insert Hyperlink dialog box.
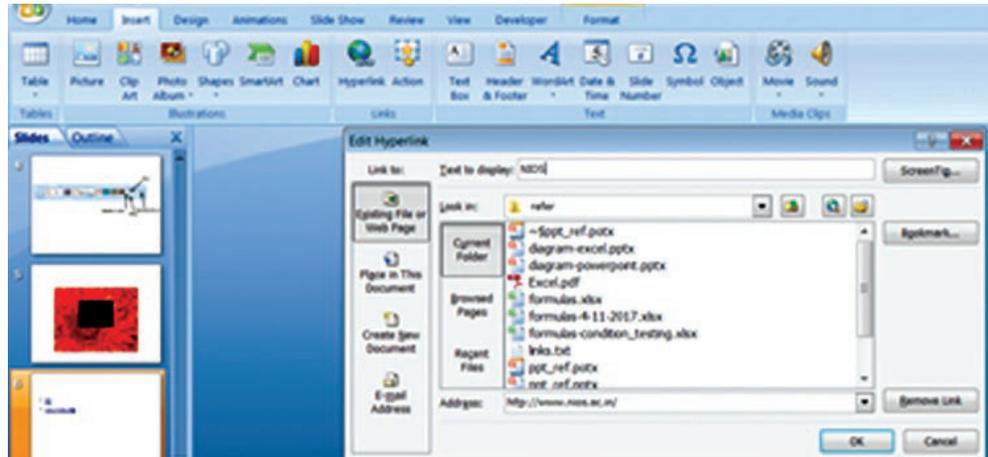
Fig. 11.13: Inserting Hyperlink

Activity 11.1

After analysing his current situation, Topo has decided that he wants to open a small business as part time beyond his job hours. He approaches a small bank for a loan to start his business. Bank manager has told him to fill the loan application and give a presentation about what he proposes to do. Help Topo to prepare a presentation including the following things:

1. About him
2. Inserting his picture
3. His education including hyperlinks to the schools or university sites.
4. Job expertise including hyperlinks to the company website, if it exists.
5. Total expenditures
6. Net savings
7. Total salary drawn
8. Proposed business plan
9. Proposed loan amount

11.5 APPLYING CUSTOM ANIMATIONS, TRANSITIONS

1. Applying Animation

Animation on a slide is used to draw the attention of audience to specific content or to make the slide easier to read. An animation can be implemented as follows:

a. Select the **text** or **object** on the slide you want to animate.

Notes

b. Click **Custom Animation** in the **Animations** tab. The Custom Animation task pane will appear on the right.

c. Click **Add Effect** in the task pane to add an animation effect to the selected text or object.

d. Select **Entrance**, **Emphasis**, **Exit**, or **Motion Path** to display a submenu of animation effects for the category.

   (i)   **Entrance**: Changes how the selected item appears on the page

  (ii)   **Emphasis**: Draws attention to the selected item while the slide is displayed

 (iii)   **Exit**: Changes the way the selected item disappears from the slide

 (iv)   **Motion Path**: Animates the selected item so it moves to a specific place on the screen

e. Select an **animation effect** to apply it.

f. The animation will display on the selected item on the slide and will appear listed in the Custom Animation task pane.

   (i)   A **number label** appears **on the slide** next to the animated object. A matching number label also appears next to the animation in the Custom Animation **task pane list**.

  (ii)   **Drop-down menus** appear **at the top** of the Custom Animation **task pane**. You can define the animation effect in greater detail here.

 (iii)   **Play Animations** icon appears beneath the slide on the Slides tab in the task pane on the left. It indicates that the slide has an animation effect.

An example of created animation is shown in figure 11.14.
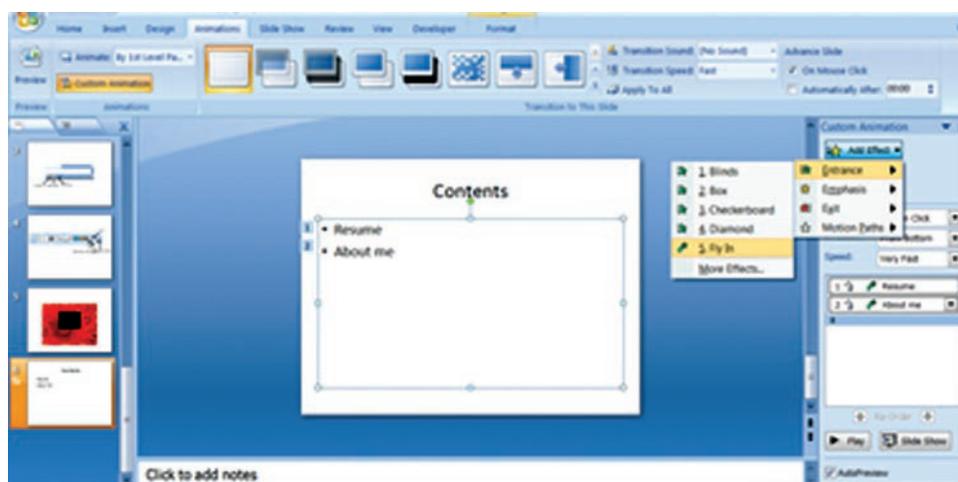
Fig. 11.14: Including a Custom Animation

Going Digital

Notes

2. Applying Transitions

Transitions are movements when one slide changes to another in Slide Show view. A transition refers to the movement of the slide as it changes to another slide while animation refers to the movements of text and objects on the slide. The transition to one slide can be applied as follows:

a. Select the slide you want to modify.

b. Select the **Animations** tab as shown in figure 11.15.

c. Locate the "**Transition to This Slide**". By default, No Transition is applied to each slide.

d. Click the More drop-down arrow to display all available transition effects.

e. Click a slide transition effect to apply it to the selected slide.

Fig. 11.15: Applying a transition in a slide

The transition to all slides in the presentation can be applied by clicking "Apply To All".

11.6 CREATE AND MODIFY MASTER SLIDE LAYOUT

The slide master allows you to make changes to all slides or a specific slide layout. It saves time when you are making the same changes to all slides in your presentation. It stores information on the theme, including font style, colours, effects, placeholder size, text alignment, etc.

a. Select the View tab.

b. Click the Slide Master view icon on the Presentation Views as shown in figure 11.16.
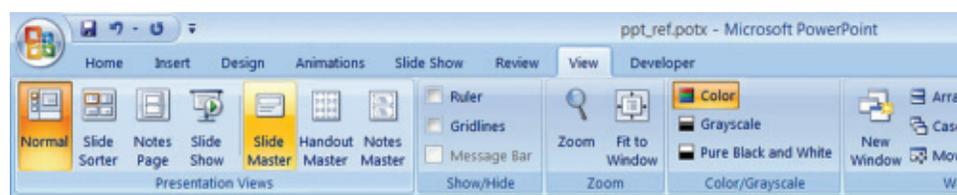
Fig. 11.16: Location of Slide Master

c. The Slide Master tab will appear as the active tab on the Ribbon, and the slide master task pane will appear on the left.

d. The Slide Master view appears similar to Normal view; however, in Slide Master view, master slides are displayed in the task pane rather than actual slides. The first thumbnail image in the task pane on the left is the slide master that controls all slides.

Notes
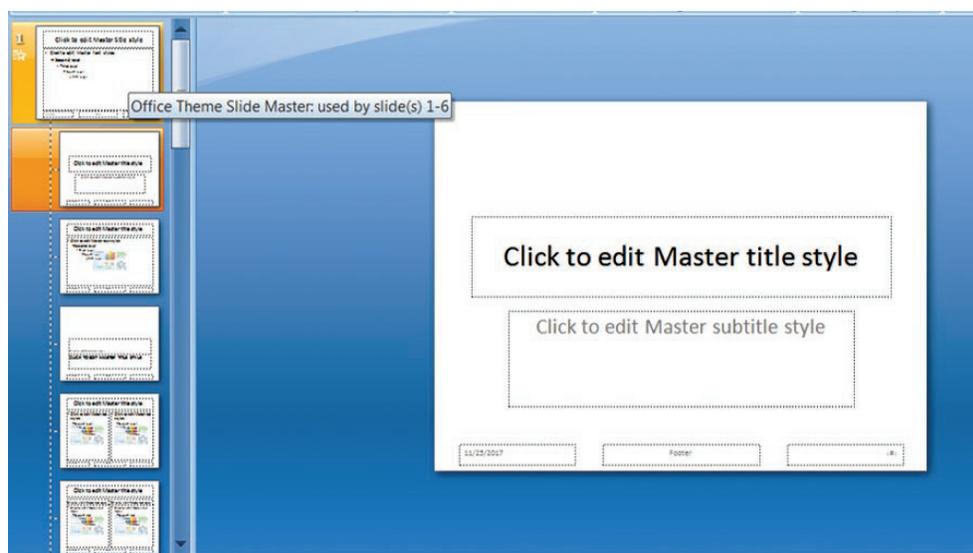
Fig. 11.17: Opened Slide Master

To change text colour/alignment on all slides, the following steps can be followed:

a. Select the slide master for all slides, if it is not currently selected.

b. Select the text you want to modify, and format it how you want.

c. Select the **Home** tab. The slide master and supporting layouts will remain in the slide task pane on the left because Slide Master view is the current view.

d. Click the Font Colour icon in the Font.

e. Select a font colour from the menu options. The font colour change will appear on all the slides in the task pane on the left.

f. Click an alignment command to change the alignment of the selected text as shown in figure 11.18.
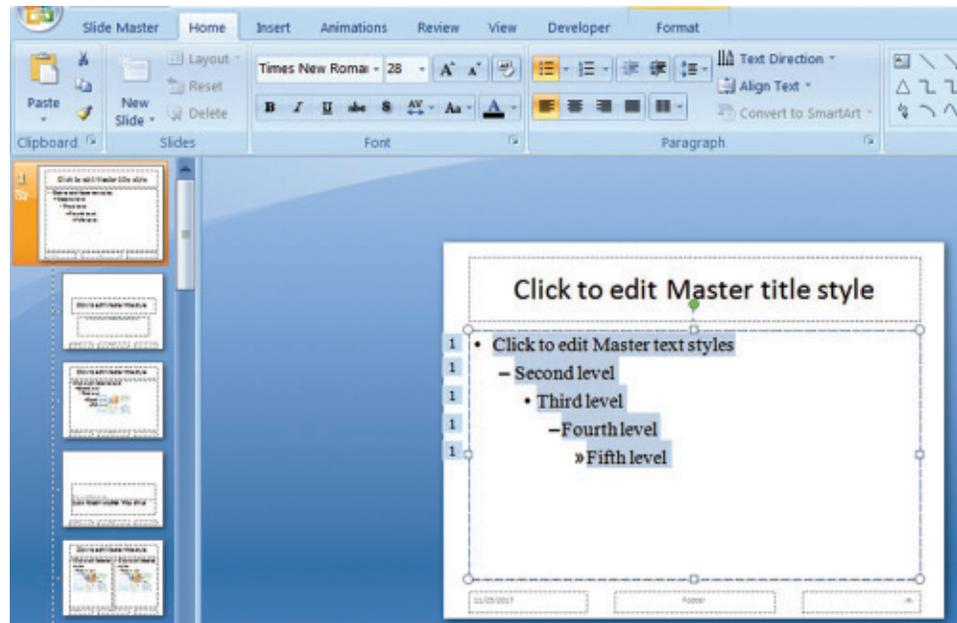
Fig. 11.18: Changing Text Alignment in Master Slide

Similarly, a picture can be inserted in all slides.

Activity 11.2

After creating the presentation in Activity 11.1. Topo want to improve his presentation.

Help Topo to improve his presentation by doing the following things:

1. Include animations in slides

2. Include the spreadsheet charts prepared in the previous activities.

11.7 PRINTING SLIDES IN DIFFERENT WAYS

Printing of the slides can be done in different ways depending on your needs (see figure 11.19). Different ways of printing are as follows:

1. **Slides:** It is used when you want to print one slide per page of a presentation.

2. **Handouts:** It is used when you want to print several slides per page. The default is six, but you can change it to four or set another amount of slides per page.

3. **Notes Pages:** It is used when you want to print speaker notes for the slides.

4. **Outline**: It is used to print all the text of the slides in a presentation.
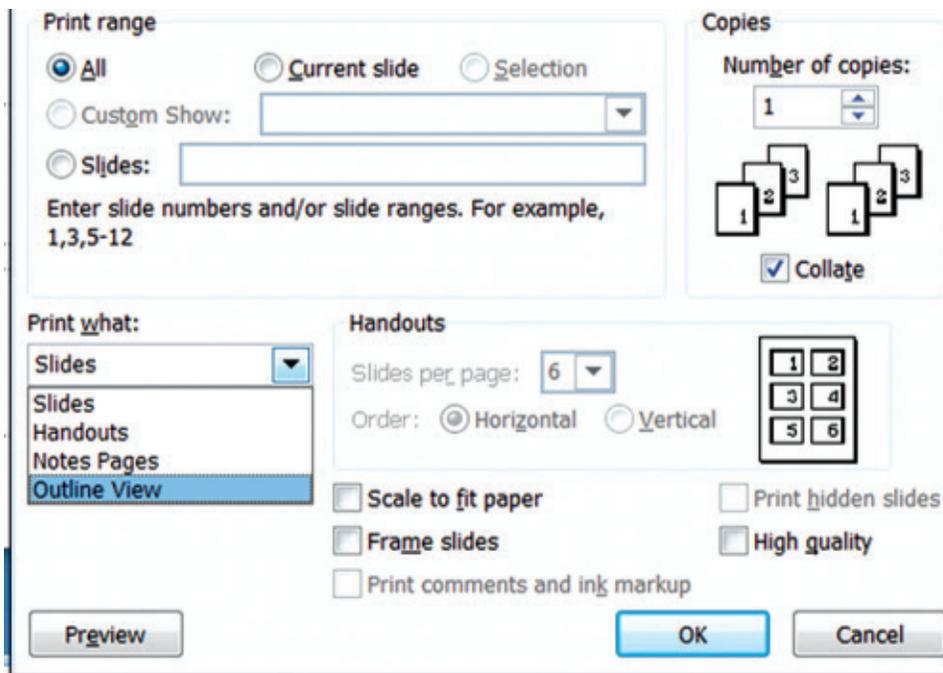
Fig. 11.19: Different printing option of a presentation

Notes

Activity 11.3

After improving his presentation in Activity 11.2, help Topo to take the print out in as notes pages and handout formats.

Topo was very happy when his loan was approved by the bank after his good presentation indicating his strengths in a good manner.

INTEXT QUESTIONS 11.2

Find out what went wrong in the following. Write the correct steps.

(i) Ramesh has done the same alignment of text in his all slides, he do not want to repeat the alignment again and again, he should have done

Ans. Ramesh should have done_____

_____

(ii) Juhi wants to display the entire contents of NIOS website in a slide, so she has taken print screen (PrtScr) of the website contents, she should have

Ans. Juhi should have _____

_____

Notes

(iii) Sopu wants to take a print out of presentation for review purpose, he has taken one slide per page print out, he should have

Ans. Sopu should have _____

_____

WHAT YOU HAVE LEARNT

- **Placeholders**   Slides contain placeholders on a slide that contain different items, including text, pictures, and charts.

- **Slide Layout**   A slide layout arranges the slide contents.

- **Views**   Different views of PowerPoint are Normal, Slide Sorter, Slide Show, Notes Page view.

- **Theme**   A theme is a predefined combination of colours, fonts, and effects that can be applied to a presentation.

- **Template**   A template is a blueprint of a slide or group of slides that contain layouts, theme colours, theme fonts, theme effects, background styles, etc.

- **Hyperlink**   A hyperlink is a reference from a slide to a webpage, slide, file, etc.

- **Slide Master**   The slide master allows you to make changes to all slides or a specific slide layout.

- **Format of Printing**   Different formats of printing a presentation are slides, handouts, notes pages and outline.

TERMINAL QUESTIONS

1. What are the benefits of using a presentation?

2. What is a Master Slide?

3. What are the benefits of making a Master in the beginning?

4. Mention the process by which you can insert a video in your presentation.

5. What are the different effects of animation?

6. What are the different ways of printing presentation slides?

ANSWERS TO INTEXT QUESTIONS

11.1

(i) K. Mostak should have clicked

Microsoft Office → All Programs → Microsoft Office PowerPoint 2007 → File.

(ii) Abhilash should have saved the template as .potx.

(iii) Jasmine should have chosen slide show for her presentation.

11.2

(i) Ramesh should have done this alignment in the master slide of the presentation.

(ii) Juhi should have given hyperlink of NIOS website on a slide instead of pasting the contents by using print screen.

(iii) Sopu should have taken handouts of the presentation.

12

YOU IN THE WORLD OF WEB

Ashok has been running a tailor shop in the bye-lanes of Karol Bagh for the last thirty years but today…
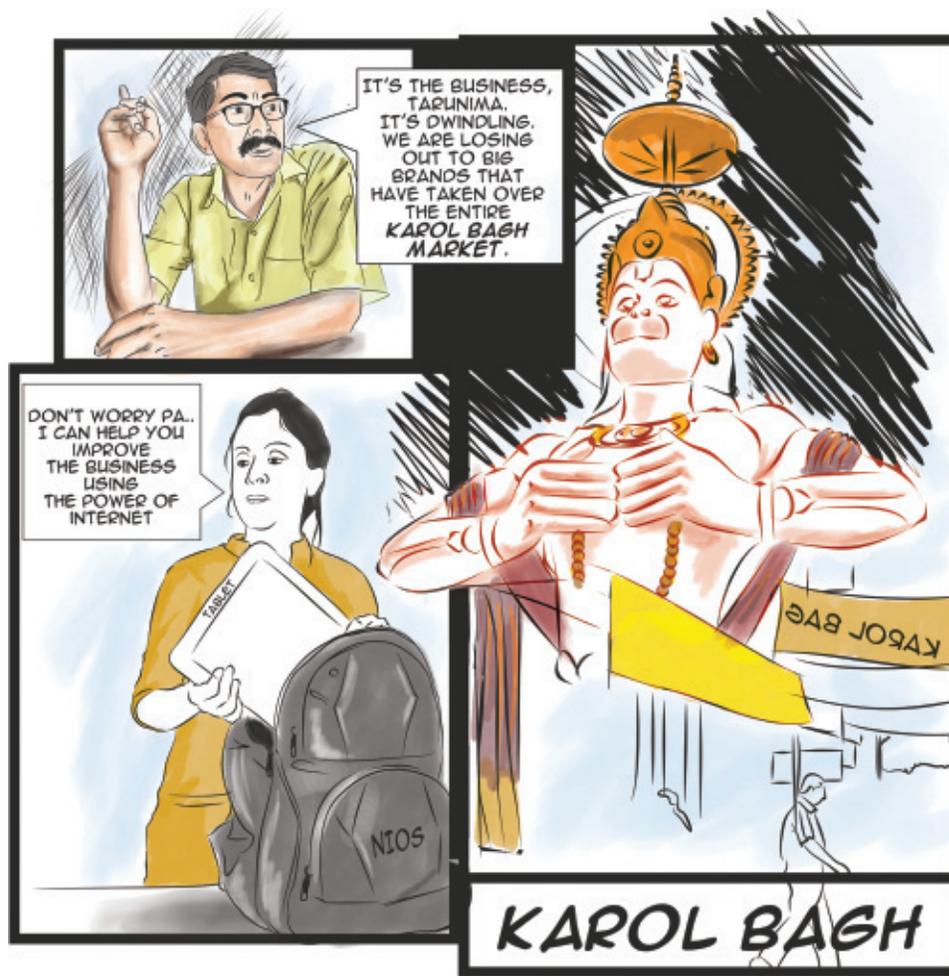
Fig. 12.1: Changing the way of business

OBJECTIVES

With Tarunima's help, you and his father will be able to:

● surf the internet and use basic internet tools using web browser and search engines;

● create and sign in to an email account;

● discuss important terms like URL,IP Address, ISP, bandwidth;

● describe the role of emails for sending mailers to improve business, and

● explain cloud computing and its practical application.

Notes

12.1 THE POWER CALLED INTERNET

"Power of internet? What is this internet???" asks her father.

"Papa, the internet is a large network of connected computers. It is so big that many computers throughout the world are connected to it and that is why we call it "**World Wide Web**" or **WWW** or even **internet**in short.

According to the Merriam-Webster dictionary:

Internet

noun | In·ter·net | \ in-tr-net

an electronic communications network that connects computer networks and organizational computer facilities around the world

"But I have heard that this internet is a very bad thing. Just yesterday, our neighbor Sharmaji told me how his son has got so addicted to it that he is not concentrating on his studies. He is not even helping his father in their sweet shop." said Tarunima's father with a deep concern.

"Well Papa, the internet is an open medium available to everyone. It has both positive and negative aspects but I strongly feel that we should have the ability and the conscience to use it positively.

If we use it positively, we can really do wonders in our life by imbibing the infinite knowledge that internet has to offer. For example, the computers are connected to the internet and store millions of pages of information on almost anything you can think of. It has thousands of pages of suit designs which we can view and use for creating our own special suits. In the world of web, these pages are called as **websites** and we need a tool in our computer to open these websites. This tool is known as a **web browser**.

Website	Web Browser
a set of related web pages located under a single domain name.	A web browser (commonly referred to as a browser) is a software application for retrieving, presenting and traversing information resources on the World WideWeb.
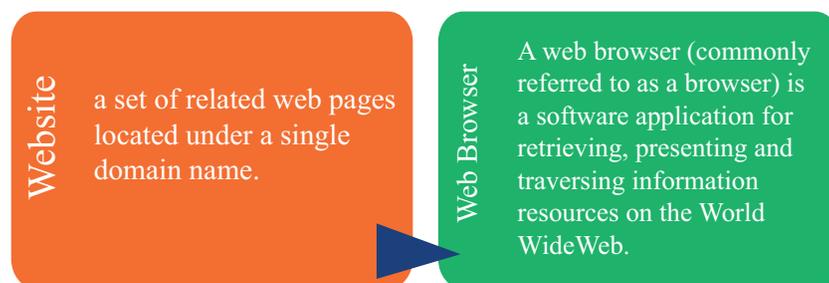
Fig. 12.2: Understanding website and web browser

On the negative side, there are cyber-crimes like cyber bullying and cyber stalking where people bully or threaten other people without any reason. Again,

Merriam Webster defines cyber stalking as, "the use of electronic communication to harass or threaten someone with physical harm". There is account hacking where people hack these

hacker:
a person who uses computers to gain unauthorized access to data.

websites and put profane messages there. Hackers also release ransomwares which lock the recipient's computer and these hackers then demand money to unlock them. We should be aware of these negative aspects. I will tell you more later about this but for now let's continue from where we left."

"Yes, you well telling me about web browsers", replied father.

Notes

Fig. 12.3: Different web browsers

There are many web browsers available on the internet. Some of the popular ones are: Google Chrome, Mozilla Firefox, Internet Explorer, Apple Safari and Opera. Other than Internet Explorer, all the rest are **freewares** or softwares which are available free of cost.

Here is what a Google Chrome browser looks like:
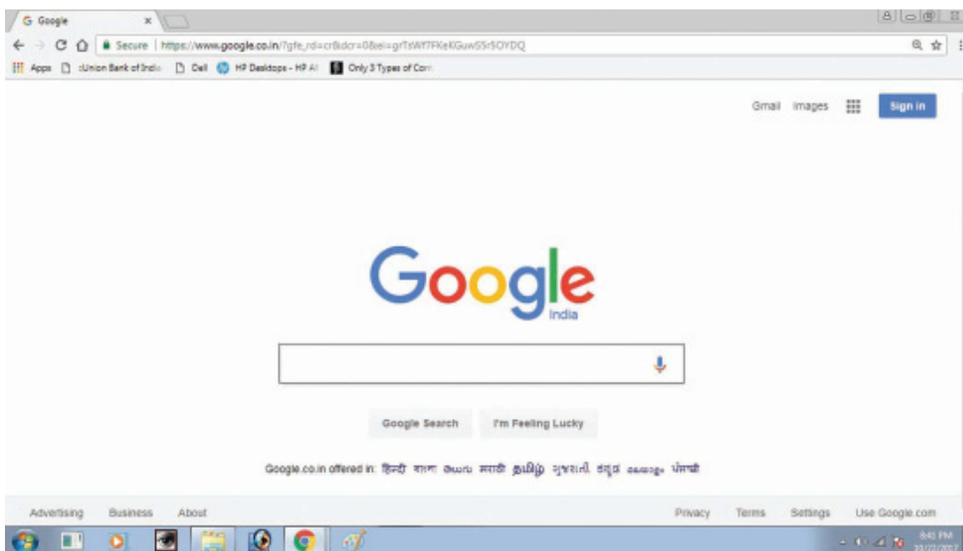
Fig. 12.4: Google chrome browser

Notes

You will notice that just under the logo of the browser, there is a 'search' field. This is where we write what we want to search and we press the 'enter' key of our computer. Now I will search 'suit embroidery designs' and see!"
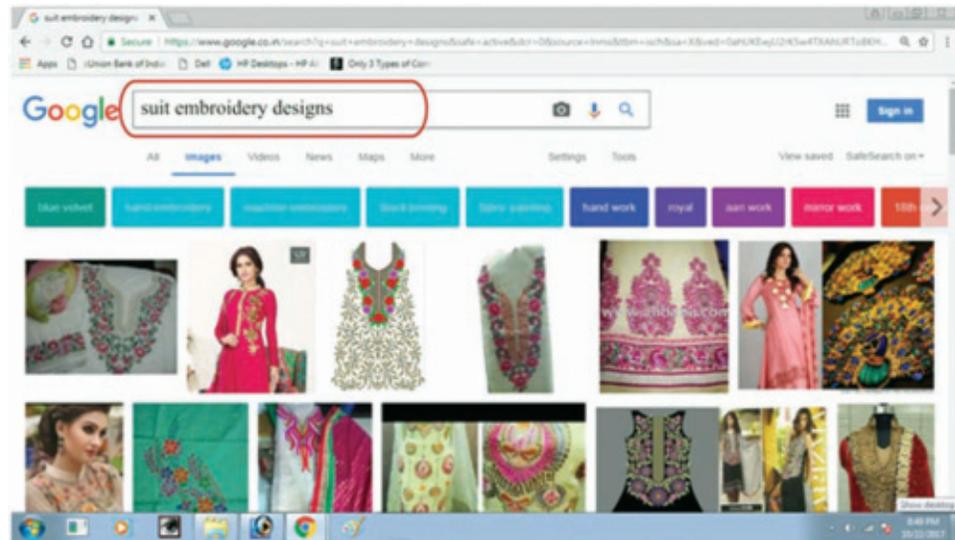
Fig. 12.5: Google Image search

"Wow. This is amazing!! But how are these designs coming on your laptop?" asked her father.

"Every browser has a search engine integrated into it which helps us find the desired information from web. These search engines pick up our keywords and find the relevant pages or websites having the same keywords in them. Various search engines used for this purpose are Google, Bing, Yahoo, AOL, etc."

Activity 12.1

Explore internet and find out the names of various search engines available on internet? List top three search engines below:

1. ……………………………………………………………………………………

2. ……………………………………………………………………………………

3. ……………………………………………………………………………………

Also mention how many search queries do they receive every second.
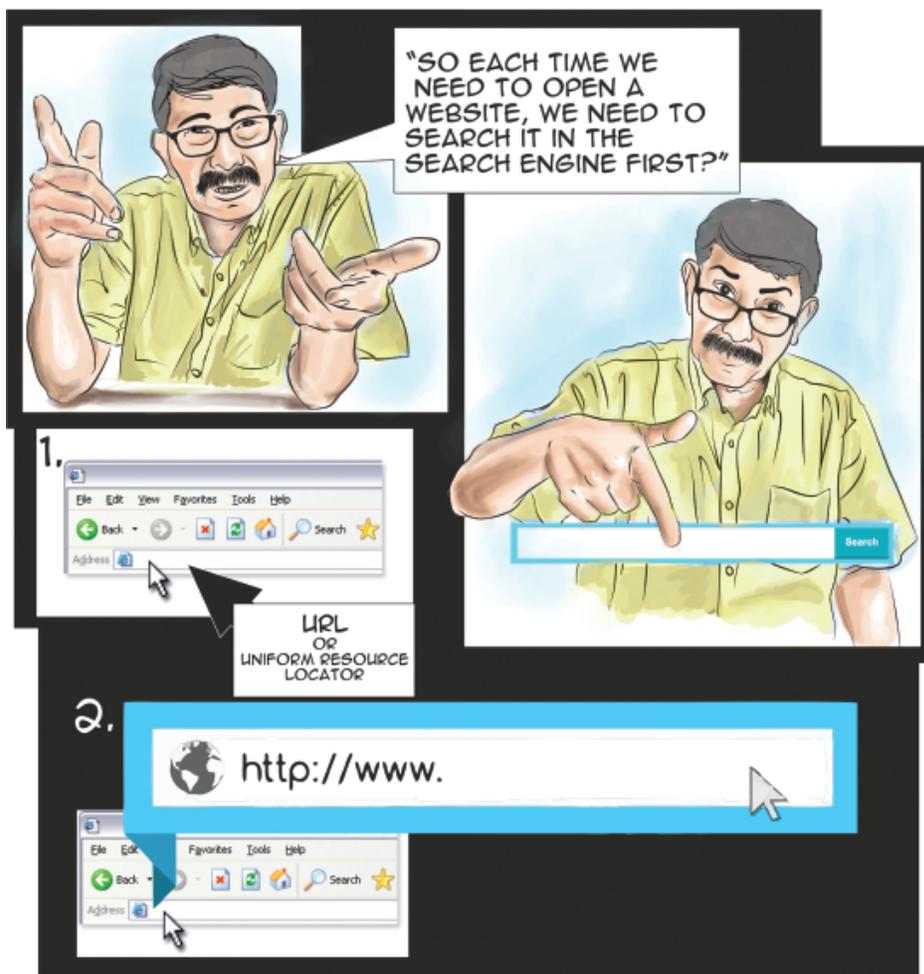
Fig. 12.6: Websites address

"Not necessary papa. These pages or websites can be opened by writing their address in the address bar of the browser. This address is called **URL or Uniform Resource Locator**. It starts with the letters 'WWW' which is the short form of World Wide Web. After WWW there is the actual name of the website followed by a domain name which is normally signified as '**.com**' for commercial sites, '**.org**' for non-profit organisations, and '**.in**' for Indian sites."

? **Did you know?**

There are more than 255 domains registered in the names of countries like **.in** (India), **.uae** (United Arab Emirates), and **.jp** (Japan)

"Wow, tell me more!" exclaimed her father with joy while looking through the pages showing hundreds of embroidered suit designs, patterns, colour schemes, apparel textures, etc.

Notes

12.2 KEEPING IN TOUCH WITH CUSTOMERS!

Tarunima continued further, "As a next step, we can also keep in touch with our existing customers using another tool called e-mail. An email is an electronic form of sending letter to a recipient with a few clicks only which reaches within few seconds."

"But how does it find the address of the recipient so quickly?" asked herfather.

"Good question, papa!" laughed Tarunima, "It doesn't need the physical address. What it needs is an email address to reach the recipient. Every person using an email has to create an email address. This is a unique address and no two people can have the same email address. This is called as an email ID. The email ID typically has two parts – the **username** and the **domain/host name**. The user name and the domain name are both connected with each other with an '@' (at) sign. Here let me write down my email ID to explain you the format for your easy understanding." said Tarunima.

tarunimakumar	@	gmail.com
User Name	at	domain/host name
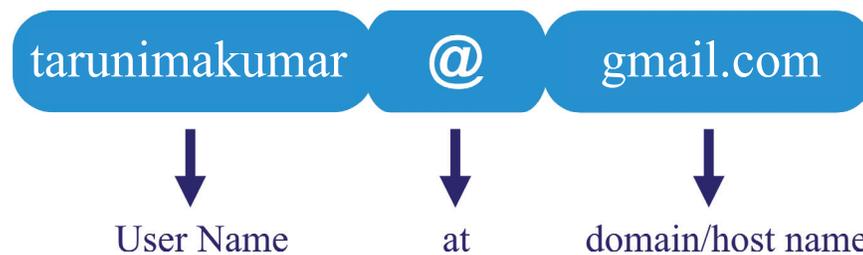
Fig. 12.7: Component of an email ID

Now if you notice, my username at gmail is **tarunimakumar** which is connected to the second part of my email ID called the domain name. The domain name is the name of a particular area within the internet over which an organization has control. This area is registered in the name of that organization by a body called as a Domain Naming Registrar and once registered, the organization can do many things like hosting a website or creating email IDs for all its people.

So if I have my email ID created at gmail domain and if you send me any email at this ID, I will receive it immediately" said Tarunima's father.

"No papa first you will have to connect my laptop to the internet and only then would you be able to open your email. To connect to internet, I will connect my smart phone to the internet and turn on the **hotspot**. Then I will connect our laptop to the hotspot and we will be connected to the world of web!"
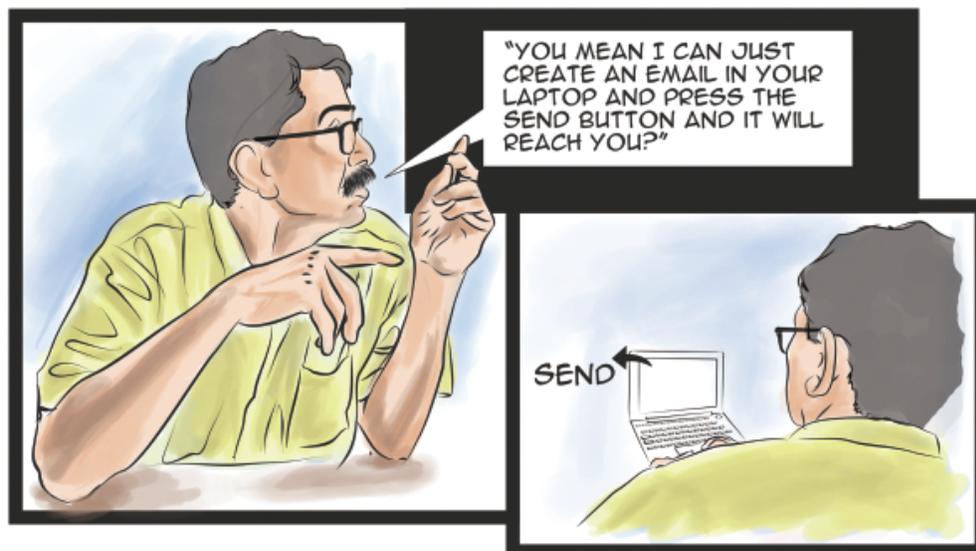
Notes

Fig. 12.8: Sending an email

"Hotspot?"

Well, you connect a computer or laptop to the internet using a smartphone these days. There is a function called hotspot which when switched on, other laptops or computers can connect to it and get connected to the internet.

"Oh! So we need to connect to the internet…but who gives us this internet?" father again asked.

"Yes papa, we need to connect to the internet using our account which is given to us by our **ISP or Internet Service Provider**. The ISP is the organization which maintains our internet account and gives us a usage plan which is limited to a certain bandwidth and data usage."

"Bandwidth?"

"Yes, Bandwidth. Each time we open a website or send/receive an email on the internet, a certain amount of data is exchanged. In simple words, the speed with which this data is exchanged is called as the **bandwidth** whereas the amount of data exchanged is called **data usage**. Bandwidth is measured in bits per second while data is measured in bytes. You know how many grams make a kilogram? Tarunima asked trying to test her father's general knowledge.

"Yes, yes. Why wouldn't I know? We get so many things in our raw material in kilograms. It's one thousand grams. **One Thousand Grams** make one kilogram." Exactly, but do you know in the world of web, it's not one thousand but One Thousand and Twenty Four bits per second that make One Kilobit per second or **1 kbps of bandwidth** in short. Similarly, One Thousand Twenty Four bytes of data make One Kilobyte or **1 Kb of data**.

Notes

? **Did you know?**

Bandwidth	Data
1024 bits per second = 1kbps	1024 bytes = 1Kb
1024 kbps = 1mbps	1024 kb = 1mb

Fig. 12.9: Everyone can have an email ID

"Relax papa, we can still get an email ID even if we are an individual. There are many free email providers in the world of web like Google, Hotmail, Yahoomail, Indiatimes, Rediffmail, etc. which offer free email services. Let's make your email ID at one of these service providers. We will create our ID at one of the popular email ID providers called 'Gmail'. Here are the steps:

1. Open the email ID creation page on gmail website. The URL or website address for this is https://accounts.google.com/SignUp

2. Fill up the form as shown below."
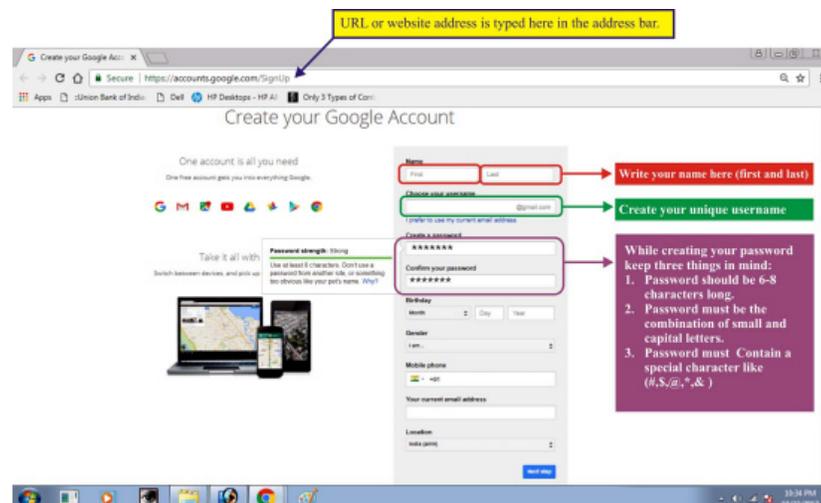
Fig. 12.10: Steps of creating an email ID

3. Be careful to create a strong password to protect it from hacking. Strong passwords are the ones which are created using the guidelines given in purple box in figure 12.10. If we don't create strong passwords for our email accounts, hackers can easily break them and gain access to all our mails and related data.

> URL or Uniform Resource Locator is the address of a World Wide Web page that you type in the address bar of the browser.

Notes

Activity 12.2

1. Create a decent email ID for your friend's profession and write it down here: ....

2. Create your email ID on Gmail.com, yahoo.com, and rediffmail.com and note down the difference in the fields you filled in while creating these email IDs.

3. Write an email to your friend/tutor sharing your aspiration that you wrote for lesson 3.

Now we have created our email ID called *bharattailors1@gmail.com*. We can now use this email to send mailers to our existing clients on the latest designs that we are creating by attaching the pictures of these designs in the mailer.

"You mean we can attach pictures like the ones we saw in the website on suit embroidery designs that you opened just now?" asked her father.

"Not only pictures but we can also attach articles, files, or even videos in an email message. On our smartphone, we can record a video of how you make some of the finest hand woven embroidery on a suit and we can send it to all our clients so that they can see the workmanship and hardwork behind each suit unlike the machine embroidered ones available at other sites."

"So how do we attach such a video or pictures, Tarunima?" father was keen to know more.

"Very simple. Just open the newly created email ID by writing the URL *www.gmail.com* in the browser address field and upon hitting the enter key on the laptop, you will see the login screen. Fill in the required details of username and password and press the 'Submit' button and you will enter the inbox of your email. On the left side frame, click on the 'Compose' button and a new email form like the one shown below will open."

Notes
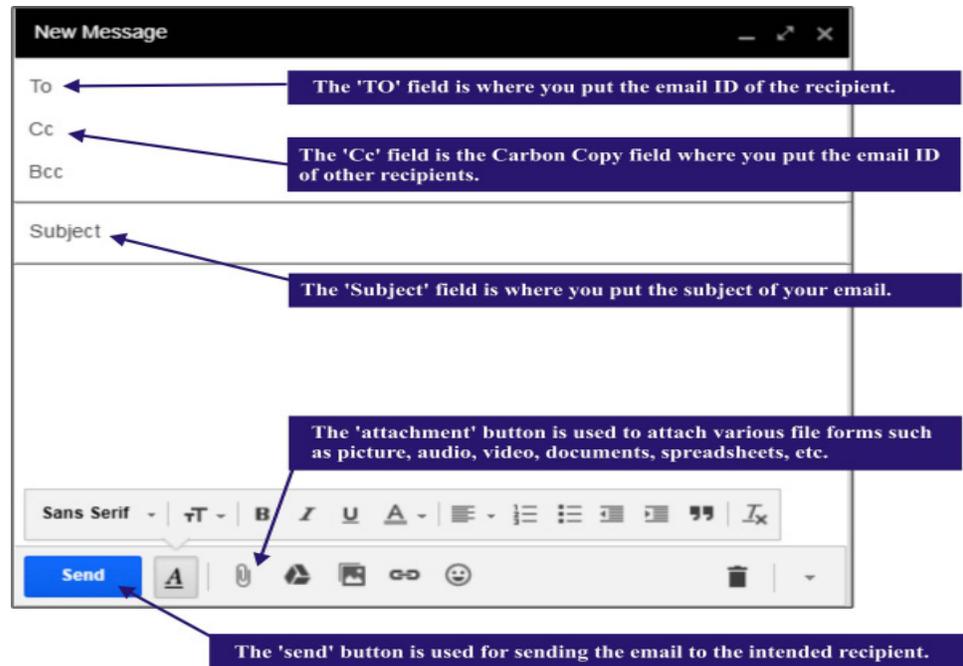
Fig. 12.11: Composing and sending an email

Activity 12.3

Assuming you are Tarunima and one of your friend needs your help in learning to open his email and create a message. Write all the steps required to do so and also. inform him about the dangers of cyber stalking and advise him about the responsible useof email.

....

....

....

....

INTEXT QUESTIONS 12.1

1. Differential between:

   a) www.nios.ac.in and abc@nios.ac.in

   b) 1mbps and 1mb

   c) Username and domain name

Notes

2. State True or False and support your answer with one reason :

   a) All browsers perform different function.

   b) An email has user name and host name separated by dot.

   c) www.google.com and www.nios.ac.inare search engines.

   d) URL called as the address of the website.

3. Choose the correct answer:

   a) A software application used to display web pages is called

   A. Search Engine

   B. Home Page

   C. Web Browser

   D. Web Site

   b) A Domain name ending with .com belongs to

   A. An educational institution

   B. A commercial website

   C. An organization

   D. A site that is highly organized.

   c) Full form of ISP is

   A. Information Search Protocol

   B. Internet Service Process

   C. Information Service Provider

   D. Internet Service Provider

4. What would happen if you:

   A. click the send button without writing the email address?

   B. Forget to attach a file and click the send button ?

   C. Send a mail without writing the subject?

5. Internet is both a positive as well as a negative medium. Can you give three examples of each of its positive and negative facets?

Notes

12.3 CLOUD COMPUTING
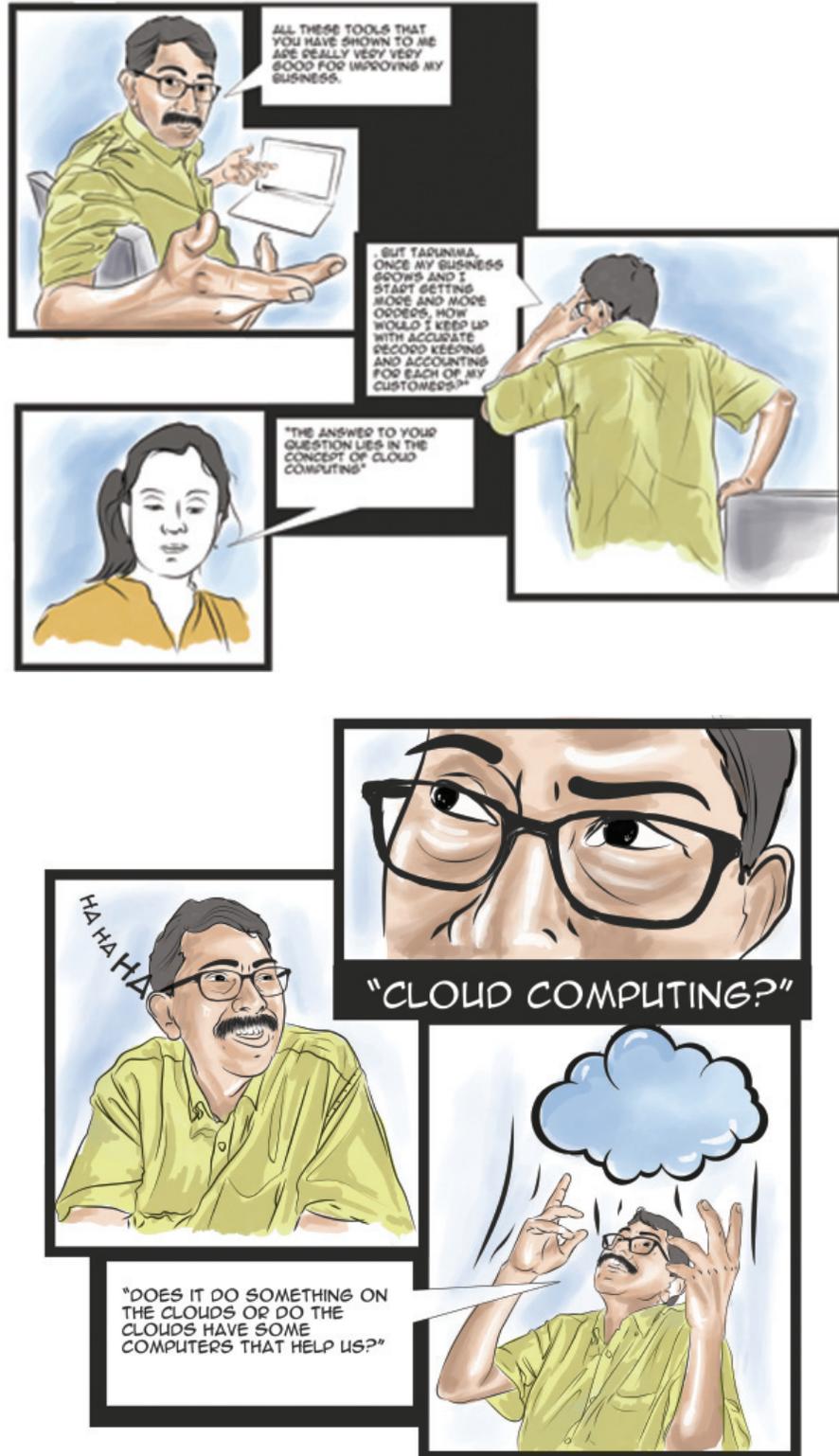
Fig. 12.12: Cloud computing

"No, No father. Cloud computing refers to large data centers that look like factories with lakhs of computers kept in endless racks. These computers are shared with us over the internet and our email and websites run on these computers. Since they keep our data in the virtual world, saving us from the need to store it locally on our hard drive, we refer to this concept of computing as cloud computing. For example, all the emails and attachments coming in or going out from our gmail account *bharattailors1@gmail.com* will be kept at the google cloud and not on our laptop. These computers never stop working, they are always available any time, and from any place."

Notes
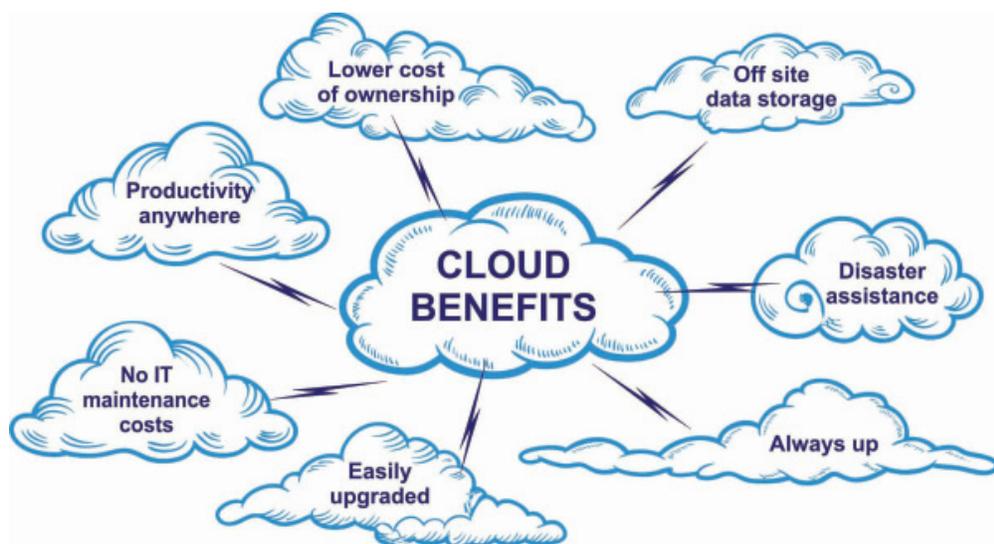
Fig. 12.13: Benefint of cloud computing

? **Did you know?**

The cloud also offers us tools like documents, spreadsheets, presentations, and online forms to automate our day to day transactions.

12.4 ADDITIONAL APPLICATIONS OF CLOUD COMPUTING

"So other than email and websites, what all does the cloud has to offer?" asked father.

"You initially talked about accurate record keeping remember?"

"Yes, yes…that is my biggest pain area. I always tend to forget how many customers had purchased suits or got their ones stitched from me on credit."

"In chapter 9, you learnt about spreadsheet which were available on your local computer/laptop. In cloud computing you would find these spreadsheets available online. For example, such documents offered by 'Google' as

(a) word   (b) Spreadsheet   (c) Presentation

Fig. 12.14

google drive service. This service is a free Web-based application in which documents, spreadsheets, drawingsand presentation can be created, edited and stored online. Files can be accessed from any computer with an Internet connection and a full-featured Web browser.

Small businesses can start using cloud storage services for free."

"Free!!! That's really great. A small tailoring business like mine cannot afford to buy expensive software." father was really happy now.

"Now that we already have a Gmail account, we can use the same to login to Google Docs and begin to create, store and most importantly, share the documents we have created. Further papa, we no longer need to worry about its data storage and back-up since this will be completely handled by the cloud service provider. Also, do you know that from now onwards your business will walk with you where ever you go? asked Tarunima.

"Walk with me? How can my tailoring business walk with me?" father was keen to know.

"Cloud computing also offers you an online hard drive which is your personal storage space to save your documents, audio, video, etc. online. For example, Google Drive is one such drive which can be accessed with your gmail account from anywhere, anytime. Google Drive is also available on

Fig. 12.15: Drive

most of the android smartphones as a mobile app.Whenever you are visiting a valuable customer for that special suit, you can simply record all the measurements online in a spreadsheet without the fear of losing it on a piece of paper.

Similarly, you could create a separate sheet for each customer keeping a record of all the payments and overdue collections in one place.

"Tarunima, all this is really really great but is there a way we can take care of unhappy customers?"

"Father, I know you get very upset when clients give a negative feedback but fail to let you know when they are happy. Feedback is extremely important for any small business. It helps us improve our products or services thereby improving the loyalty of our valuable customers towards us. We can use online forms to actively seek feedback for every sale we make.
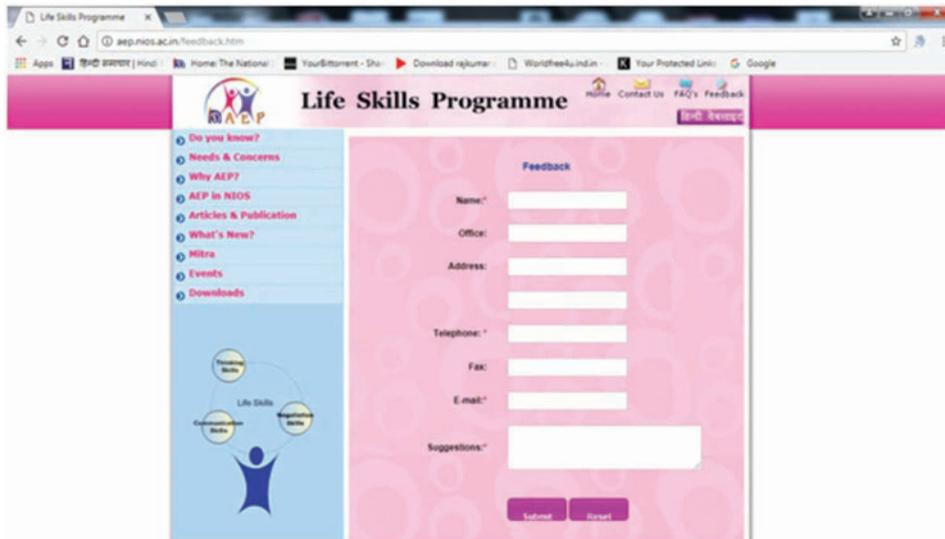
Fig. 12.16: Online forms

Online Forms is a free online option for capturing data. After every sale, we can send an online survey form to our valuable customers asking as many questions as we can.

Collecting Responses
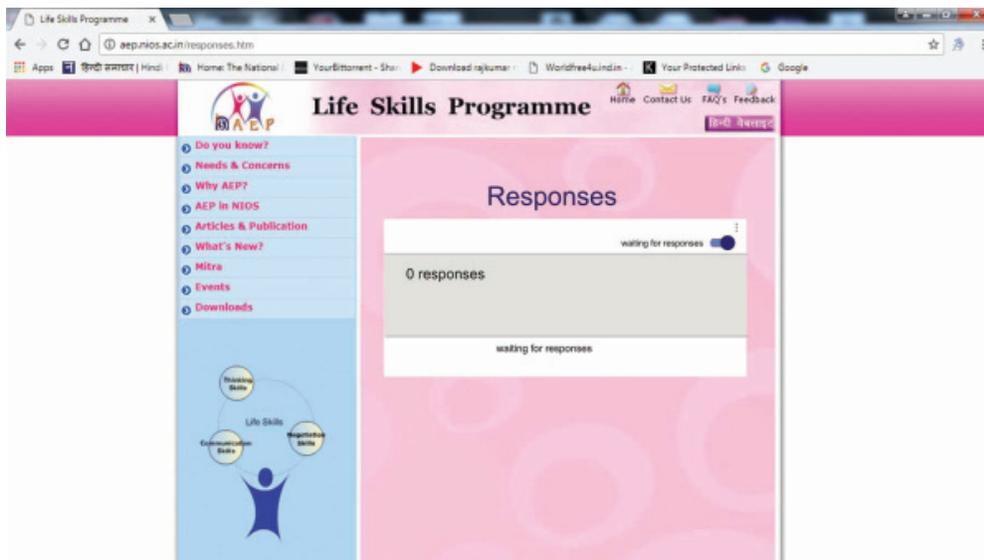
Fig. 12.17: Collecting Responses

Going Digital

Notes

These forms give us the functionality to view responses to our feedback at the click of a button. Just click "Responses" at the top of the screen and you'll see how many responses you've got. If you want to get those responses in a spreadsheet, click the green box with the cross on it. It will export to a Google Sheet.

So now papa, are you ready to dive into the world of web and make waves with your beautiful designer suits?"

"Tarunima, today I am so happy that I sent you to NIOS for the Employability and Entrepreneurship Course inspite of our family and friends opposing my such a move." father had tears in his eyes while he hugged his beloved daughter to thank her for the new world she had lead him to…the world of web!

WHAT YOU HAVE LEARNT
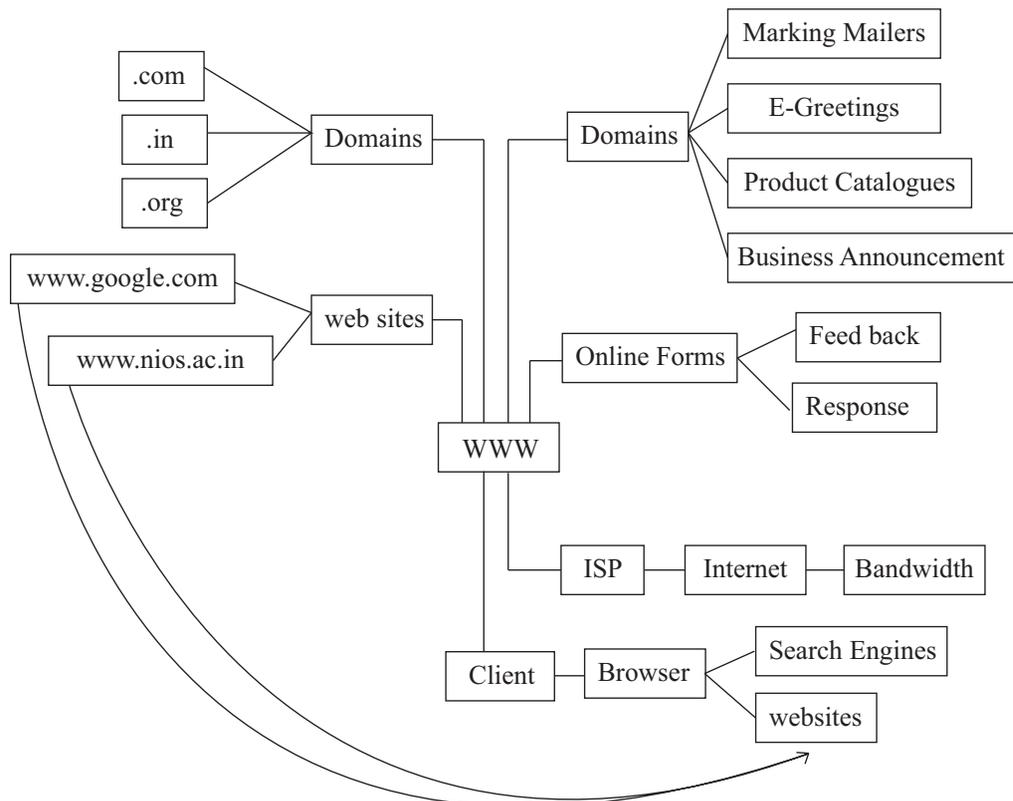
TERMINAL QUESTIONS

1. Write a short note on internet in changing the face of business today?

2. What is the difference between internet and website? Which authority registers a website?

3. How is a website different from a search engine?

4. How is sending an email is different from posting a letter? Write five differences.

5. Explain the difference between the Bit an Byte .

6. How can online docs help you to improve your business? Explain in 150 words.

7. You have been requested to help yourfriend to,keep a track of daily salesin his grocery business using cloud computing Explain the process.

8. In what ways do online forms Help in maintaining quality standards of a business?

9. As a budding entrepreneur explain five ways in which you will use internet in making your business customer friendly.

ANSWERS TO INTEXT QUESTIONS

12.1

1. (i) www.nios.ac.in is a URL (Uniform Resource Locator). abc@nios.ac.in is an email address.

(ii) 1 mbps is 1 mega bits per second which is the amount of data that can be transmitted in a fixed amount of time.

1 mb is 1 mega byte which is the size of data.

(iii) User name – A username is a name that uniquely identifies someone on a computer system. For example, a computer may be setup with multiple accounts, with different usernames for each account. Many websites allow users to choose a username so that they can customize their settings or set up an online account.

Domain name - A domain name is a unique name that identifies a website. For example, the domain name of the Value Consultant Company is "valueconsultant.com".

Notes

Each website has a domain name that serves as an address, which is used to access the website.

2. (i) False, all browsers perform the same function of retrieving, presenting and traversing information on internet in the form of websites.

(ii) False, an email has a user name and a host name separated by an "@" sign.

(iii) False, google is a search engine while nios.ac.in is the domain name of NIOS.

(iv) True. A URL is the domain name of a website prefixed with the letters WWW.

3. (i) C; (ii) B; (iii) D

4. A. Clicking the send button without putting the email address will pop up an error message and the email would not be sent anywhere since recipient address is missing.

B. If you forget to attach a file and click the send button, the email will still be sent.

C. The email will be sent without a subject.

5. Positive Facets-

(i) Finding new designs

(ii) Finding best raw materials

(iii) Contacting customers

Negative Facets-

(i) Cyber stalking

(ii) Spreading rumours or hate messages

(iii) Obscene sites.

13

E-BUSINESS

In the last lesson you saw how Tarunima, a young and enthusiastic learner of NIOS helped her father understand the world of web. Together they explored various tools and technologies available in it. This helped her father learn new ways of conducting business.

OBJECTIVES

After studying this lesson, you will be able to

● utilize the digital media platform to promote your social identity in digital world;

● equip yourself to maintain socially safe digital identity;

● identify various ERP (Enterprise Resource Planning) packages that can facilitate the strategizing and policymaking for the company;

● create a relevant market for your products or services; and

● identify various secured websites before making any online transactions.

Ashok Kumar was very happy today. It had been a month since his daughter, Tarunima, had trained him on using internet tools like search engines and email to serve his customers better. With some savings, he had already bought himself a laptop equipped with licensed software to help him surge ahead in business. He was now well versed with using search engines to look for new designs and fashion trends around the world. Having mastered the art of creating eye-catching mailers on his online emails, he began to send his new suit designs to all his valuable customers every fortnight. In turn, he would get a lot of queries from customers asking about the availability of designs and prices. This practice gradually picked up so well that he was spending almost 2–3 hours each day replying to his customers about the availability and price.

"If I could save these two to three hours a day, I could utilize them at creating more designs. Let me ask Tarunima once she is back from NIOS," he thought.

Tarunima entered the shop with a thick file and some books as she was busy preparing for her practical project at NIOS.

"Tarunima, I wanted to discuss something very important with you," he said with a voice of concern.

"What is it papa?" asked Tarunima.

"You see Tarunima, now that you have given my life a new meaning by training me on the wonderful world of web and its related tools and we have both started using it for promoting our business. The business is doing extremely well. I am proud of you for bringing in such a positive change in our lives. But one thing that I have noticed recently is that I am spending too much time on online record-keeping or sending replies to my customers on design availability and prices. Most of my customers have stopped calling me over the phone. They have started using the email for all their queries. Hence I have to spend a couple of hours daily responding to them. I was wondering if there is a way to channelize these two hours to my core skill of creating new designs."

"Ok, papa. We would have to adopt 'e-business' now. This will to help you find time for your creative pursuits."

13.1 USE OF DIGITAL WORLD TO PROMOTE BUSINESS

"E-business?"

"Well papa, technically speaking, e-business means carrying out business transactions of marketing, sale, purchase, and distribution of products or services on the internet. The computer or laptop is an important tool to conduct e-business which can also be done using tablets or smartphones now," replied Tarunima.

"So where do we start?" asked father.

"Well, the first place to start from is getting ourselves registered with the e-commerce portals like amazon.com, flipkart.com, snapdeal.com and others."

"Now what is this e-commerce?" asked father impatiently.

"Ok. Electronic commerce or e-commerce is the process by which businesses and consumers buy and sell goods and services through an electronic medium. E-commerce means covering the entire lifecycle of sale and purchase of a product or service right from receiving the order and receiving payments from the customer to receiving feedback after the delivery of the product. E-ommerce is a subset of the wider concept of e-Business.

E-Commerce:
The sale and purchase of products/services over the electronic medium of computers and internet.

E-Business:
Covers the entire business lifecycle from marketing to sale-purchase and finally distribution of products/ services using the electronic medium of computers and internet.

Wider concept than E-commerce
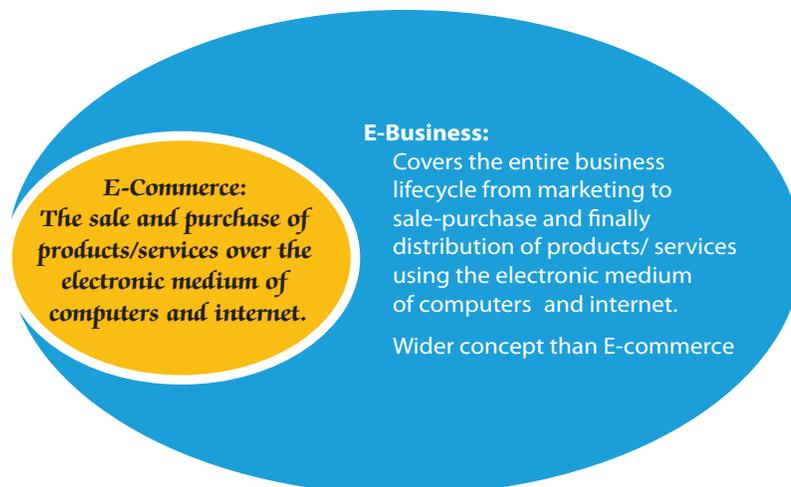
Fig. 13.1: Understanding E-commerce and E-business

E-commerce portals have a worldwide reach so the entire world becomes our market. People go to these portals to buy products online since they want to save their time of travelling to a real market, finding the right shop and then negotiating with the shopkeeper for better prices. Everything from food and clothes to entertainment and furniture can be purchased online. Once we build our identity on these e-commerce portals, we can reach thousands of valued customers who can place orders with us and that too with advance payments."

"You mean the payment will also come through the computer?"

"Have you forgotten papa? We searched for your laptop from one of these online marketplaces using our smartphone and once we found a model we could afford, we paid for it online from your bank account?" remarked Tarunima.

"Yes, that was really wonderful! I still don't understand how those people got the payment just at the click of a button and sent me the laptop the very next day through courier." Father was still wondering while silently admiring his new laptop.

"And after you opened your email on your new laptop, what did you find?" Tarunima asked again.

"Yes I remember. There was this email from the seller requesting me to give them a feedback on how was the laptop I had ordered; did I receive it on time or not; would I recommend the seller to others or not?" replied father.

"So once you gave the feedback to the seller, you had actually completed the transaction lifecycle of a typical e-commerce transaction which is shown in figure 13.2." informed Tarunima.

"And you also said in e-commerce, the businesses buy and sell goods. Can you explain that a little more?" Father wanted to know more.
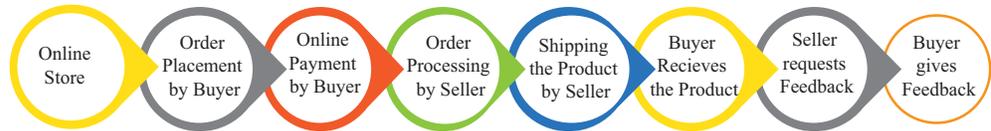
Fig. 13.2: Models of E-commerce

"I am glad you asked that question Papa. Now tell me if you had to source the best Zari thread for some Zari work on one of your special silks, how would you source it?" Tarunima asked smiling.

"Wait a minute, you mean we can do that through e-commerce?" Father was now coming up with answers himself.

"Yes… off course! The way you searched for suit embroidery designs on one of the search engines, let me open my Amazon.in account for you. Just type in Zari thread?" instructed Tarunima.
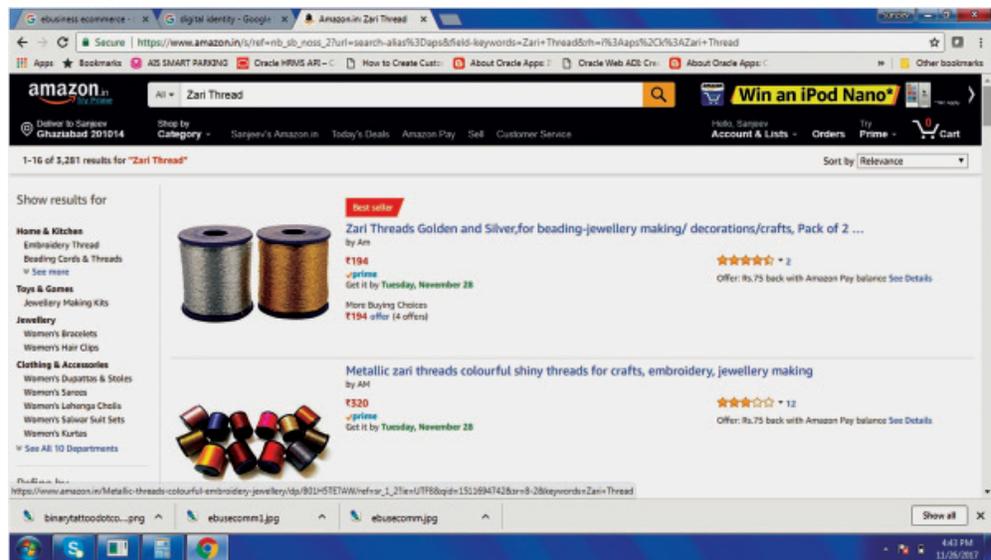
Fig. 13.3: Home page of e-business site

"Oh my God! I can see hundreds of sellers online selling the Zari thread." exclaimed father.

"So you see, not only can you sell your products to the end customers or consumers online but you can also purchase all the required raw material for your products online from various raw material suppliers. These two different modes where on one hand we are customers to raw material suppliers and on the other hand are sellers to end customers are respectively called as B2B and B2C channels of e-commerce.

In **B2B or business to business channel**, one seller sells raw materials, machinery or services to buyers who use them for intermediate consumption, that is, for producing goods or services for the end consumer.

In **B2C or business to consumer**, the business sells directly to the end customer or consumer who consumes such goods or services."

"So when I will be selling my suits directly to a customer through let's say, Amazon.in, I will be doing a B2C transaction and when I will buy raw materials like this Zari thread from some company based out of Kanjivaram, I will be doing a B2B transaction, right?"

"Right you are, Papa!" Tarunima replied joyfully.

INTEXT QUESTIONS 13.1

1. E-business and e-commerce are same. Comment.

2. List the tools/hardware required in e-business.

3. Name any three e-commerce portals that you would visit online for buying a birthday gift for your friend.

4. State True or False giving reasons:

    (i) E-business means conducting business in physical form.

    (ii) Only very limited products can be purchased using e-commerce portals.

    (iii) E-commerce portals reach very few customers.

5. Complete the lifecycle of an e-commerce transaction.

6. Your friend wants to buy air conditioner online. Help him by listing all the steps to search for it.

7. Name the business model if you are buying groceries from internet.

8. Name the business model if you are selling wood to furniture houses.

"Okkk…So what next?" asked father.

"Both B2C and B2B channels of marketing are created by adopting digital marketing instead of the conventional mode of marketing and to adopt digital marketing, we need digital identity."

"Digital marketing, digital identity… what is all digital here? The only digital thing I know is my digital calculator which I use for measurement and rate calculations.

"OK, so we will start with Digital Marketing. Now according to **Financial Times**,

'The marketing of products or services using digital channels to reach consumers is called digital marketing. The key objective is to promote brands through

Notes

various forms of digital media. Digital marketing extends beyond internet marketing to include channels that do not require the use of the internet. It includes mobile phones (both SMS and MMS), social media marketing, display advertising, search engine marketing, and any other form of digital media.'

Now… for digital marketing to be a reality, it is important for us to have a digital identity. According to Digital ID and Authentication Council of Canada (DIACC), 'A **digital identity** is an electronic representation of who you claim to be and who you are.' So a digital identity is actually your identity in the digital world," replied Tarunima.

Fig. 13.4: Digital Identity

"You mean 'Bharat Tailors' can have a digital identity?" asked father.

"Yes, papa. Not only can 'Bharat Tailors' have digital or social identity, it can also transact business with others using this identity. We just need to create our own page on each of the digital marketing tools like linkedin, facebook, youtube, twitter and others. Each of these tools started as social media tools with the sole objective of bringing like-minded people together but have slowly evolved into very powerful online or digital marketing tools. For example, once we have created our 'Bharat Tailors' page on facebook, we can start uploading all our designs there and this will bring all people searching for new suits to our webpage. People can view our designs and give us likes or comments on these designs. We can tag all these designs with a product code and a price so that customers can get the prices from the facebook page itself instead of calling us or writing to us. This entire set of activities is called as **social media integration**."

Activity 13.1

Create a facebook page for your business and share it with your friends. Upload pictures of your products along with prices and description so that your friends can view all information and give you likes/comments.

Also mention how many search queries do they receive every second.

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13.3 SOCIALLY SAFE DIGITAL IDENTITY

"Wow that's great, so does it mean that 'Bharat Tailors' will be able to reach thousands of customers through its digital identity?" asked father.

"Yes papa, but there is one thing you should be very careful about." remarked Tarunima.

"Careful about! What Tarunima?"

"Papa, remember I told you in the first session 'You in the world of web' that just like the real world, this digital world is also full of cyber criminals like hackers and cyber stalkers?"

"Yes, yes I clearly remember but why do you think we are at risk from these hackers?"

"Once we create our digital identity for e-commerce, we would be having a lot of information pertaining to our business going online on the internet. This could be as follows:

- Your personal information
- All our customer records
- All payment records for payments received online
- Your creative designs which are actually your intellectual property

Besides these records, we would also face the risk from the following:

- viruses and malware
- spam (junk emails and adware)
- cybercrime, such as being hacked
- online scams
- online payment and credit card fraud

13.4 ERP (ENTERPRISE RESOURCE PLANNING)

"Wow that will be amazing! But I still spend a lot of time in preparing manual order lists and finally invoices. Is there any way we can automate these areas as well?" father was now ready to dive deep in to the sea of digital marketing.

"For that, you will have to adopt ERP," replied Tarunima.

"ERP? I have only heard of TRPs for which these various TV channels are always competing with each other. What is this ERP?" asked father again.

"Oh Papa, ERP or Enterprise resource planning is business process management software that allows an organization to automate all its business processes like

material purchasing, inventory control, marketing, finance and HR. Enterprise Resource Planning softwares consist of various modules which can be integrated with each other to build a complete process automation of entire business. Each module handles a specific business process like finance or sales for example, and can talk to other modules to complete the full cycle of business process. Look at some of the modules of SAP, one of the leading ERPs, has to offer." Tarunima replied.

Fig. 13.5: End User Service Delivery

"Each module can talk to other modules? What do you mean?" asked father.

"What I mean is Papa, that suppose a customer places an order for us through one of these e-commerce portals like Amazon.in, we can connect that order output to one of the ERP's so that each time an order is placed, the ERP automatically creates a Purchase Order against it. This PO would contain the details of the suit required by the customer and the inventory module ERP would be able to tell us if we have this particular suit in our stock or not. In case we don't have it, the ERP would send us a notification telling us that it's not in stock and so we should stitch one immediately."

All the ERPs come in various sizes and the customer has the choice to select one or more than one modules as per the size and requirements of their business. Some of the very popular ERPs available in the market today are as follows:

- SAP B1
- Microsoft Dynamics NAV
- JD Edwards EnterpriseOne
- Oracle E-Business Suite.

13.5 CREATING AN ONLINE MARKET

"So Tarunima, how do we start to create our own online business from here?" asked father.

"Well papa, let me put all the steps for your easy understanding, one by one:

1. Get a domain name registered

2. Get a GST number

3. Create your social identity on social media sites namely facebook.com, twitter.com and others

4. Register yourself as a seller with e-commerce portals, for example, Amazon.in, flipkart.com and others

5. Start promoting your products and services using your social identity on social media

6. Integrate your e-commerce site with a payment gateway to enable online payments

7. Use online document management system like Google docs to manage your sales and invoicing

8. Once your online business reaches a higher level, adopt ERP integration to automate the order processing, invoicing and payment collection processes of your business.

9. Going further from there, we can also build our own app which can be downloaded by our customers from the play store. This app can give them real time notifications of all the latest happenings at 'Bharat Tailors' besides the usual business of transactions using their mobile phones."

"That sounds great! So let us start working together on making 'Bharat Tailors' online with social identity."

INTEXT QUESTIONS 13.2

1. Why it is important for you to create your digital identity for selling goods online.

2. What all business processes can be handled through ERP?

3. List some of ERPs.

4. List all the steps to create an online business of electronic goods.

13.7 IDENTIFICATION OF SECURE WEBSITE FOR ONLINE TRANSACTIONS

"Sure papa, but before you go ahead and put your personal information online, you must ensure that the site on which you are putting your information is a secure website or a website which will not misuse your personal information for their own use," replied Tarunima.

"What exactly do we mean by 'secure website'?" asked father.

"Papa, each time we open a website, some information is sent from your computer to the web server and from the web server to our computer. This information is normally sent in 'plain text', which means anyone would be able to read it if they see it. This information passes through many computers called 'nodes' while it is on its way to reach the one that's hosting the desired website.

Similarly, if we were to put our credit card information online to purchase something, this highly sensitive information can also be hacked and misused by cyber criminals," said Tarunima.

"Yes, yes I know. Just yesterday I was reading in the newspaper how an innocent lady was robbed of sixty thousand rupees on her credit card after she put her credit card details on some fake online shopping site," exclaimed father.

"Exactly, papa. So to avoid this problem, we should ensure that we share sensitive financial data only on websites that encrypt the data in such a way that even if it is hacked, no one will be able to use it for their benefit," replied Tarunima.

"But how would we know if a website has encrypted our data for safety?" asked father.

"Very simple papa. Websites use a protocol called SSL or Secured Socket Layer which jumbles up the data into unreadable characters using a mathematical formula. This process is called encryption. Once this data is received by the host computer, it is unjumbled using the same formula which was used earlier. This is called as decryption. All SSL-enabled websites encrypt the transmitted data before transmission and later decrypt it to accept it into its relevant fields."

"So how can we know if the site we are visiting is a secured site?" asked father.

"For that you just need to look at two things:

1. Check the web page URL, if it begins with the letters 'https' it's a secure connection.

2. Check for the lock icon. The lock icon is displayed at different places in different web browsers. For example, on Microsoft Internet Explorer, it is displayed on the lower right portion as shown in figure 13.6.
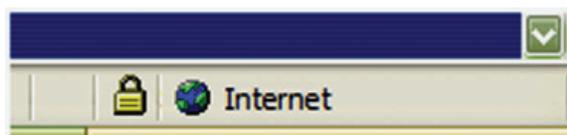
Fig. 13.6: Look icon on Internet Explorer

In Mozilla's FireFox, the lock icon is displayed in the lower-left corner as shown in figure 13.7.
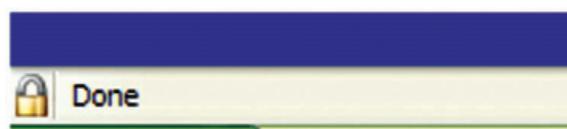
Fig. 13.7: Look icon on Mozilla's Fire Fox

So once you are sure that it's a secure site, you can also make online payments like we did for your laptop earlier, without being scared that these would be siphoned off by cyber criminals," said Tarunima.

"That reminds me Tarunima, how are the payment made over the internet? I have only accepted cash payments."

"Well papa, we just need to give our bank account number and the **IFSC** code to the people running these e-commerce websites and they will link it to our payments. Any customer who will buy our suits online will pay through debit or credit card and that money will come into our bank account. Isn't it great?" asked Tarunima

"Yes it is great, but I have heard that for all this online business we will have to register with many government agencies. Who will keep running around all these government offices for days altogether?" asked his father.

"Papa, these days no one has to run around these offices. All these offices of **Aadhar Card, PAN Card and GST** will come to our shop through the internet and our registration will be just a few clicks away."

Activity 13.2

You are Tarun's friend and Tarun has approached you to help him in getting 'Bharat Tailors' online. Find out the respective websites and note down the specific URL to apply for these various statutory compliances.

Notes

Site Type	Please provide the URL
PAN Card	
Aadhar Card	
GST	
Facebook.com	
Amazon.in	
Twitter.com	

WHAT YOU HAVE LEARNT
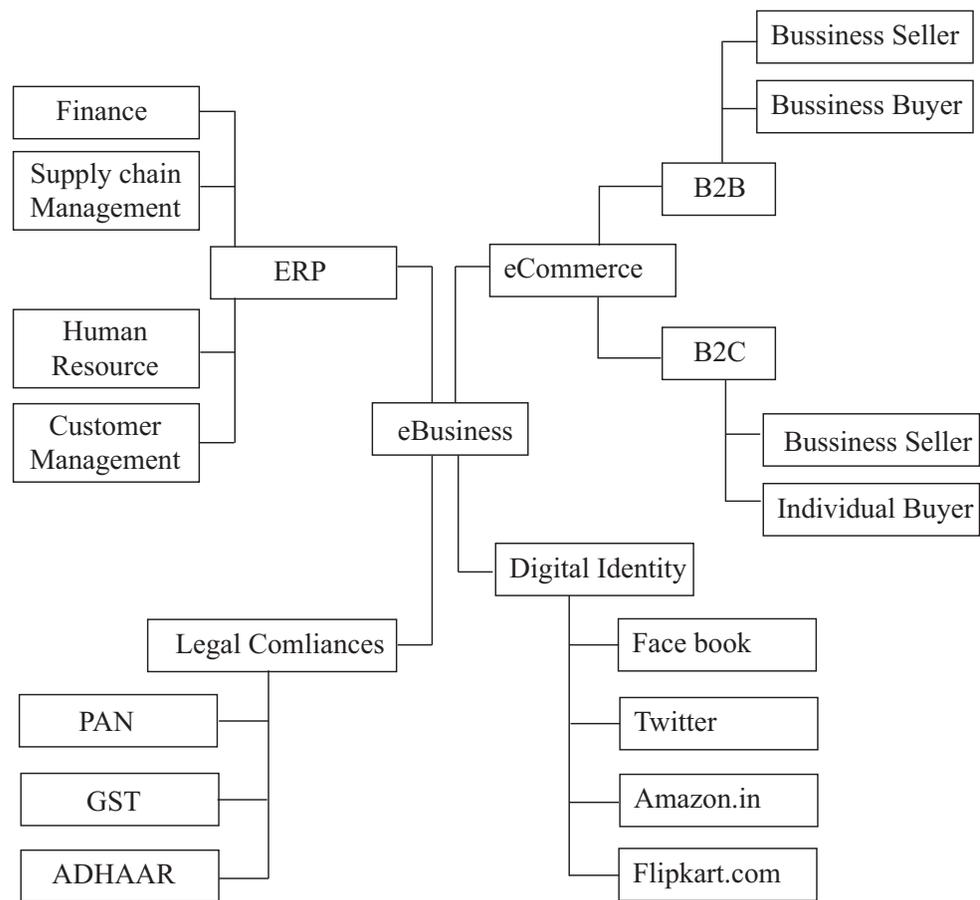
TERMINAL QUESTIONS

1. E-commerce has changed the way one conducts business. Do you agree? Please explain in detail.

2. Veena has started an online business of Handlooms (bedsheets, towels, curtains and so on). She wants to do the e-marketing of her goods. Help her by providing ways to do e-marketing.

3. Digital identity is both a boon and a bane. Discuss.

4. "http://" is a secure site. Please comment if the statement is true or false with justification.

5. Your friend wants your help in automating the inventory and finance of his business. What solution would you suggest and why?

With Tarunima's help and guidance, Ashok worked hard on his newly established e-business. In two years, he was able to completely transform his old shop into a new sparkling showroom just like e-business had transformed his life. The board on his new showroom displayed his passion and read: 'Bharat eTailors!'

ANSWERS TO INTEXT QUESTIONS

13.1

1. E-business and e-commerce are not same. E-commerce is a subset of the wider concept of e-business. Where e-Business means and includes the entire lifecycle of product/service from marketing to final distribution using the electronic medium of internet, E-commerce is restricted to only sale and purchase of products or services over electronic medium.

2. The tools required in e-commerce business are: Laptop/Desktop, Mobile Phone, Tablet PC.

3. Flipkart.com, Snapdeal.com, Amazon.in

4. (i) False. E-business means conducting business over an electronic medium such as internet.

   (ii) False. E-commerce portals offer many products like clothes, furniture, electronic goods, mobile phones, computers, etc.

   (iii) False. E-commerce portals reach thousands of customers using the power of internet.

5. Lifecycle of e-commerce transaction:

Online Store→Order Placement by Buyer→Online Payment by Buyer→Order Processing by Seller→Shipping the Product by Seller→Buyer Receives the Product→Seller requests Feedback→Buyer gives Feedback

6. **Steps to find air conditioner:**

   (i) Go to flipkart.com and search for air conditioners

   (ii) Filter on the size and type you want to buy

   (iii) Compare price and specifications between various makes

   (iv) Pick the one you find matching your requirement

   (v) Click on 'add to cart'

   (vi) Go to cart and click on 'Online Payment Through Bank'

   (vii) Put your account details and click on 'Submit'

7. B2C

8. B2B

13.2

1. It is important to create a digital identity for selling online goods because one can only join and e-commerce platform using a digital identity.

2. All processes like Finance, Supply Chain Management, HR, Admin and Customer Management can be handled through ERP.

3. SAP, ORACLE, RAMCO.

4. Domain Name Registration→Statutory Compliance→Social Identity Creation→Registration on e-commerce portals→Online Promotion and Social Media Integration→Payment Gateway Integration→Document Management→ERP Integration

14

CYBER SECURITY

"Wow, we are rich! Just come and have look at this Tarunima!" exclaimed father with joy while looking at Tarunima's laptop one fine day.

"What is it papa?" asked Tarunima as she looked at the computer and found an e-mail claiming that her father had won One million Pounds in lottery. The mail had a suspicious looking file attached to it and the email asked the recipient to double click the file and fill the relevant details. "No papa! Don't open it. It must be a malware." Along with Tarunima and her father, we will learn to protect ourselves and our business from various cybercrimes.

OBJECTIVES

With Tarunima's help, you and his father will be able to:

- become aware of potential cyberthreats like virus, malware, adware, spam, Trojan, worm, spyware and others from devices;
- protect oneself from various cybercrimes like, phishing, identity thefts, Plagiarism and others;
- resolve issues related to computer and network security threats by keeping strong passwords, security checks, not allowing hardware, keeping antivirus in the system and not committing cybercrimes;
- develop the netiquettes for becoming responsible citizen; and
- explain the provisions of Indian IT act.

14.1 CYBER THREATS

"Malware?" exclaims Tarunima's father looking very disturbed.

"Yes, malware. Well, actually it is a software which is malicious or harmful in nature. Once opened, it harms our computer in many ways. That's why it is called

a **malware**." "Hmmm…malware, the software with malicious intent. So how can it harm our computer?" father was now anxious. "You see papa, there are many types of malwares in this world of web. The most common ones are viruses, worms, Trojan horses, ransomware, spyware, adware, scareware, and other malicious programs. Let me explain in detail about potential cyberthreats

1. **Virus** – "Papa, remember you told me that a virus is an infectious agent that can multiply only in living cells of animals, plants or bacteria when you were explaining about HIV. Similarly, a computer virus is a malware which copies itself and infects a computer without the knowledge of the user. It has the ability to attach itself to a file while it is being sent or emailed. As soon as the recipient of the email opens the file by double clicking it, the virus gets activated and infects the recipient's computer by deleting important files and attaching itself to many others. In this way it continues to spread further. Just as HIV destroys human body, computer virus does the same to computer."

2. **Worm**–"A worm is another malware which spreads from one computer to another over the network but does not delete any files. It just replicates itself over the network and consumes bandwidth, thereby making the network slower than usual. Just like I used be tired and slow when I had worms in my stomach!"

3. **Trojan Horse** – Unlike the Trojan Horse depicted in the Greek Mythology which was used, to send soldiers inside an enemy territory, this Trojan horse in the world of computers is a malicious program. It is disguised as a legitimate application such as a game being offered free of cost. Once downloaded, it takes control of the computer and can even send sensitive information like one's password or bank details to the owner of this Trojan horse over the internet.

4. **Ransomware** – A ransomware is an application which forces one to pay a ransom or money to get rid of it. It enters your computer just like any other computer virus or Trojan horse disguised as a free game, etc. but instead of harming the computer it locks it forever and shows a message on the computer screen with the contact details of the people who could help remove it. Once contacted, one is asked to deposit a certain sum of money in a bank account to have this application removed from the system. This kind of application which holds one to ransom to **cybercriminals** is called as a ransomware and is the latest threat to the world of web.

5. **Spyware**–It is a software that enables a user to obtain sensitive information such as website accessed, downloaded from another computer by transmitting data from the hard drive without the user's knowledge.

Going Digital

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6. **Adware** – An adware is a software that automatically displays or downloads advertising material such as banners or pop-ups when a user is online.

7. **Scareware** – A scareware is a malicious computer program designed to trick a user into buying and downloading unnecessary and potentially dangerous software, such as fake antivirus protection.

8. **Spam mail –**Spam is flooding the internet with many copies of the same message, in an attempt to force the message on people who would not otherwise choose to receive it. "Papa, we must take care that we do not send spam mails. It annoys the receiver and can even end up in negative image of our business."

9. **Hacker -** A hacker is a person who uses computers to gain unauthorized access to data. Hackers are most often computer enthusiasts or programmers looking for advanced knowledge on programming languages or operating systems.

Activity 14.1

(a)

I am a piece of code that is secretly introduced into a system in order to corrupt it or destroy data.

I am _____

(b)

I am a self-replicating computerprogram who uses a computer network to send copies of myself to other nodes on the network without any user intervention

I am _____

(c)

I am a non-self-replicating malware that appears to perform a desirable function for the user but instead facilitates unauthorized access to the user's computer system.

I am _____

(d)

I am the term used to define all sorts of software designed to cause harm to a computer system.

I am _____

(e)

I keep track of web pages that you look at and then send the data to a third party.

I am _____

(f)

I am unsolicited mail that has not received permission from a recipient to enter its inbox.

I am _____

(h)

I am a programmer who enjoys the challenge of breaking into other's computers.

I am _____

14.2 PROTECTION FROM CYBERTHREATS

"Oh my God, these are so many! How do we save ourselves from these malwares?" asked father looking a bit scared. "Well, there are some dos and don'ts which I will elaborate later but the first and foremost thing we should do is to install a good antivirus software in our computer."

"Antivirus?"

"Yes papa, an antivirus. It is a software program that routinely checks for any malware entering our computer and destroying it."

Antivirus – Antivirus software is a program or set of programs that are designed to prevent, search for, detect, and remove software viruses, and other malicious software like worms and Trojans. Examples MacAfee, Norton, Quick Heal, AVG and others.

"And what are those dos and don'ts you said you'll tell me later?"

"So papa, here are the dos and don'ts in Table 14.1."

Table 14.1: Dos and Don'ts to save from Malware

DOs	DON'Ts
Install an antivirus in your computer.	Do not open any unsolicited mail.
Update the antivirus regularly.	Do not download any tool/application from internet whose publisher is unknown.
Always buys licensed software for your computer.	Do not download any free game or application. Nothing is free in this world.
Enable the spam filter on antivirus.	Do not visit obscene websites. These are created by cyber criminals to take control of your computers.
Enable email scanning on antivirus.	Do not keep any sensitive information like passwords, credit/debit card nos. on your computer.

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"Thank God! We have antivirus to protect our data." Father took a sigh of relief.

"But this is not enough Papa, we should also be aware of various cyber crimes that we may commit unintentionally" Tarunima said. "Please tell me about various cyber crimes also," asked Father. "Papa let us first understand what cyber crime is! **Cyber crime** refers to any crime that involves computer, mobile or a network. It is an unlawful act wherein the computer is used as either a tool or target or both."

Some cyber crimes are:

1. **Plagiarism** – Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offence: Dictionary meaning of "plagiarize " is to steal and pass off the ideas or words of another as one's own or to use another's production without crediting the source or to commit literary theft."

    In other words, plagiarism is an act of fraud. It involves both stealing someone's original work and falsely claiming it as one's own. We can avoid this by giving credits to the sources and providing necessary information to locate it. "Papa we must never do this. Internet lets us see the designs of best people in this field. While it's great to be inspired by such designs it's not right to copy someone else's work and call it ours. It is cheating and all cheats get caught sometime or the other. It also does not give us the opportunity to grow as an independent professional."

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2. **Phishing –** It is a form of fraud in which the attacker tries to learn information such as user name, password, credit card details or bank account information, often for malicious reasons by disguising as a reputable or trustworthy entity in an email or through another communication channel.

3. **Identity Theft** - It is a serious crime which happens when someone uses personal and confidential information without the permission of the concerned person. They could use your name and address, credit card or bank account numbers, adhaar card numbers, medical insurance account numbers or any other sensitive data.

4. **Computer Vandalism** – Damaging or destroying data rather than stealing or misusing them is called cyber vandalism. These are programs that attach themselves to a file and then circulate.

5. **Denial of Service Attacks** – This is an act by the criminals who flood the bandwidth of the victim's network or fills his email box with spam mail depriving him of the service he is entitled to access or provide.

6. **Cyber Stalking** – It is a crime in which the attacker harasses a victim using electronic communication, such as email or instant messaging or messages posted to web site or a discussion group.

"Papa, now that we are trying to enter into online business we must install licensed antivirus in systems to protect our financial, personal and confidential data. The people behind these crimes feel that they can hide behind the internet and are safe. However, there are a lot of checks and balances. Ultimately, they are always caught and are punished under the laws."

You will learn more about these laws further in this lesson. Don't you think that each one of us should develop the ability to say 'no' if someone tries to include us in such activities?

IN TEXT QUESTIONS 14.1

1. Define the following:

   (i)   Malware _____

   _____

   (ii) Adware _____

   _____

   (iii) Cybercrime _____

   _____

(iv) Plagiarism _____

_____

2. Give two differences between computer virus and anti-virus.

(i)   _____

(ii)   _____

Notes

3. What effects can malicious viruses have on your system if the following attack you?

(i)   Trojan Horse _____

(ii)   Scareware _____

(iii) Ransomware _____

4. List three methods by which computer viruses can spread.

(i)   _____

(ii)   _____

(iii) _____

14.3 SAFETY TIPS FOR CYBER SECURITY

"And what are those dos and don'ts you said you'll tell me later?"

"So papa, here are the dos and don'ts for cyber security in Table 14.2"

Table 14.2: Safety Tips for Cyber Security

DOs	DON'Ts
Install an antivirus in your computer.	Do not open or respond to emails sent from unknown sources.
Update the antivirus regularly. from	Do not download any tool/application internet whose publisher is unknown.
Always buy licensed software for your computer.	Do not download any free game or application. Nothing is free in this world.
Enable the spam filter on antivirus.	Do not visit obscene websites. These are created by cybercriminals to take control of your computers.

Enable email scanning on antivirus.	Do not keep any sensitive information like passwords, credit/debit card numbers on your computer.
Passwords should be changed regularly to maintain security.	Do not plug any USB drive (pen drive) without scanning it properly.
Always keep strong passwords with 8 or more character length. Password should be the combination of capital, small letters, digits with special symbols.	Do not use your PAN card, Voter id, driving license number as your username or password for any financial account.
Use the "Bcc" (Blind Carbon Copy) for large number of recipients. This protects the email addresses of the recipients by hiding them and makes your email easier to read.	Do not give your personal details of account number, credit card number, pin number etc. and become the victim of Phishing.
Always check the URL address begins online with "https" and not "http" while transacting online.	Do not use public Wi-Fi network for banking.
Setup account notification via SMS or email. This will help you keep an eye over your login attempts related to your account.	Do not get trapped in email scams like lottery emails, it should be avoided.

14.4 NETIQUETTES OF A RESPONSIBLE CITIZEN

"Papa, now I want to ask a question from you," Tarunima said.

"From me?" asks the astonished Father.

"Papa, what are the responsibilities of a citizen?" asked Tarunima,

"It's very simple. We have to perform our duties such as we have to take care of public property, we should pay taxes on time, give equal respect to all religions and cultures according to the constitutional remedies of India etc," father responded.

"Well said Papa. Now you know, there are some responsibilities of a Netizen also." Tarunima said. "Netizen! What's that??" asked father. "If you are using internet means NET, it means you are a citizen of the Internet or in other words have become NETIZEN, who uses internet for its services. As a responsible citizen of internet you must follow some etiquettes while surfing. This is called Netiquettes."

Digital Footprint

A digital footprint is a trail of data you create while using the Internet. In includes the websites you visit, emails you send, andinformation you submit to online services.

Netiquette - is a combination of the words <u>net</u>work and <u>etiquette</u>, and is defined as a set of rules for acceptable online behaviour.

Fig. 14.1: Rules of Netiquettes

Netiquette rules are as follows:

1. **The Golden Rule**- Treat others as you would like to be treated. Avoid language that may not be understood by the recipient, for example, slang.

2. **No Flaming**- Flame is a personal insult communicated through the internet. Watch your posts or comments.

3. **Don't talk with people you don't know** - Do not arrange to meet anyone you meet online.

4. **Respect other people's privacy**–Respect other people's time and bandwidth.

5. **Don't spam**- It is an unsolicited email from unknown resources.

6. **Follow the TOS** – (Terms of service) Follow rules and policy of the sites.

7. **Use emoticons** – Use of emojis can help to convey feelings.

8. **Respect Copyright**–Don't violate copyright laws. Make sure your work is your own or properly cited.

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9. **Do not capitalize everything**– It looks like you are shouting.

10. **Remember that you leave a digital footprint** - So be careful what you put out there.

"Oh my goodness! We have to take care of so many things while surfing the internet." Father said. "Yes papa. If we violate any rule then we can be a violating the Cyberlaw and can be punished," Tarunima said. "One should be well informed about Cyberlaws of India, that is, Indian IT act."

"I think internet is a very dangerous place for young boys, with all the obscene sites. It is also dangerous for young girls, what if someone traps them," said father. "I understand that you are worried papa," said Tarunima, "It's not about age papa. It's about the ability to make a decision to indulge or not to indulge in these activities. People of any age can do it if they do not have the skills to say 'no'." "Don't worry papa, I will always think and study the authenticity of the site before I access it." "I am so proud of you Tarunima!"

INTEXT QUESTIONS 14.2

1. In the table below, define:

Netiquette	
Digital Footprint	
TOS	

2. Give four ways by which you can protect yourself from a malware attack.

(i) _____

(ii) _____

(iii) _____

(iv) _____

3. Give three ways by which you will not contribute, to the spread of viruses.

    (i) _____

    (ii) _____

    (iii)_____

14.5 CYBERLAWS IN INDIA

As more and more business is being conducted online, the government has drafted cyberlaws that help us seek legal recourse if someone cheats us. The Information Technology Act, 2000 is the primary source of cyberlaw in India. The Information Technology Act, 2000 (IT Act) came into force on 17 October 2000. The Act aims to provide legal recognition to electronic commerce. In addition it facilitates the filing of electronic records with the government. The IT Act also penalizes various cybercrimes and provides strict punishments. Some of the offences along with the punishments are given in Table 14.3:

Table 14.3: Offences and Punishments in Cyberlaws

Offences	Punishment
Damaging the Data or the Computer: Any person who deletes or causes disruption of any computer with the intention of damaging of the whole data of the computer system without the permission of the owner	Fine up to 1 crore to the affected person as a remedy
Hacking: Any person with intention causes wrongful loss or damage to public or any person commits hacking	Imprisonment up to three years, or with fine which may extend up to 2 lakh rupees, or with both.
Publishing of obscene information in electronic form: Any person who knowingly or intentionally publishes pornographic material in electronic form.	On first conviction, person shall be liable to imprisonment which may extend up to five years and fine up to rupees 1 lakh. On second conviction, imprisonment up to ten years and fine up to 2 lakh rupees.
Cyber Defamation: Any person who sends, by means of a computer resource or a communication device, any information that is grossly offensive, which causes annoyance, inconvenience, danger, obstruction, insult, injury, enmity, hatred and annoyance or mislead the addressee.	Imprisonment for a term which may extend to three years and with fine suited to the crime.

Notes

We sometimes hear of such offences being committed. Let us see how the culprits were punished. In a case from Chennai, a boy started harassing a girl when she refused to marry him. The boy posted obscene, defamatory and annoying message in the message group, emailed those through a false email account opened by him in the name of the victim. Upon girl's and her family's complaint, police nabbed the accused. The accused was found guilty of offences under Section 469, 509 of Indian Penal Code and Section 67 of IT Act 2000 and was convicted with imprisonment for 2 years and to pay fine of Rs. 4000/-. While it is normal to like someone, it is not right to force attention on an unwilling person. Just as we have the right to express our feelings, the other person also has the right to express theirs. Don't you feel that this young person from Chennai went too far and finally landed in jail!

Recently, Mumbai police arrested a man for allegedly defrauding a city resident of Rs 94,000 on the pretext of giving him a job. Victim was looking for a job and had applied on a well-known job portal. After checking his details on the portal, accused called him up claiming to be representing a company looking for people and demanded a fee before the victim could be called in for an interview. After few weeks, accused stopped responding. On complaint at cybercrime police station, the police tracked down the accused and placed him under formal arrest under IT Act.

In view of such increase in cybercrimes, the Government of India has brought major amendments to ITA 2000 by the Information Technology Amendment Act, 2008 (ITAA 2008). The new version of Information Technology Act 2000 gives additional focus on Information Security. It has added several new sections on offences including cybercrime and data protection.

To tackle the issue of cybercrimes, CIDs (Criminal Investigation Departments) of various cities have opened up Cyber Crime Cells in different cities. The Information Technology Act of India states clearly that when a cybercrime is committed, it has a global jurisdiction and hence a complaint can be filed at any cyber cell. This means you can register a complaint even if the criminal is in another city!!

(Credits: https://blog.ipleaders.in/how-to-register-cyber-crime-complaint-with-cyber-cell-of-police-online-complaint-procedure/)

14.5.1 How to file Cyber Crime Complaint

Just two steps and a complaint can be filed.

Step 1 -Submit an application letter addressing the head of a cybercrime investigation cell when filing a complaint. One may need to provide contact details such as name, mailing address and telephone number along with it.

Step 2- Submit relevant documents along with the application to register a complaint.

Notes

For your reference Contact Information of Delhi Cyber Cell is given below, Delhi

CBI Cyber Crime Cell:	**Asst. Commissioner of Police,**
Superintendent of Police,	Cyber Crime Cell,
Cyber Crime Investigation Cell	EOW, Crime Branch,
Central Bureau of Investigation,	2nd Floor,
5th Floor, Block No.3,	Police Training School,
CGO Complex,	Malaviya Nagar,
Lodhi Road,	New Delhi-110 017
New Delhi – 3	**E-Mail:** cbiccic@bol.net.in,
Contact Details:	dcp-eow-dl@nic.in
+91-11-4362203, 011-26851998	
011-26515229, +91-11-4392424	
Web site: http://cbi.nic.in/	

Similarly **every city has its own cyber cells. It will be a good idea to find out the contact details for any emergency. Better safe than sorry!**

WHAT YOU HAVE LEARNT

```
Plagiarusm ┐
Phishing ┤
Identity Theft ┤        Human              Mal ware ──── Virvus
Computer ──────── Resource ───┐    │              ├─ Worm
Vandalism ┤                   │    │              ├─ Trojan Horse
Denial of ┤              Cyber World       │      ├─ Ransomware
Service Attack ┤                           │      ├─ Spywae
Cyber ┘               Cyber Security       │      ├─ Adware
Slatking                  │                │      ├─ Scareware
                          │                       └─ Spam mail
           Antivirus   Netiquettes   Cyber Laws

        Information Technology Act 2000    Information Technology Act 2008
```
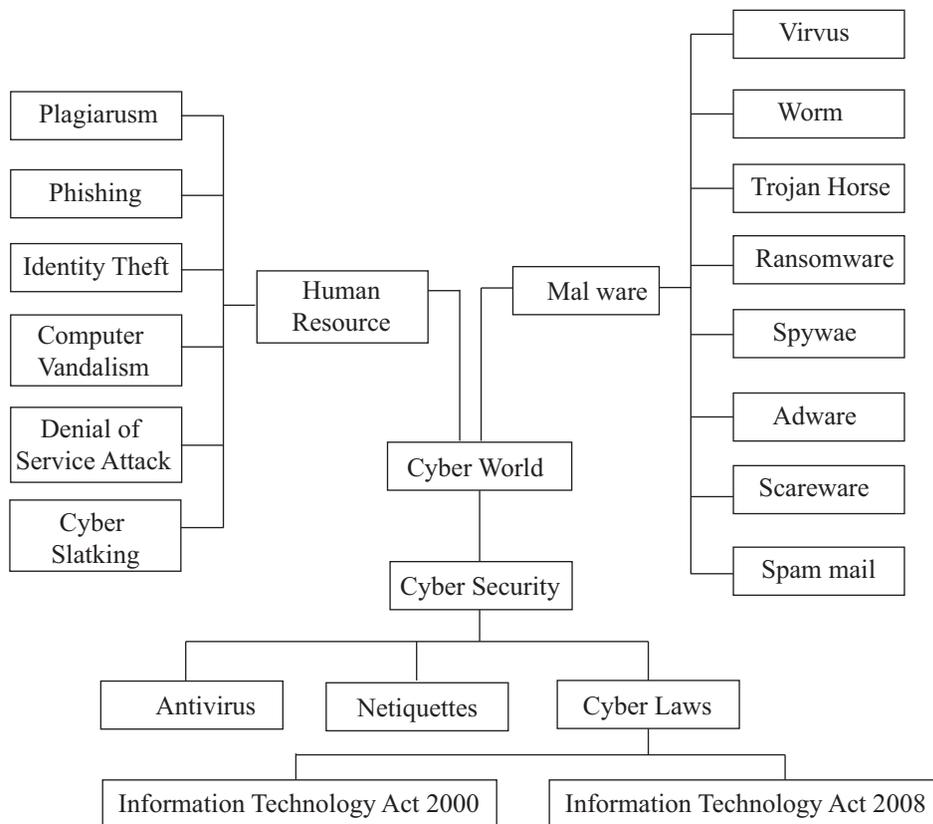
TERMINAL EXERCISE

1 Explain the term malware. What are the different kinds of malware that are commonly seen?

2. The term virus has been taken from medicine? Describe two ways in which the two viruses are similar.

3. Give three ways in which you can protect your computer system against viruses.

4. Write a notice for your employees explaining what spam is and the office non-spam policy giving reasons. Tell them two ways to avoid getting spammed.

5. Define plagiarism. Give two arguments against plagiarism.

6. Give two differences between phishing and identity theft. Suggest four ways of protecting yourself from such crimes.

7. Your class fellow Manish has just started his new online business of providing nursing facility to old age people in the city. He has given the facility of online bookings and payments. Write a letter to Manish informing him about five different netiquettes that he should observe while dealing with his clients

8. Name the law by which cyber crimes are controlled in India? Write a complaint to the cyber cell of your city about the cyber stalking in which you were victimized.

ANSWERS TO INTEXT QUESTIONS

14.1

1 (i)   Malware is a short form of "malicious software" which is specifically designed to disrupt, damage, or gain authorized access to a computer system.

 (ii)   Adware is a software that contains embedded advertisements. It is designed to display advertisements on your computer and redirect your search requests to advertising websites to collect marketing data about you.

 (iii)   Cybercrime is defined as a crime in which a computer is the object of the crime (hacking, phishing, spamming) or is used as a tool to commit an offense.

(iv) Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form.

Notes

2

Virus	Antivirus
It is computer program/software which infects computer badly and damages the data. A virus can benefit the spreader of the virus or the programmer who uses it. A virus can be easily uploaded or copied on the web.	It is a computer program/software which eliminates viruses from computer. An antivirus is beneficial to the people who got infected by the virus. Antivirus software needs to be purchased.

3. (i) A Trojan horse gives remote access of your computer to other users and allows them to install malicious software on it.

(ii) Scareware would pop up hoax virus infection warnings and would scare you to buy a fake antivirus or registry cleaner.

(iii) A ransomware would take control of your computer, hide or password protect all the files, and would ask you to pay money for unlocking such files.

4. Computer viruses can be spread by:

- Opening attachments in an email

- Files stored on removable media such as floppy disk, pen drives and others

- Downloading free software from the internet

- Clicking on some pop-ups on web pages

14.2

1. (i) Netiquette- The correct or acceptable way of using net is called as netiquette.

(ii) Digital footprint means and includes the information about a particular person that exists on the Internet as a result of their online activity.

(iii) TOS- Terms of Service of a website, which a user has to adhere in order to use it.

2. (i)   Update your software regularly.

  (ii)   Install anti-virus software on your computer.

  (iii) Create Backups of your data periodically.

  (iv) Update anti-virus software periodically.

3. (i)   We should never click on email attachments from unknown resources without at least first scanning them for viruses.

  (ii)   We should never share user account, personal, financial, or other sensitive information on any Web page.

  (iii) Many viruses work by attaching themselves to a drive and automatically installing themselves on any other media connected to the system. As a result, connecting any network drives, external hard disks, or even pen drives to a system can result in the automatic propagation of such threats.

Feed back on Lessons

Lesson No.	Lesson Name	Content			Language		Illustrations		What You Have Learnt	
		Difficult	Interesting	Confusing	Simple	Complex	Useful	Not useful	Very helpful	Not helpful
9.										
10.										
11.										
12.										
13.										
14.										

Feed back on Questions

Lesson No.	Lesson Name	Intext Questions		Terminal Questions		
		Useful	Not useful	Easy	Diff.	V. diff.
9.						
10.						
11.						
12.						
13.						
14.						

Dear Learners,

You must have enjoyed going through your course books. It was our endeavor to make the study material relevant, interactive and interesting. Production of material is a two way process. Your feedback would help us improve the study material. Do take a few minutes of your time and fill-up the feedback form so that an interesting and useful study material can be made.

Thank you
Coordinators
(Employability Skills)

Complete and Post the feedback form today

------Third fold------

------Fourth fold------

Final fold and seal

Second Fold

Yours suggestion

_____
_____
_____
_____

Did you consult any other book to study Employability Skills?   Yes/No
If Yes, give reason for consulting it

_____
_____

Name : _____   Subject : _____
Enrolment No: _____   Book No: _____
Address : _____
          _____

No Enclosures allowed

Senior Secondary Course

Employability Skills

Book - 3

A Word With You

Dear Learner,

Welcome to the course on Employability Skills!

You have just taken your first step towards realizing your goals. Often the most difficult part is to make a beginning. However, once you begin, you would want to keep improving and become the best that you can be. On this journey of personal growth, you will discover that there is much knowledge and wisdom to be gained – insights about yourself, about others, about life and about things around you. Let us begin this journey of learning with joy.

The new course has been designed to equip you with values, attitude and behavior for sustainable employability. Nineteen lessons in four modules will take you through the path of building aspirations, practicing communication skills, negotiating the world of web and leaning the intricacies of entrepreneurship. All the lessons are related to life experiences.The lessons will equip you with the skills of responding to challenging situations in logical, sensitive and positive ways without harming self and society and optimizing opportunities.

These life skills enriched materials aim at empowering you to enhance not only your academic but also personal and social competencies. Along with subject knowledge, you would have the ability to discriminate between right and wrong and take the correct decision regarding your life and career.

During the course of study, you will find a number of activities, including intext questions, in the lessons. Do make a sincere effort to attempt them. While activities have been carefully designed to provide you an opportunity to learn and practice, the intext questions and Tutor Marked Assignments (TMA) help you assess the extent of your learning. Attempting these will aid in developing life skills without any extra effort.

You would also have to make a portfolio that will be evaluated in practical examinations. The activities of portfolio are built from first lesson onwards. To know what is expected of you, read the curriculum and sample question paper given at the end of your study materials.

I hope you will find these life skills enriched study materials rewarding and helpful in your personal and professional life.

Chairman, NIOS

How to use the Study Material

Congratulation! You have accepted the challenge to be a self-learner. NIOS is with you at every step and has developed the material "Employability Skills" with the help of a team of experts, keeping you in mind. A format supporting independent learning has been followed. If you follow the instructions given, then you will be able to get the best out of this material. The relevant icons used in the material will guide you. These icons have been explained below for your convenience.

Title: will give a clear indication of the contents within. Do read it.

Introduction: This will introduce you to the lesson linking it to the previous one.

Objectives: These are statements that explain what you are expected to learn from the lesson. The objectives will also help you to check what you have learnt after you have gone through the lesson. Do read them.

Notes: Each page carries empty space in the side margins, for you to write important points or make notes.

Intext Questions: Very short answer self check questions are asked after every section, the answers to which are given at the end of the lesson. These will help you to check your progress. Do solve them. Successful completion will allow you to decide whether to proceed further or go back and learn again.

What You Have Learnt: This is the summary of the main points of the lesson. It will help in recapitulation and revision. You are welcome to add your own points to it also.

Terminal Exercise: These are long and short questions that provide an opportunity to practice for a clear understanding of the whole topic.

Do You Know: This box provides additional information. The text in boxes is important and must be given attention. It is not meant for evaluation, but only to improve your general knowledge.

Answers : These will help you to know how correctly you have answered the questions.

Activities: Certain activities have been suggested for better understanding of the concept.

www   **Web site:** These websites provide extended learning. Necessary information has been included in the content and you may refer to these for more information.

Course Overview

Module I: The Employee Everyone would like to Employ

Book 1

1. Let us find ourselves!
2. Connecting the Dots
3. The Leader in Me

Module II: Expression and Communication

4. From Confusion to Clarity
5. Developing the Self
6. Be Well Do Well
7. Leading, Not Bossing
8. Effective Communication: A Life Long Asset

Module III: Going Digital

Book 2

9. Working Smart: Introduction to Computers
10. Spreadsheets
11. Presentations
12. You in the World of Web
13. E business
14. Cyber Security

Module IV: Be Your Own Boss

Book 3

15. Who is an Entrepreneur?
16. Co-existing within the Business Ecosystem
17. Know your Business Processes
18. Know the External Business Environment
19. Be an Ethical Entrepreneur
20. Know your Tax System – Goods and Services Tax

Contents

MODULE IV: BE YOUR OWN BOSS

15. Who is an Entrepreneur?
16. Co-existing within the Business Ecosystem
17. Know your Business Processes
18. Know the External Business Environment
19. Be an Ethical Entrepreneur
20. Know your Tax System – Goods and Services Tax

15

WHO IS AN ENTREPRENEUR?

Hello learners! We hope, by now you must have learnt about the various skills that you will need to become a great employee. You may also have been able to determine your career goals with aspirations flying high. Did you know, you can also be your own boss? Yes, you read it right. In this lesson we will be learning about—Who is an entrepreneur? How does one become an entrepreneur? and why one must choose to become an entrepreneur? We will try to find answers to these questions by reading about the innovative ideas of Arunachalam Muruganantham, Dilafrose Qazi and Bahadur Ali from our country and how they made these work!

OBJECTIVES

After studying this lesson, you would be able to:

● define and explain the concept of entrepreneur, entrepreneurship and enterprise;

● define and distinguish between entrepreneurship, employment, self-employment and profession;

● explain the key traits and skills required to be an effective entrepreneur;

● describe the influence of internal and external factors on the choice of entrepreneurship;

● explain the components and sectors of the Indian economy;

● classify the types of businesses in India; and

● explain the role of entrepreneurship at various levels.

15.1 WHO IS AN ENTREPRENEUR?

So, let us try to find out who are Arunachalam Muruganantham, Dilafrose Qazi and Bahadur Ali. What have they done that makes them so special?

Arunachalam Muruganantham born in 1962 in Coimbatore, Tamil Nadu, grew up in poverty after his father's death. His mother worked as a farm labourer to help support his studies. During this period, he took up various jobs to support his family. In 1998, Muruganantham got married. He discovered his wife collecting waste rags and old newspapers to use during her menstrual cycle. He observed that this was a common practice in their village as sanitary napkins manufactured by large, multinational companies were very expensive, and hence

Fig. 15.1: Arunachalam Muruganantham

unaffordable. Troubled by this, he started designing experimental pads. As menstruation is regarded as a taboo in India, Muruganantham soon became a subject of ridicule in his village. His family and community excluded themselves from his ideas. He couldn't even get the support of the women in his village to help him with his innovations, as women in India are shy talking about their menstrual cycle. It took Muruganantham two years to understand the process and technique used in the manufacturing of commercially pads. He also discovered that the imported machines used in the manufacturing of these pads were very costly, which is why these pads were sold at 40 times the actual cost of manufacturing. He went ahead to invent a low-cost machine that could be operated with minimal training. Muruganantham founded Jayaashree Industries, which now sells these machines to rural women across India. His invention and efforts towards generating awareness about the hygienic, menstrual practices followed in India have fetched him many awards. In 2016, he was awarded the Padma Shri by the Government of India. Year 2018 will see Akshay Kumar portraying the role of Arunachalam Muruganantham in the biopic titled *Padman*.

Born in 1962, Dilafrose Qazi grew up in Kashmir and completed her education from the University of Kashmir. In order to do something meaningful for the society, Dilafrose established the Srinagar School of Management in 1988 to teach young girls cutting, cooking, stitching and shorthand. It didn't take long for Dilafrose to start receiving life threats from the militants, warning her to

Fig. 15.2: Dilafrose Qazi

shut down her polytechnic. Despite all the odds, including having her brother and husband kidnapped and attacked by militants, Dilafrose continued her journey. She went ahead to establish SSM College of Engineering and Technology, the largest private engineering college in Jammu and Kashmir. Further, Dilafrose Qazi expanded her mission and opened a sister college for Kashmiris in Haryana, helping secure the future of the generations to come.

Bahadur Ali was raised in Rajnandgaon in Madhya Pradesh. His father passed away at an early age and he got into the family's poultry business. The present market scenario and the upcoming changes in it led Bahadur Ali into the poultry feed business. He also ventured into soya bean processing, thus opening up a larger 'protein' market

Fig. 15.3: Bahadur Ali

for his company—The India Broiler Group. The Group, today has a turnover of over Rs. 2200 crores.

So, did you find something interesting and unique in the examples shared above? Did you feel that the new-age, modern businesses are more innovative, idea-centric, need-based and not just product-based. If yes, great, you just discovered an entrepreneur!

An **entrepreneur** is a person who notices an opportunity and identifies an unfulfilled need. Then they either create a new product or a service to fulfil that need or add value to an existing product or a service.

As defined by, Peter F. Drucker, "An entrepreneur always searches for change, responds to it, and exploits it as an opportunity."

Now, let us discuss the story of Maitreyi. Maitreyi is a resident of Meerut in Uttar Pradesh. Her family has been farming sugarcane for over three decades now. She too always had a keen interest in agriculture. After completing her masters in Economics she decided to learn about sugarcane farming. Maitreyi observed that even after selling the crop, much of it remained unused. The remaining crop was dumped into the storage where it was either used to feed the cattle or simply left to rot. This gave Maitreyi an idea! She discussed with her father the method of converting sugarcane into jaggery and refined sugar. Her family and friends helped her with the idea and Maitreyi decided to open a sweet shop. But this wasn't it. Understanding the present trend, Maitreyi further innovated she decided that sweets will not be made with sugar, but with jaggery. People would then have a healthier way of enjoying the sweets. With this, Mithaas Confectionery was born and so was Maitreyi – our entrepreneur.

Fig. 15.4: Customer care at Mithaas Confectionery

INTEXT QUESTIONS 15.1

So learners, have you understood who is an entrepreneur? Let's answer the following questions to find out about our own learning.

1. Read the following statements about different people and see who can be considered an entrepreneur and why? Mark them as true or false, give reason for your answer.

    (i)   Ramesh, the fruit and vegetable seller.
          _____

    (ii) Satish selling used mobile phones on his website.
          _____

    (iii) Anshuman, a college-level cricketer, who started his own cricket academy for young learners.
          _____

    (iv) Neha who has opened her own beauty parlour and has hired two girls to help her.
          _____

    (v)   Ahmed who has joined his father's furniture shop.
          _____

Great work! There is an important observation which we must make from Maitreyi's entrepreneurial journey. There has been a process which led to Maitreyi's conversion from an individual with an idea to being an entrepreneur. This process of creation and the set of activities performed by an entrepreneur is known as **Entrepreneurship**. Thus,

Entrepreneurship can be defined as the process of identifying opportunities and bringing together the resources required to pursue these activities for economic and social gains.

The end result or outcome achieved from this process is called an **Enterprise**. Thus,

An enterprise is the business organization created by an entrepreneur. It provides goods and services to the consumer, brings about innovations, generates employment, and contributes to the national income and the overall economic development and social growth.

The Concept of Entrepreneurship

Entrepreneur ⟶ Entrepreneurship ⟶ Enterprise

Person   Process   Outcome
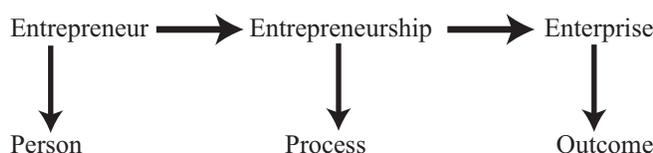
15.2 WAYS OF INCOME GENERATION

Fig. 15.5: It's all about choices

All of us have a choice to select the means by which we can earn our living. We can be an entrepreneur like Maitreyi, an employee, can be self-employed or can be a professional. Would you like to learn more about their different roles? Let us study for about this in Table 15.1:

Notes

Table 15.1: Difference ways of earning a livelihood

S. Number Points of Difference	Entrepreneurship	Employment	Self-Employment	Profession
1. Definition	It is a process in which an opportunity of an unfilled need is identified and either a new product or service to fulfils that need or adds value to an existing product or a service is developed. An entrepreneur is the owner of the enterprise.	It is when an employee renders his services for someone. An employee, works for an employer.	An individual works for herself/himself as a freelancer or as the owner of a business. However, unlike entrepreneurs a self-employed individual would not hire employees or other resources.	A qualified professional who provides services that require application of specialized knowledge, training and skills.
2. Risk	Involves a lot of risk-taking.	Involves least risk-taking.	Involves some risk-taking, though not as much as entrepreneurship.	Involves average risk-taking.
3. Rewards	Heavy rewards in terms of profit.	A fixed salary for the services rendered.	Income based on the amount of work done.	Fee in return of the services rendered.
4. Decision-Making	Complete decision-making authority.	An employee doesn't enjoy complete decision-making authority.	Enjoys complete decision-making authority.	A professional is required to function as per the rules and code of conduct defined by a governing body.

	Entrepreneur	Employee	Self-employed	Professional
5. Responsibility	An entrepreneur is accountable for the decisions made.	Has to work as directed by employer. Not accountable for the decisions made by the employer.	A self-employed is accountable and responsible for the decisions made by him/her.	A professional is accountable to the governing body and responsible for the services rendered.
6. Innovation	An entrepreneur must always be on a look-out for new and innovative ideas and concepts.	An employee is only responsible to perform the job as expected by the employer.	A self-employed may or may not innovate on ideas and concepts.	A professional must keep herself/himself updated with the new rules and regulations.
7. Working Time	Not predictable, may or may not have fixed working hours.	Is predictable and fixed.	Can decide own work schedule, may or may not have fixed working hours, but will still have deadlines to meet.	Can decide own work schedule, may or may not have fixed working hours.
8. Passion	Passionate	Is only expected to perform his best and contribute to the enterprise.	Passionate to grow. This growth can also lead to becoming an entrepreneur.	Need to be passionate to grow and make a name in the chosen field of work.
9. Formation	An entrepreneur forms the enterprise himself/herself with minimum legal formalities.	An employee is given an appointment letter to start his services.	An individual can set up her work on his/her own, with minimum legal formalities.	Professional sets up a firm under the regulations laid down by the concerned governing body.
10. Funds	Funds required for starting an enterprise.	No funds required to start a job.	Funds required for starting the work.	Funds required for setting up a professional firm.

INTEXT QUESTIONS 15.2

1. So, are you enjoying these new terms and concepts? Is your brain ringing with ideas? Let's explore these ideas and further understand the ways of income generation. Match the following.

A.	B.
Entrepreneurship	Chef and owner of a restaurant
Employment	Freelance photographer
Self-Employment	Doctor at a government dispensary
Profession	A private doctor
	A travel company owner
	A lady running a tiffin service
	A photographer working with a leading newspaper
	A civil lawyer

15.3 KEY TRAITS AND SKILLS OF AN ENTREPRENEUR

We must understand that a successful entrepreneur has certain traits, skills and qualities. Let us try to know more about these. We will be able to identify some of these traits in ourselves and can plan to gradually develop them. This would be very helpful in achieving our entrepreneurial dreams.

A. Key Traits of an Entrepreneur

Do you know what these traits are? Many of them are mentioned in section 15.2. Let us learn about them.

1. **Innovative** – Introduces new ideas has originality and is creative in thinking.

2. **Passionate** – Has a strong belief in her/his idea.

3. **Visionary** – Who can imagine what the future will be or could be?

4. **Leader** – Is someone who can lead a group of people to achieve the desired goals.

5. **Adaptable** – Can adjust to different and new conditions or situations.

Notes

6. **Resilient** – Have capacity to recover quickly from any tough situation or difficulty.

7. **Persistent** – Should have the ability to continue putting efforts despite the difficulties and delays in achieving success. In this process, she must also continue to learn from her mistakes and failures.

Activity 15.1

We all know these famous figures. Don't we? And they are all achievers in their own field. Who, according to you, shows the above traits and qualities? List five traits that are common to all.

Shahrukh Khan – From a struggling theatre artist to becoming the Bollywood Badshah

Dhirubhai Ambani – From a small time dealer to becoming the founder of Reliance Industries
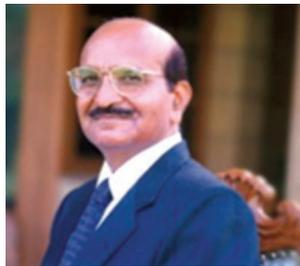
Karsanbhai Khodidas Patel – From a lab technician to becoming the founder of Nirma Group

M.S. Dhoni – From a railway ticket collector to becoming the most successful Indian Cricket captain

Now see if you have any of those traits in you. List them in the space below.

1.   2.

3.   4.

5.

B Key Skills of an Entrepreneur

The above qualities make an entrepreneur successful. Hard work and ability to use these qualities to enhance skills helps entrepreneurs to excel. Can you guess what kind of skills an entrepreneur must possess? Let us read about them.

1. **Decision-Making** – An entrepreneur must possess or develop the skill to take important decisions that will help in running the enterprise effectively.

2. **Risk Taking –** They must be willing to take risks in hope of achieving the desired outcomes and results.

3. **Resourcefulness** – It is the ability to bring together various factors that contribute in the **successful** running of an enterprise. An entrepreneur should be resourceful and must also be able to find quick and clever ways to overcome difficulties.

4. **Presentation Skills** – An entrepreneur must have or should develop the ability to present ideas, products and services, plan of action and the desired outcomes to the concerned partners.

5. **Communication Skills** – An entrepreneur must have or should develop the ability to convey and share ideas, feelings, emotions, knowledge and information effectively.

6. **Relationship Management** – The ability to establish, supervise and maintain relations with employees as well as between the enterprise and the connected, external channel partners.

7. **Foresightedness** – An entrepreneur supervises the managerial functions of an enterprise, which includes – Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (**POSDCoRB).** To undertake these functions effectively, an entrepreneur must be foresighted. She should be able to learn from her past experiences and must continue to learn throughout her entrepreneurial journey.

Activity 15.2

Hope you are enjoying learning about these entrepreneurial traits and skills. We, definitely have a lot to learn from the successes, experiences and even failures of others. Let us read a story.

Kishori Lal, a 25-year-old young man, owned a very popular tea stall near the railway station in Bareilly. It was hard to miss his tea stall, the aroma of which always filled the busiest lanes. The secret recipe to his flavourful tea, however, was the masala made by his mother, Shanti Devi. Together they shared an endless inner zeal of becoming successful and were always trying new ideas. One day, Kishori told his mother how a foreign tourist requested him to share the recipe which she could take back home. Hearing this, his mother had an idea.

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"Why don't we start selling our masala at the tea stall, along with our tea?"
"I don't think we should do this mother, as our primary work is preparing and selling tea. Also, what if people start buying our masala but stop buying our tea?"

Kishori's apprehensions were valid but Shanti Devi convinced Kishori to test the idea for a few months. While Shanti Devi took care of procuring the masala ingredients and making the masala, Kishori studied their existing competition, price and packaging ideas.

After a few weeks of study, they decided to price their product at a lower rate than their competitors. The product became very popular with the tourists. For them, it became a memory to take away from the historical city of Uttar Pradesh. This product became a parallel business line for them, the primary being a hearty cup of tea. After 18 months, Kishori Lal and Shanti Devi started selling the masala under the brand name 'Aap Ka Chai-Wala'. Today, 'Aap Ka Chai-Wala' is available across all leading departmental stores in Uttar Pradesh.

So, dear learners never think that your business idea is small or not good enough. Even the smallest of ideas can help you achieve the biggest of dreams.

Did you learn something from this story? Can you name the traits and skills both Kishori Lal and Shanti Devi showed throughout their journey. Let's complete this crossword and find out.
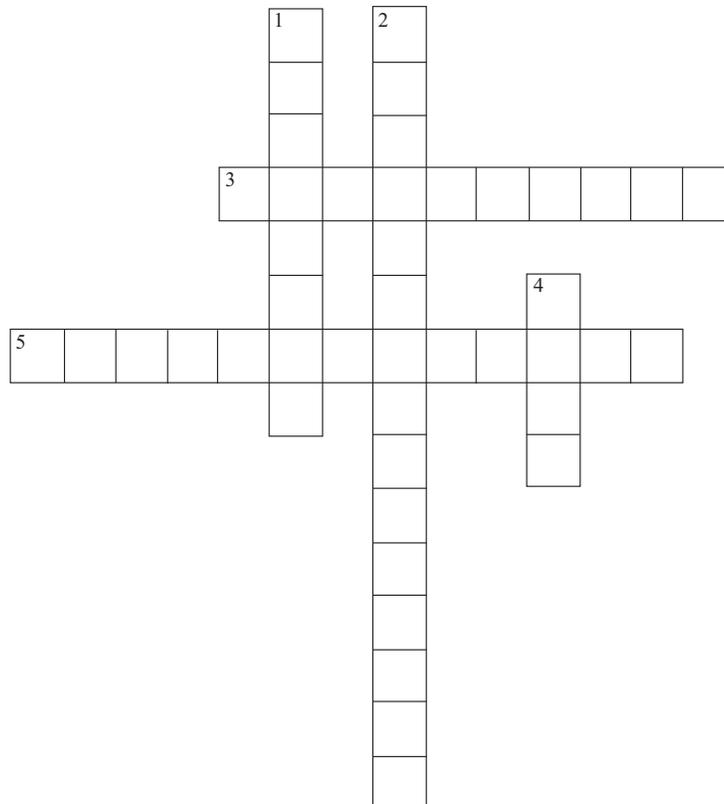
Across	**Down**
3. Developing a business idea from a conversation with a tourist	**1.** Studying and evaluating the market conditions
5. Building a good rapport with his customers	**2.** Determining the vendors for producing masala on a large scale
	4. Introducing a new product line into an existing business

C   Role of Traits and Skills in making a Successful Entrepreneur

To be a successful entrepreneur you need to perform a number of functions. You must be wondering how these traits help in better performing these functions. The drive to innovate and succeed is often triggered by the inherent traits an individual possesses. In addition, one must continuously work towards enhancing and improving skills. This is what shall lead one to become a successful entrepreneur. Traits and skills help an entrepreneur to perform the following functions:

Fig. 15.6: The triangle of success

1. **Entrepreneurial Functions** – These are the most basic and critical functions in the life of an entrepreneur. These functions span over the stage of developing an idea to starting an enterprise. It includes the stage of setting up and running an enterprise. It also includes hiring people and other factors that assist in its functioning. All entrepreneurs must be very innovative in their ideas when it comes to developing their product or service. They must be forward-looking while taking decisions because their entrepreneurial journey depends on the decisions they take.

   They must also be willing to take risks and have firm belief and confidence in their idea. At the same time, a successful entrepreneur also must learn

to take responsibility for any loss that might occur due to factors, which due to some reason were not accounted.

2. **Promotional Functions** – After developing the idea and concept, the entrepreneur needs to bring together the facilities that shall assist them in the functioning of their enterprise. The factors of production include, land, labour, finance and technology. Such sourcing must be done with an aim to minimize the costs of production and reduce the risk of losses. As explained earlier, impressive presentation skills will play a very important role at this stage. It is helpful while presenting their idea and vision to various investors and bankers to get best possible business deal.

3. **Managerial Functions** – Do you remember that we studied about POSDCoRB while discussing the skill set that an entrepreneur must develop in their journey? The managerial functions of an enterprise largely include, planning, organizing, staffing, directing, coordinating, reporting and budgeting. All the ideas and efforts of an entrepreneur come together at this stage of actual implementation. Hence, all the inherent and acquired traits and skills come into play at this stage. Let us see what each of these terms mean.

   (i) **Planning** involves determining the course of action to be followed in order to achieve the various entrepreneurial objectives. It, hence, entails decision-making in advance that is, what to do, when to do, how to do and who will do the given task.

   (ii) **Organizing** involves assembling, directing and controlling the activities of the various factors of production. It, hence, entails leadership and resourcefulness on the part of an entrepreneur. She/he must also be adaptable and resilient at this stage.

   (iii) **Staffing** is concerned with the human resource of an enterprise and involves making appointments for the positions created in the organizational process. It, hence, requires effective communication skills and efficient relationship management.

   (iv) Leadership as a qualitative trait plays a very important role in the task of directing. **Directing** involves initiating a planned and an organized action. An entrepreneur directs and guides the activities and performances of all the employees and other factors of production, motivating them to attain certain goals and objectives. In this process, a successful entrepreneur shall also aim that both the employees and the enterprise achieves the desired results and satisfaction.

   (v) **Coordination** involves issuing instructions and channelizing the efforts and activities of the factors of production of an enterprise, and steer them towards achieving a common, pre-decided goal. At this stage, effective communication skills and smart relationship management are a must for an entrepreneur. She must also ensure that the given

instructions are interpreted and implemented in the manner as they were intended to.

(vi) **Reporting** first involves an entrepreneur setting standards of performance based on their foresightedness. Further, an entrepreneur needs to evaluate the actual performance against the set standards, find and understand the variations and finally use their decision-making ability to take corrective measures, if necessary.

(vii) Finally, **budgeting,** involves estimating the financial requirements of an enterprise and then arranging for the actual funds that are needed in its smooth and successful functioning. Any entrepreneur would like to expand and diversify his/her enterprise in the future which will require funds. Such traits and skills will help an entrepreneur to successfully determine these needs and act upon them.

These are all the functions that an entrepreneur needs to fulfil. It is a good idea to know about all these skill and make a plan to improve upon each skill as a first step towards becoming an entrepreneur.

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Activity 15.3

Now that you've read and learnt about entrepreneurs, it's time to meet some in person. Spend a day with at least two people you know, whom you consider as entrepreneurs. Ask them about their work and how they owned up to their passion and changed what they loved to do into a business venture. Also, observe what they do as part of their everyday work activities. Next, delve more into their venture and ask them the following questions. Record the interview and keep it in your portfolio.

1. Why and how did you become your own boss? What factors triggered the desire in you to become an entrepreneur?

2. According to you, what is that special trait and skill in you that helped you the most in becoming an entrepreneur?

3. Did your previous knowledge and experience help you while setting up this business?

4. What type of support did you get from your family and friends? Did you have any mentor to guide you? Did the government help you in any way?

5. According to you, which is the most important factor in your business—capital, human resource, raw materials or technology?

6. Rank the following on the basis of impact of each of these factors on your business? (Maximum impact 1 and Minimum 6)

   (i) Political

   (ii) Economic

   (iii) Social

   (iv) Technological

   (v) Legal

   (vi) Environmental

15.4 INFLUENCE OF INTERNAL AND EXTERNAL FACTORS ON THE CHOICE OF ENTREPRENEURSHIP

There are several internal and external factors in the life of an individual which prompt and trigger the wish to become an entrepreneur. These also influence the course of an entrepreneurial journey. So far we have studied that an entrepreneur is someone who develops and owns an enterprise. She is a risk-taker, is innovative and persistent. More so, she exhibits a sense of leadership, responsibility and competitiveness.

Now, let us try and understand the factors that contribute in shaping their personality.

1. **Self-Discovery** – The first step in the journey of an entrepreneur is connecting with her inner self and identify the passion drive to do something different. At this stage, an individual must evaluate her strengths and weakness, interests and life experiences, family support, conditions and access to available resources. She must also be certain in deciding whether she wants to be her own boss or work as an employee under someone. These crucial factors and decisions will determine her field of operation and the kind of business ideas and opportunities she sets out to explore.

2. **Idea Germination** – In the entrepreneurial journey, this is the seeding stage for a new idea. It is at this stage, that the entrepreneur notices an opportunity and identifies an unfulfilled need. This process is termed as 'Gap Analysis' and an entrepreneur must use their creativity and past experiences to devise new and innovative ways to deal with these needs and wants. When such problems or challenges exist and a business idea leads to a solution, it emerges as a business opportunity.

3. **Evaluating Business Opportunities** – Can all business ideas be converted into opportunities? Can all business opportunities be converted into a successful business? These are some of the questions which an entrepreneur must assess at this stage. Business opportunity can be described as an economic idea which can be implemented to create a business enterprise and earn profits. The decisions of an entrepreneur at this stage will be governed by existing market for the product or service, demand for the prospective product or service, availability of the requisite factors of production, industry competition, government policies, expected profits and potential growth.

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4. **Environment Scanning** – An entrepreneur must now proceed towards environment scanning. Environment scanning refers to the process of evaluating and comprehending the internal and external environment of an enterprise. It helps to detect the early signs of opportunities and threats that will directly influence the current as well as future plans of the enterprise. While the initial stages of spotting ideas and opportunities are random in nature, the development and implementation of these ideas is a more structured activity. At this stage, an entrepreneur must evaluate their product or service with reference to the present market conditions, demand and supply, competition, infrastructure requirements, funding, human resource requirements, legal and government policies and so on. Thereafter, they must choose the best amongst those in tune with the vision and goals.

5. **Rewards and Growth** – Once an entrepreneur has successfully developed a customer base for the product or service and adjusted the marketing and operational plans they can enjoy rewards in terms of profit. At this stage also, an entrepreneur must keep innovating and modifying his processes to suit the current market trends and meet the new problems and challenges that arise from time to time. They must also constantly review the past actions so as to take the necessary control measures, if needed. These factors will help an entrepreneur overcome obstacles and ensure the growth and longevity of his enterprise helping them make a significant difference in the society.

Why don't we take a trip inside Maitreyi's thoughts and see what ran through her mind before she started her business venture. Do read that paragraph again.

A) Impact of Social Constructs and Gender Norms on the Choice of Business

The society and its needs, human beliefs and attitudes have undergone a significant transformation. Many gender and ability barriers have been removed. Yet there are areas of occupation and professional life where these biases still exist, not only in India but in developed countries as well.

India is committed to uphold the rights of women to be included in all economic activities. Today, nurturing female entrepreneurial activities has gained immense importance. Worldwide over 50 per cent of the population is of women. If we constrict their role, we are also constricting the economic development of the nation and society in general. This has a negative impact on the economic development of the nations.

Yet some people and societies find it difficult to accept the idea that women have the ability and capability to run a business professionally and successfully. This creates hurdles for them to make use of their entrepreneurial talents. Gender stereotypes restrict the choice of businesses for women entrepreneurs. A genric

statement–what are the ground for saying such things–either substantiate with an example. Their ability to start a business is also affected by cultural issues like family support and motivation. In case of family-run businesses, sometimes the business ownership is not passed to the women their thinking that they will be married and will become a part of a different family. "It is also often assumed that they cannot be successful entrepreneurs or business managers". For what reason.

Another bias is the belief that male-owned businesses operate better than female-owned businesses. However, this is due to individual differences and the choice of sector and industry they choose to operate in. It is important to break the social construct and gender stereotypes to give equal opportunity to all.

B) How can these social and gender barriers be broken?

Following are some ways to break the social and gender barriers:

1. Inspiring the entrepreneurial spirit among women and raising awareness in regard to the existing and potential business opportunities.

2. Creating new businesses and job opportunities for women and imparting the necessary business knowledge and providing training for the same.

3. Various studies show that women are more sensitive to risk, compared to their male counterparts, when it comes to choosing a business venture. This tendency to avert business ventures involving a greater risk, often leads to female entrepreneurs choosing businesses with a fairly low potential and hence low rewards. Much like male entrepreneurs, females too must be encouraged to take up high risk ventures and the necessary support must be made available to them.

4. Promotion of gender equality and gender neutrality support from the government and other prestigious institutions shall help improve and encourage the role and contribution of women in the economic and social development of nation.

5. Especially in underdeveloped countries where the rate of female unemployment is largely high and due to several social constructs females are expected to stay home, entrepreneurship and business ideas wherein they can work from home can be a practical solution to earn money and hence reduce the rate of unemployment and thus poverty.

6. Entrepreneurship often gives women the flexibility to handle their domestic responsibilities while also providing financial support to their family.

Activity 15.4

Would you help us explore the potential business opportunities in the following scenarios? Also, discuss the pros and cons in every case with your friends.

Who is an Entrepreneur?

1. A young woman, who belongs to a family of folk singers in Rajasthan; want to build a business around this family tradition.

2. A class 12th passed, single parent from a Madurai, wants to earn a livelihood.

3. A young boy who manages his father's garment shop but wants to do something in the entertainment industry.

4. A farmer's well-qualified son with hearing impairment who wants to work in his village.

5. A transgender with a qualification in finance.

15.5 COMPONENTS AND SECTORS OF THE INDIAN ECONOMY

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Fig. 15.7: Components of Indian economy

You must be familiar with the economic activities shown above. Observe these carefully, and you will find that some of these activities involve production of goods while others in to providing services.

A) Sectors of Economy

When we classify and group all of these economic activities under a common criteria, these groups are then referred to as the sectors of the economy.

Now, let us study these sectors in detail.

1. **Primary Sector** – Activities involved in the production of goods directly by using the natural resources are activities of the primary sector. The goods produced under the primary sector form the base for all other products that shall be subsequently produced for example the cultivation of rice. Many of you may be engaged in this work and know that it is dependent on various natural factors like the prevalent weather conditions, soil conditions, availability of abundant water and the like. The final product derived from this process is also a natural product, that is, rice grains. Since most of the natural products are derived from agriculture, dairy, forestry and fishery, this sector is also known as the **agriculture and related sector**.

Notes

2. **Secondary Sector** – Sector involved in manufacturing of finished or usable products is called secondary sector. These activities are associated with industrial manufacturing and processing. Goods produced under the primary sector form a base for the goods produced under the secondary sector. Let us take forward the example of rice that was our primary or agriculture-related sector. The rice grains obtained after the harvest are then sent over for processing to an industrial rice sheller. At this stage, the rice grain is first separated from the husk and then cleaned and polished. This step prepares the rice grain for direct consumption. Since most of the production and processing is undertaken by industries, this sector is also known as the **industrial sector.**

3. **Tertiary Sector** – Activities involved in generating services that aid and support the production processes of the primary sector and the manufacturing processes of the secondary sector, are activities of the tertiary sector. These activities are not directly involved in the production or manufacturing of goods. Continuing with our example of rice now, our product, that is, the rice grains obtained after the final processing, would be packed and transported and then sold through wholesale and retail shops. During this process, it might also become necessary to store them at the warehouses. Financial aid will also be needed to smoothen the process. At various steps, communication via telecom and the internet will be established. All units providing the above-mentioned services are classified under the tertiary sector. Since the activities involved under this sector generate services, this sector is also known as the **service sector**.

Tertiary Sector
(services)
trade , banks , transport
education , culture , health

Secondary Sector
(production of goods)
industrie , construction craft

Primary Sector
(basic production)
agriculture , forestry mining , fishery
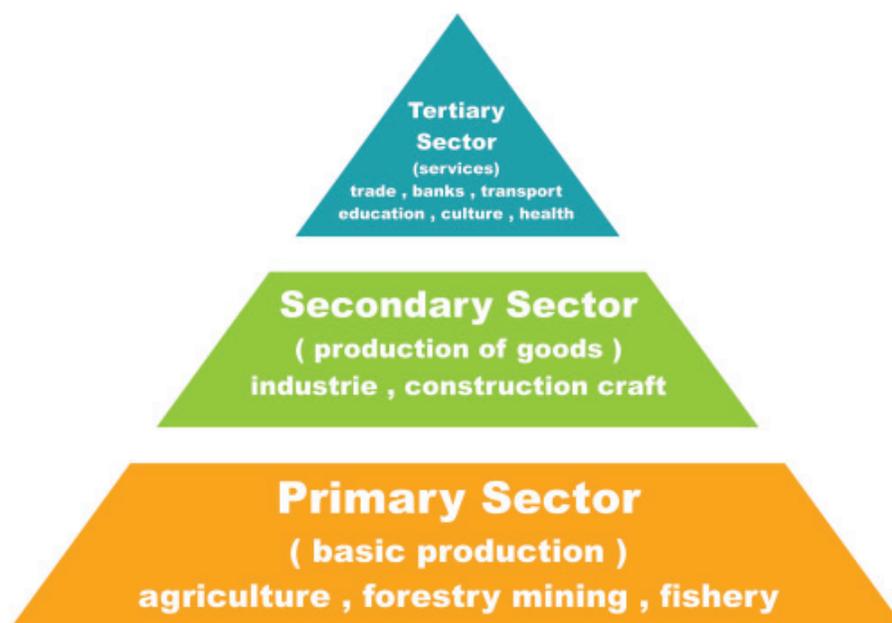
Fig 15.8: Sectors of economy

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INTEXT QUESTIONS 15.3

Classify the given activities into: Primary, Secondary and Tertiary Sector. Place the activity against each dot and wait to see what you discover.

1. Flower Farmer	6. Priest	11. Carpenter
2. Milk Vendor	7. Poultry Farmer	12. Pizza Delivery Boy
3. Quilt Maker	8. Book Binder	13. Wood Cutter
4. Mine Worker	9. Call Center Employee	14. Bio Gas Plant Worker
5. Textile Mill Worker	10. Bee Keeper	15. Beautician

Primary Sector   **Secondary Sector**   **Tertiary Sector**

.   .   .   .

.   .   .   .

.   .   .   .

B)   Classification of Economy

Just like it is important for us to know the sectors of the economy, to identify the sector under which our potential enterprise will fall. It is also important to learn about the structure of the economy itself.

The economy, as a whole, can be classified into the following:

1. **Formal Economy** – Formal economy or the formal sector is that part of the economy which is taxed and monitored by the government. All activities under the formal economy are included in the Gross National Product (GNP) and Gross Domestic Product (GDP) of a country.

2. **Informal Economy** – Informal economy or the informal sector is that part of the economy which is neither taxed nor monitored by any form of government. All activities under the informal economy are not included in the Gross National Product (GNP) and Gross Domestic Product (GDP) of a country. The informal sector is also often described as grey market. The informal sector constitutes a significant portion of the economies in developing countries.

The following examples will help us to understand these terms clearly.

When Aarti joined office, she was given an appointment letter which stated all the terms and conditions of her work and her job responsibilities. She attends office from 9.30 a.m. to 6 p.m. On the basis of her qualification and experience,

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she gets a fixed monthly salary. She also gets incentives, medical allowance and provident fund as per the rules laid down by the government. She doesn't have to go to office on Sunday as it is a paid holiday for her. She is also entitled to get attractive retirement benefits. She get these perks because of working in an organized sector.

Lochan, on the other hand, works as a porter at the local market. He is hired by the shopkeepers on a daily wage basis. He gets no formal letter of employment and can be asked to leave anytime. His working hours are never regular and his wages are often delayed for weeks and sometimes might not be as per his expectations or as promised by his employer. Lochan gets no other allowance or incentive. On the day he is sick, he loses wage for that day. He isn't paid for the days he does not work. He, therefore, has no leaves or paid holidays. Lochan doesn't enjoy the same benefits as Aarti because he is working in an unorganized sector.

So, do you see a difference in the working conditions of Aarti and Lochan? From this, we learn the following:

Table 5.2: Difference between organized and unorganized sectors

S. No.	Organized Sector	Unorganized Sector
1.	The enterprises that follow some formal processes and procedures. The terms of employment are also regular.	The units that do not follow any formal processes and procedures. The terms of employment are irregular.
2.	These are registered with the government and follow rules and regulations stated under the various laws such as The Factories Act, Minimum Wages Act etc.	These units are not registered with the government and hence are under no control of any government law or regulation.
3.	Workers enjoy a security of employment as they have a formal contract/agreement and monthly salary and other benefits.	Have no contract and security of employment. Nor do they have any other benefits.
4.	Have predefined work conditions and job responsibilities.	Have no predefined work and responsibilities. They only work as per the instructions of their employer.
5.	Are expected to work only a fixed number of hours. Paid overtime, if the situation arises.	Have no fixed duration of working hours. No provision for overtime.
6	Workers have a certain forum and labour unions to express their grievances.	Have no forum or labour unions to express their grievances.

Notes

 INTEXT QUESTIONS 15.4

1. Classify the following activities and help complete this 2 × 2 matrix. Give reasons for the placement of the activity in the matrix.

Economy →	Organized Sector	Unorganized Sector
Formal Economy		
Informal Economy		

   (i)   Self-Employed Plumber _____

  (ii)   Police officer _____

 (iii)   Potato Farmer _____

 (iv)   Private Tuition Teacher _____

  (v)   Government School Teacher _____

 (vi)   Household Help _____

(vii)   Kaun Banega Crorepati Winner _____

(viii)   OLA Taxi Driver _____

 (ix)   NGOs and Charitable Trusts _____

  (x)   Sweeper in Municipal Corporation _____

15.6   TYPES OF BUSINESSES IN INDIA

So are you excited to start your own business and become an entrepreneur? Congratulations, you're onto something big! Entrepreneurs like yourself are truly fuelling Indian economy. One of the most important questions you must ask yourself is, "What type of business should I form?" Well, you can choose from the following major forms of businesses:

1. **Sole Proprietorship** – Sole proprietorship is the easiest business entity to establish in India. A single person can handle the entire business and there is no legal or financial distinction between the business and the business owner. A sole proprietorship firm doesn't need to be registered however, depending on the product or service, specific legal licenses or documents

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may be required. The proprietor is the sole recipient of all profits and bearer of all losses. This means that the owner's personal assets can also be attached in case of a business liability. It is not possible to transfer the ownership of a sole proprietorship firm from one person to another. However, the assets of the firm may be sold from one person to another.

2. **Partnership –** A partnership firm in India is governed by The Partnership Act, 1932. As per the act, Partnership is, "the relation between persons who have agreed to share the profits of the business carried on by all or any one of them acting for all". Under this form of business two or more people can come together to form a partnership firm, subject to a maximum of 20 partners.

   A partnership firm may/may not be registered with the Registrar of Firms (ROF). A partnership deed is prepared which states the amount of capital each partner contributes. Each partner is accountable for the profits or losses and their personal assets can be attached to meet the liability claims. As per The Partnership Act, the working partners can withdraw an agreed amount of salary from the firm. A partnership may/may not be dissolved in case of death or insolvency of a partner.

3. **Limited Liability Partnership (LLP):** The LLP firm is a new form of business entity governed by the Limited Liability Partnership Act, 2008. Under LLP the liability of at least one partner is unlimited whereas the other partners have liability limited to the extent of their contribution. It provides protection to the partners in case of illegal or unauthorized actions undertaken by the other partners of the firm. Unlike general partnership, it does not get terminated by the death or insolvency of the limited partners.

4. **Company**: A company means a group of associated persons who come together for the attainment of social and economic goals. It is governed by The Companies Act, 1956. A company is formed by its members who contribute a certain minimum amount as capital. The capital of the company is divided into shares which can be easily transferred from one shareholder to another. The members are recipients of profits and bearers of losses to the extent of their contribution in the capital of the company. However, a company has an independent corporate existence separate from its members. It continues to exist even if all its members are dead. The existence of a company can be terminated only by law.

5. **Joint Hindu Family**: A Joint Hindu Family business is a distinct form of business that exists in India and is governed by the Hindu Law. The members of one family form a Joint Hindu Family firm. The Membership requires no consent or agreement but is acquired only by birth or by marrying a male

Notes

member of that family. The business of the Joint Hindu Family is controlled by the senior most male member of the family known as the 'Karta' who has the final say in all affairs of the firm. A Joint Hindu Family firm does not have any separate and distinct legal entity from that of its members. The liability of the Karta is unlimited while the liability of the other members is limited to the extent of their contribution into the business. Each member of the family is responsible and accountable for the business profits or losses. The Joint Hindu Family business can only be dissolved if all the members of the family agree upon it and is not affected by the death or insolvency of any of its members.

6. **Cooperative Societies**: Cooperative Societies are voluntary associations started with an aim of service to its members and protect those belonging to the economically weaker sections of the society. It is a democratic set up wherein the members work together for the promotion and protection of the interests of its members. The philosophy behind these societies is "All for each and each for all". Cooperative Societies are governed by the Cooperative Societies Act 1912. The members willing to form a Cooperative Society must share a common objective. They may be residents of the same locality, employees of the same organization, or members of a group sharing a common affinity and so on.. As per the Act, a Cooperative Society can be formed by at least ten adult members. There are no restrictions on the entry or exit of any member. A Cooperative Society is registered with the Registrar of Societies. A certificate of registration is also issued to the society. The society becomes a corporate entity from the date mentioned in this certificate.

Some other forms of business entities existing in the Indian Organized Sector are:

1. **Non-Government Organizations (NGOs)** – A Non-Government Organization is a non-profit organization established with an aim of promoting educational and charitable purposes. These include – Charitable Trusts, Societies and Section 8 Companies.

2. Micro, Small and Medium Enterprises

3. Start-Up Company

4. Self-Help Groups

INTEXT QUESTIONS 15.5

1. Find the faults in following and rewrite correctly–

 (i) Raju being a Sole Proprietor has to share the business profit with his friend.

 (ii) On Satnam Singh's death, his youngest son Gurinder Singh becomes the Karta.

 (iii) To avoid conflicts in partnership, one should not have a partnership deed.

 (iv) The main objective of an NGO is to make profits through its social activities.

 (v) With the death of its Director, the Company became non-functional.

15.7 ROLE OF ENTREPRENEURS

Entrepreneurs are a critical element of a market economy and play a central role in catalyzing the economy and promoting economic activity. The dynamic societies in the world are the ones that have the most entrepreneurs. The economic success of nations like the United States and Germany has largely been the result of encouraging and rewarding entrepreneurial instincts. These countries have established the economic and legal structure that encourages entrepreneurs to greater activities.

In addition, not only does it provide a viable career path for the entrepreneur, it fosters a prosperous society by promoting success, prosperity, growth and opportunity for others. Entrepreneurship is a serious devotion with a direct influence on the economic development and growth of any nation. It also provides an impetus to job generation and employability, innovation and improved productivity.

Friends, here are a few more ways in which entrepreneurs play a role. **New businesses challenge the existing market.** It brings in a new product or an existing product to a new set of customers. This in turn ensures that older companies respond to this competition. This healthy competition is good for the market and means that customers stand to benefit. They i**ncrease jobs and create newer kind of jobs.** Entrepreneurs play a key role in creating jobs at the local and eventually global level. **Small businesses are better equipped to handle change** as they operate with fewer employees, have low overhead costs and fewer infrastructures than large companies. This allows them to be a lot more flexible and thus they can quickly respond to changes in the market conditions. This could be in terms of product changes, process changes or even hiring different kind of people. They can more quickly position themselves to tap in to a new opportunity.

Notes

WHAT YOU HAVE LEARNT

Entrepreneur → Entrepreneurship → Enterprise

| Person | Process | Outcome |

Key Traits
- Innovative
- Passionate
- Visionary
- Leader
- Adaptable
- Resilient
- Persistent

Key Skills
- Decision Making
- Risk Taking
- Resourcefulness
- Presentation Skills
- Relationship Management
- Foresightedness

Sectors of Economy
- Primary Sector
- Secondary Sector
- Tertiary Sector

Classificatio of Economy
- Formal Economy
- Infomal Economy
- Organized Sector
- Unorganized Sector

- Catalysing Economy
- Promoting Economy
- Job generation and Employability
- Innovation
- Improved productivity
- Equipped to haldle change

Factors influencing choice of Enterpreneurship

- Self-Discovery
- Idea Germination
- Evaluating Business Opportunities
- Environment Scanning
- Rewards and Growth

- Gender
- Disability

Type of Businesses
- Sole Proprietorship
- Limited Liability Partnership (LLP)
- Company
- Joint Hindu Family
- Coorerative Societies
- Non government Organization (NGOs)
- Micro, Small and Medium Enterprises
- Start-up Company
- Self-Help Groups

Functions of a Successful Entrepreneur

- Entrpreneurial functions
- Promotional Function
- Managerial Functions

ANSWERS TO INTEXT QUESTIONS

15.1

(i)   No, a fruit and vegetable seller is self-employed.

(ii) Yes, because Satish employed some resources to establish the website, set up a supply and delivery channel, marketing efforts and so on.

(iii) Yes. He is an entrepreneur as he is employing people to help in its functioning. Not only that, he also took loan from the bank with which he built the infrastructure.

(iv) Yes, since she is also generating employment for others.

(v)   No, because he isn't establishing something new or bringing about a change in the already existing establishment.

15.2

Entrepreneurship – chef and owner of a restaurant; a travel company owner.

Employment – doctor at a government dispensary; a photographer working with a leading newspaper.

Self-Employment – freelance photographer; a lady running a tiffin service.

Profession – private doctor; civil lawyer.

15.3

Primary Sector – Flower Farmer, Mine Worker, Bee Keeper, Wood Cutter, Poultry Farmer.

Secondary Sector – Milk Vendor, Textile Mill Worker, Carpenter, Bio Gas Plant Worker, Book Binder.

Tertiary Sector – Quilt Maker, Priest, Call Center Employee, Pizza Delivery Boy, Beautician.

15.4

(i)   Self-Employed Plumber – Informal Economy, Unorganized Sector.

(ii)   Police officer – Formal Economy, Organized Sector.

(iii)   Potato Farmer – Informal Economy (because income isn't taxed), Organized Sector.

(iv)   Private Tuition Teacher – Formal Economy, Unorganized Sector.

(v)   Government School Teacher – Formal Economy, Organized Sector.

(vi)   Household Help – Informal Economy, Unorganized Sector.

(vii) Kaun Banega Crorepati Winner – Formal Economy (because the winner is liable to pay tax), Unorganized Sector.

(viii) OLA Taxi Driver – Formal Economy, Organized Sector.

(ix)   NGOs and Charitable Trusts – Informal Economy (all revenue is tax exempted), Organized Sector.

(x)   Sweeper in Municipal Corporation – Formal Economy, Organized Sector.

15.5

(i)   Raju being a Sole Proprietor has to share the business profit with his friend - Raju being a Sole Proprietor doesn't have to share the business profit with his friend.

Notes

(ii) On Satnam's death, his youngest son Gurinder Singh becomes the Karta - On Satnam's death, his youngest son Gurinder Singh cannot become the Karta.

(iii) To avoid conflicts in partnership, one should not have a partnership deed - To avoid conflicts in partnership, one should have a partnership deed.

(iv) The main objective of an NGO is to make profits through its social activities - The main objective of an NGO is not to make profits through its social activities.

(v) With the death of its Director, the Company became non-functional - With the death of its Director, the Company cannot became non-functional.

Notes

16

CO-EXISTING WITHIN THE BUSINESS ECOSYSTEM

The moment you turned over the last page and opened this chapter, you should be happy on your achievement because you are doing very well. It must have been a great learning path until now. In this lesson, you will be studying the functions of Entrepreneurship and how it works in the business environment. Your confidence will further increase when you will read, learn and practice how entrepreneurs really work to coexist within this dynamic business environment. Dealing with these external and internal factors gives them the skills required to manage their venture and operate as a team within the ecosystem of new business.

OBJECTIVES

After studying this lesson you will be able to

- define entrepreneurship ecosystem;
- deduce various components of entrepreneurship ecosystem; and
- explain the role of mentor and incubation facilities offered by the government and other private agencies.

16.1 DEFINITION OF ENTREPRENEURSHIP ECOSYSTEM (EE)

Dear learner, do you remember learning about the many successful entrepreneurs in the last lesson? Not only have they put in their skills and hard work into their ventures, but have also achieved this tremendous success by establishing and balancing their enterprises within the "Entrepreneurial Ecosystem".

First, let us understand the word "ecosystem". According to the Collins dictionary, "An ecosystem is all the plants and animals that live in a particular area together with the complex relationship that exists between them and their environment."

This definition also extends to the world of business and entrepreneurship, which is a network of interacting organizations and individuals. "Ecosystem refers to the elements—individuals, organizations or institutions—that helps, or prohibits, the choice of a person to become an entrepreneur, or the probabilities of his or her success."

To create a sustainable entrepreneurship, ecosystem, isolated element is never sufficient. An entrepreneurial ecosystem consists of many interlinked and interdependent organizations and institutions which directly or indirectly affect and/or influence the working of an entrepreneur and the enterprise. Organizations and individuals representing these elements are stakeholders. Stakeholders are bodies that have an interest in the entrepreneurial venture.

Stakeholders often include public organizations and institutions working in the political, economic, social, technological, environmental and legal sectors of the country. Additionally, the stakeholders are also private organizations and institutions such as investors, suppliers, vendors, competitors, customers, bankers, brokers, advocates, researchers, consultants, marketing agents and many others. Entities like schools,universities, social leaders, research centres, labour representatives, students, lawyers, cooperatives and international aid agencies are also part of this ecosystem. These bodies, typically operate interdependently and productively to achieve common objectives and goals.

16.2 COMPONENTS OF AN ENTREPRENEURSHIP ECOSYSTEM

Approaches to define and measure entrepreneurial or entrepreneurship ecosystems vary widely, but there are certain components which are considered critical by most. These are defined below:

1. **Finance**: Includes access to debt; access to venture capital; access to grants; banks; microfinance institutions; public capital markets; development finance institutions; government finance

2. **Business Support**: Includes industry networks; incubators/accelerators; legal/accounting services, business mentors and technical advisers; credit rating agencies

3. **Policy**: Includes tax rates; tax incentives; costs to start a business

4. **Markets**: Includes domestic corporations; international corporations; consumers; distribution networks; retail networks; marketing networks

5. **Human-Capital**: Includes high schools; universities; technical training institutes; community colleges

6. **Infrastructure**: Includes electricity providers, transport services; communications (mobile, internet); other utility providers (gas, water)

7. **Research and Development**: Includes public research centres and laboratories; private research centres and laboratories and universities

8. **Culture**: Includes media, government, schools, professional associations, social organizations that support a culture of entrepreneurship

Each ecosystem is the result of the hundreds of components interacting in a complex manner. Education, regulatory and legal frameworks, and well-functioning capital markets do impact the level of functioning in the entrepreneurship ecosystem (EE). In general, the impacts are observed over a long time frame. If care is not taken at each component-level the impact can often be weak.

Figure 16.1 displays the elements of EE. You will notice that it is a cyclic diagram. The cycle denotes the interconnected mechanism of functioning of the EE.
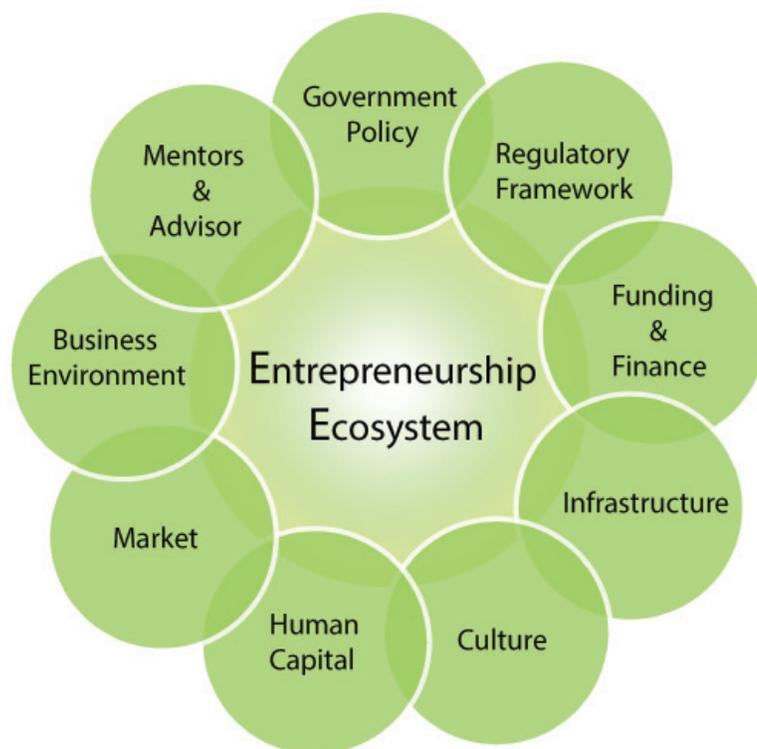
Fig. 16.1: Components of Entrepreneurship Ecosystem

A sound, stable and strong EE helps entrepreneurs to plan right actions at the right time. It means that they can take care of the 5Ws—what, when, where, why, how.

What	* What are the Do's and Don'ts in external and internal Environment?
Why	* Why should be specific goals be set? Why do you think they are new and innovative?
How	* How to set-up and enterpreneurial ecosystem?
When	* When should you start managing human, financial and professional resources?
Where	* Where will resources such money and goods as come from?

Let us try to understand the EE components by revisiting the movie *Guru*. It focuses on the life of a self-motivated would-be **entrepreneur**, Gurukant Desai. In the movie, he is portrayed as a man who believes in his dream and through his entrepreneurial spirit, dynamism, resilience and confidence establishes one of the biggest corporate houses in India. The movie offers certain lessons for entrepreneurs to learn. In an entrepreneurial journey the first requirement is having an idea and the ability to work hard to make it a reality. In addition, to achieve your goal you need to be confident. Never give up before trying, like Guru Bhai, in the movie,who is enterprising and finds ways to overcome difficult situations. While the movie, *Guru*, is a fascinating representation of achieving success by any means, it also shows the courage of a man to face the consequences of his mistakes with dignity in a competitive corporate world.

Activity 16.1

Watch the movie *Guru* keeping the components of EE in mind. Discuss the following with your friends, family or peergroups:

1. Discuss the journey of Guru Bhai as an entrepreneur. Identify some of the challenges he encounters in his external ecosystem during his entrepreneurial journey.

2. What are some of the obstacles in his internal ecosystem (human capital, culture, personal struggles) that he overcomes along the way?Based on the movie, what are some of the interlinkages between various entrepreneurship stakeholders you observed and how do they play out in the story?

3. Pinpoint few challenges or the barriers faced by the protagonist or mean character with special reference to the governmental policies that existed for setting of a start-up or a new business venture.

4. Give one example scene from the movie that relate to each one of the components of ecosystem which have been discussed.Add these examples to your portfolio.

Don't you think that the story of Guru bhai in the movie is inspiring? He started from scratch and rose to the top over the years. His journey was not very easy. He successfully handled challenges such as strikes, shortages of manpower, corruption and economic slow down and many other such things to establish his business. He had the ability to change his business strategies in response to thechanges in EE. He met each challenge with an innovative idea, plans and strategies. Such innovators have been helpful in setting us a right example for new entrepreneurs. It encourages young entrepreneurs to become part of successful entrepreneurial ecosystem.

Notes

INTEXT QUESTIONS 16.1

1. State whether the following statements are True or False (T/F). Rewrite the false statements.

   (i) Rajam is an entrepreneur who has sound financial backing. She does not require feedback on her company's performance.

   ....

   (ii) Jignesh exports spices to Australia. His firm is not interdependent of the other entities in the ecosystem.

   ....

   (iii) Apart from finances and infrastructure, mentors and coaches play a critical role in promoting the growth of the entrepreneurial venture.

   ....

   (iv) Only new venture or a start-up gets affected by the social, economic, political, technological, natural and legal environment.

   ....

   (v) Entrepreneurs drive the entrepreneurship ecosystem.

   ....

16.2.1 Healthy Entrepreneurship Ecosystems (EE)

Successful EE need to not only have support from human, financial and professional resources but should also coordinate with each other. They thrive in a business environment where government policies encourage and safeguard entrepreneurs and their initiatives.

Notes

Entrepreneurship Ecosystem is healthy if it takes care of the following fundamental requirements:

1. Takes care of maintaining its own unique environment

2. Continuously adapt to changes in the environment

3. Acknowledges and promotes success, which motivates and attracts new ventures

4. Remove barriers to communication effectively and promotes open communication among stakeholders in the EE

5. Invites financers to actively participate in new ventures

6. Works with governmental and legislative bodies to reduce obstacles in business

Further, ecosystems are controlled by both external and internal factors. External factors, such as financial climate, political system, legal regulations, technological changes, big market disruptions, etc, control the overall structure of an ecosystem and the way things work within it.

A well known example of a successful and thriving EE is the Silicon Valley in the state of California in the United States. It has numerous companies that operate on a large scale.

Some other examples can be found in countries like Israel, Ireland and Taiwan, which have also worked hard to create dynamic entrepreneurial ecosystems. In some countries, these ecosystems have been developed to promote growth in specific sectors. One of the best examples is how the German government launched an initiative called "Bio-Regio" in 1995 to promote entrepreneurship in the life sciences domain.This EE led to sustained and dynamic interactions within the ecosystem, led to growth in the field of biotechnology and inspired similar programmes across Europe.

Developing dynamic entrepreneurial ecosystems is currently one of the objectives pursued by the Indian Government. This initiative seeks to create an environment where entrepreneurs can flourish and grow through better access to finance, better support for new businesses in the crucial phases of their lifecycle, easier business transfers, and clear and simple regulations.

INTEXT QUESTIONS 16.2

1. Please tick the correct answer in each of the following multiple choice questions.

    (i) In the Entrepreneurship Ecosystem which of the following statement is most relevant?

        A. Culture is not most important component out of the other components

        B. Business Environment includes both internal factors and external factors

        C. The ecosystem functions in a constant type of markets

        D. EE is successful when there is no involvement of government at all

    (ii) Ecosystem is

        A. Self- sustaining

        B. Not dependent on anything

        C. Self-financed

        D. Casually evolved overtime

    (iii) Which of the following group best describes EE components?

        A. Lifecycle and Growth

        B. Government and Constitution

        C. Business Environment and Finance

        D. Structure and Calculations

2. Mention any of the two sub-elements for each of the following ecosystem components:

    (i) Finance

        (a) ....

        (b) ....

    (ii) Business Support

        (a) ....

        (b) ....

(iii) Policy

    (a) ....

    (b) ....

(iv) Human Capital

    (a) ....

    (b) ....

(v) Infrastructure

    (a) ....

    (b) ....

(vi) Research & Development

    (a) ....

    (b) ....

(vii) Culture

    (a) ....

    (b) ....

16.3 Role of Mentor and Incubation Facilities Offered for Ecosystem Entrepreneurship

You must have enjoyed relating a movie to model of entrepreneurial ecosystem. Do you remember who mentored Guru in the movie? We will now try to understand the role of mentors and incubation facilities play in helping young entrepreneurs realize their dreams.

1. Mentors

Do you know who is a mentor or advisor and how she/he plays a crucial role towards success of a new venture? A mentor is a friend, philosopher and guide who handholds the budding entrepreneur and helps her/him in their growth and development. While some young entrepreneurs may start without the guidance of a mentor, some might need multiple mentors. A good mentor is someone who's by your side whenever you need them, and is almost like the co-promoter of your company. Mentors are the people who are well experienced in their chosen field. They understand the opportunities and trends of a start-up. Hence,

their advice can be very valuable. Sometimes entrepreneurs become very excited about their ideas, it is their mentors who give them the first reality check on their big dreams.

2. Business Incubation

Business incubation is a "dynamic process of business development" and a "business support process that accelerates the successful development of start-up and fledgling companies by providing entrepreneurs with an array of targeted resources and services".

Business incubators could be a bigger company, foundation or institution, and universities. These organizations help in fostering entrepreneurial skill. In doing this, they are also able to achieve certain objectives such as the promotion of the knowledge economy, increase in human capital skills, increase of employment and others. Startup Villageis an example of a technology business incubator in Kochi. It is India's first incubator that is funded jointly by the public and private sector. Department of Science and Technology, Government of India, Technopark Trivandrum and MobME Wireless are the promoters. Kris Gopalakrishnan, co-founder of Infosys and the most successful IT entrepreneur from Kerala, is the chief mentor at Startup Village. In the coming 10 years it aims to incubate 1,000 product start-ups by students from college campuses. Similarly Khosla Labs in Bangalore is an incubator in areas such as Mobile payment and banking, Retail efficiency and Healthcare delivery. UnLtd India at Mumbai is an incubator for social entrepreneurs helping them to develop as leaders.

The process of business incubation is carried out in three phases:

(i)   During the pre-incubation period a business idea is developed into a legally constituted enterprise with a marketable product/service. Development of a business plan, which analyses the business feasibility for the future enterprise are key areas of work during this period.

(ii) The incubation phase provides a variety of simple services. From essential facilities like shared space to knowledge-intensive business services (KIBS) such as business information services, technology transfer services, information and communication technologies ICT or even international trade assistance. The economies of scale help start-ups bring down their costs.

(iii) In the post-incubation phase, the relationship with the incubator continues by granting extensions of services for the graduated firm or by keeping it within the network. Financial services generate value addition through strategic alliances. We will now be learning how the concentration of these services generates value addition.

Mentoring and incubation facilities are offered by government as well as private agencies. In India, the government's start-up policy gives prime role to incubators by giving them recognition. Regulation guidelines and financial helps provided to the incubators for providing assistance to start-ups.

Named the Atal Innovation Mission (AIM), this initiative promotes Atal Incubation Centers (AIC) to create world-class incubation facilities across India with suitable physical infrastructure.

The AICs provide capital equipment, operating facilities, experts for mentoring the start-ups, business planning support, seed capital, providing industry partners, etc., required for encouraging innovative start-ups. Atal Incubation Centers have been established in the areas of manufacturing, transport, energy, health, education, agriculture, water and sanitation etc.

Business- and technology-related entities including higher educational institutions, R&D institutes, and corporate sector, alternative investment funds registered with SEBI, business accelerators, individual groups, and even individuals are eligible to apply as AICs. Selected AICs get a grant-in-aid of up to Rs. 10 crore for a maximum period of 5 years to cover the capital and operational cost under the AIM.

Where entrepreneurship and markets are stifled by inappropriate regulation, excessive taxation, lack of fair competition, lack of voice or an unstable policy environment, growth and poverty reduction are likely to suffer. Donors first fund research and analysis of business environment. The World Bank's various business reports are example of various such reaearches. It identifies the major constraints to business growth in any country. They then work with government and other stakeholders to implement reforms.The private sector itself can play an important role in advocating a better business environment. Many development agencies, thus work to strengthen the capacity of businesses and business associations to engage in public–private partnership.

One way is to improve production processes.Another way is to increase the commercial linkages between the businesses that poor people own or work for. This way businesses can offer them new and more profitable opportunities either as customers or as suppliers.This approach of coexisting within the business ecosystem seeks to build markets and improve the performance of individual enterprises.

WHAT YOU HAVE LEARNT

Enterpreneurship Ecosystem

- Finance
- Policy
- Human Capital
- Research and Development
- Business Support
- Markets
- Infrastructure
- Culture

Facilities offered

- Mentors
- Business Incubation
  - Pre-incubation
  - Incubation
  - Post-incubation
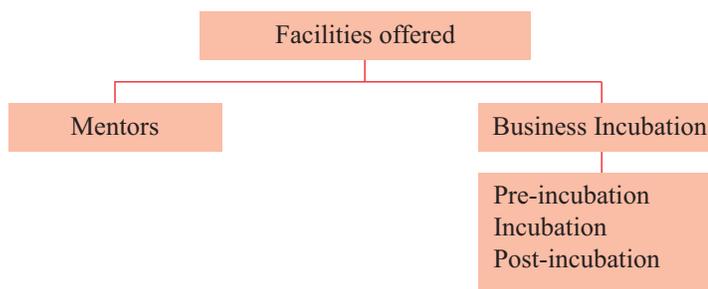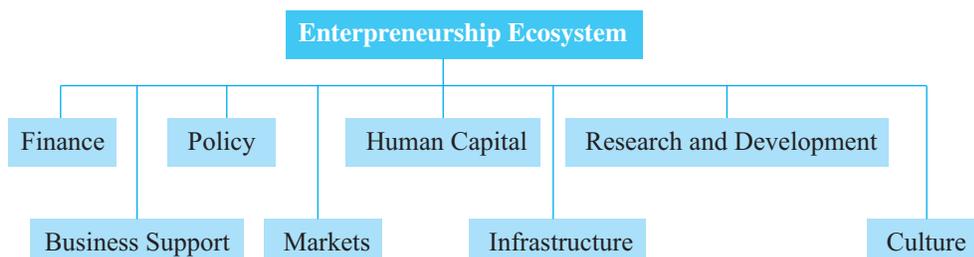
Notes

TERMINAL QUESTIONS

1. Define entrepreneurship ecosystem. List four of its components.

2. In one sentence, differentiate between the following:
   (i) Finance and Market
   (ii) Human capital and Research and Development

3. How can entrepreneurship ecosystem be made robust and healthy?

4. Veera has an idea to develop a machine that can help reduce power consumption. Where would you recommend her to seek support and why?

5. Bharat proposes to start a restaurant serving Rajasthani and Gujrati*thali*. Who according to you should he seek support from and why?

ANSWERS TO INTEXT QUESTIONS

16.1

(i) F; All companies big or small require feedback.

(ii) F; Jignesh's firm uses facilities such as courier services, local HR, electricity, government policies and others to conduct his business.

(iii) T

(iv) F; All ventures new or old get affected.

(v) T

16.2

1. (i)   A   (ii) D   (iii) C

2. (i)   access to debt; access to venture capital

   (ii)   incubators/accelerators; legal/accounting services

   (iii) tax incentives; costs to start a business

   (iv) high schools; universities

   (v)   electricity providers, transport providers

   (vi) public research centres and laboratories; private research centres and laboratories

   (vii) media, government

   You can also choose other options as discussed in section 16.2.

Notes

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17

KNOW YOUR BUSINESS PROCESSES

</div>

In previous lesson, we studied business ecosystem and learnt about various components involved in entrepreneurship. Recall the importance of mentors and incubation process in setting up entrepreneurial ventures.

Business involves many components and all these need to work together. To understand the actual job of an entrepreneur, we must put ourselves in his/her place and understand how business actually runs with individual components of a business working smoothly as one unit.

In this lesson, we will learn about business processes.

OBJECTIVES

After studying this lesson, you will be able to:

- define business idea and differentiate between common terms: vision, mission, objectives, goals and core values of the organization;

- explain the role and importance of components such as capital, raw material, human resource and technology in starting a business venture;

- comprehend steps involved in management of resources like capital, raw material, human resource and technology;

- explain organizational policies related to HR, travel, gender, diversity and inclusion, child right/protection, CSR;

- explain organizational hierarchy, responsibility and accountability matrix, quality standards and decision-making processes; and

●   elaborate key concepts of human resource, accounts and finance, production, supply chain, quality processes, administration, operations and marketing.

17.1 BUSINESS IDEA, VISION, MISSION, OBJECTIVES, GOALS AND CORE VALUES

Have you ever been involved in a business that never seems to accomplish much? Regardless of how hard you work, you just do not earn profits or growth. The problem may be that the business has not decided where it wants to go and has not created a roadmap of how to get there.

For setting up a business, entrepreneurs need to have an idea. It is the starting point of any entrepreneurial activity.

1. **Business idea** is a concept using which entrepreneurs produce goods and services needed by the customers and can earn profits by selling these in market. Good business ideas should be:

    ●   Innovative

    ●   Unique

    ●   Solving problems

    ●   Profitable

An idea is just the beginning. Success of business largely depends on other entrepreneurial activities called business processes. For example, suppose you own a food stall and manage it yourself along with a helper. You do certain activities at food stall and these activities ensure success and failure of your business. Some of these activities include the following:

(i)   Taking orders from customers

(ii) Making food

(iii) Providing food to customers and taking money

(iv) Maintenance of food stall

By carrying out these activities in a proper way, you can earn profits. Understanding business process is at the core of running a successful business.

Let us try to understand few basics that will guide an entrepreneur to understand what the relevant business processes are and how and when various business activities are to be done.

2. **Vision** of an organization is the big picture of what the company wants to achieve. This is described by one or more statements called vision statements. It outlines what a company wants to be in future. Vision statement makes

the beliefs of your organization clear to society, staff and customers. Vision statement should be:

(i)   Easy to communicate – for example, short enough to fit on a T-shirt

(ii)   Easy to understand

(iii)   Shared by your user base

(iv)   Broad enough to include variety of local perspectives

(v)   Inspiring

(vi)   Ambitious

(vii) Realistic

Examples:

●   'There will be a personal computer on every desk running Microsoft software.' – **Microsoft**

●   'To provide access to the world's information in one click.'—**Google**

●   To be the technology partner of choice for forward looking customers by collaboratively transforming technology into business advantage.'—**HCL**

3. **Mission statement** describes what a company wants to do now. It focuses on the present. It defines customer(s), critical processes and informs you about the desired level of performance. A good organization must have a clearly defined mission statement. Mission statements are more concrete and more "action-oriented" than vision statements.

Mission statements should be:

(i)   Short

(ii)   Memorable

(iii)   Unique to you

(iv)   Realistic

(v)   Current

(vi)   Result-oriented

Examples:

●   'To give ordinary folk the chance to buy the same thing as rich people'– **Wal-Mart**

●   'To organize the world's information and make it universally accessible and useful.' – **Google**

Notes

- 'We will be the employer of choice and the partner of choice by focusing on our stated values of Employees First, Trust, Transparency, Flexibility and Value Centricity.'—**HCL**

Basis of Differentiation	Mission Statement	Vision Statement
Meaning	A statement that describes company's objectives and its approach to reach those objectives	A short statement that depicts company's aspiration for future position of company
What it is?	Cause	Effect
Talks about	Present	Future
Shows	Where we are at present?	Where we want to be?
Term	Short term	Long term
Purpose	To inform	To inspire

Once an organization has developed its mission statement, its next step is to develop goals and specific objectives.

4. **Goals** are broad primary outcomes that a business wants to achieve. Goals tell us about the 'whats' of business. A business may have multiple goals. **For example:** "We must be a leader and increase our share in the home loan market." Goals are generally not measurable and only provide a general direction to an organization.

5. **Objectives** are measurable and specific. Objectives quantify the thoughts and set a target to achieve its goals. **For example,** "increase the share in Home Loan segment to 15% by end of 2015 financial year".

Let us understand how goals are different from objectives.

Goals versus Objectives

	Goal	Objective
Meaning	The purpose toward which an effort is directed	Something that one's efforts or actions are supposed to attain
Action	Generic	Specific
Measure	Goals may not be strictly measurable or tangible	Must be measurable and tangible
Time frame	Longer term	Mid to short term

6. **Core values** are fundamental beliefs of an organization. These guide the behaviour of the people and help them to differentiate between right and wrong. Core values also help companies to determine if they are on the right path.

Core values help to define how the corporate should behave. Core values are expressed in the corporation's mission statement. Some core values an organization can have are as follows:

(i)   Dependability

(ii)   Reliability

(iii)   Loyalty

(iv)   Commitment

(v)   Honesty

(vi)   Efficiency

(vii) Innovation

(viii) Creativity

(ix)   Service to others

Example:

- A commitment to innovation and excellence. Apple Computer has innovation and excellence as its core value as reflected in "Think Different" motto

Activity 17.1

Think of one business idea in your field of interest. Create vision, mission, goals, objectives and core values of your organization. Keep these in your portfolio for assessment.

17.2 ROLE AND IMPORTANCE OF COMPONENTS

Business organizations operate as input-output model. Simplest input-output model is given in Figure 17.1, which shows that business takes certain inputs (such as capital, land, raw material, labour etc.), which are transformed through some processes (for example, welding, painting, dying, baking etc.) into outputs (final goods and services).

Notes

Notes

Inputs are also called factors of production and are used to supply goods and services in an economy. For example, for producing wheat, a farmer uses inputs like soil, tractor, tools, seeds, manure, water and his own services.

These inputs can be categorized into following groups:
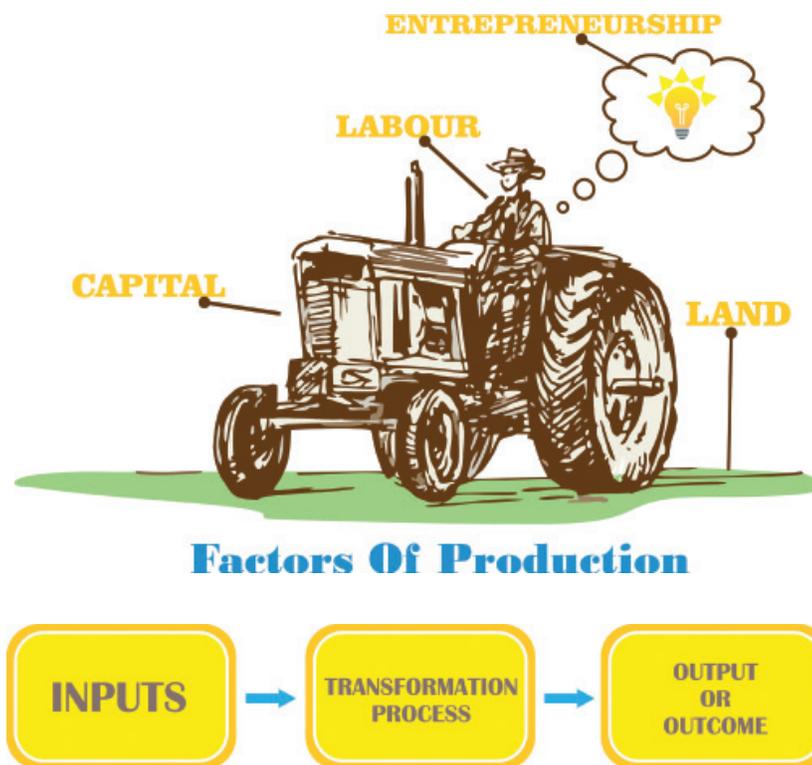
Fig. 17.1: Input-Output Model

1. **Raw Material** refers to all materials that are used to produce final goods and services. For example, for making bread, flour, yeast, sugar, milk, etc. would be raw material. Raw material can be natural (such as soil, water, forests, minerals, air, gas etc.) or manmade (such as screws used as raw material for making fans).

2. **Capital Resources** refers to money, which is invested to start a business. This money can be arranged in different ways. For example, an entrepreneur can invest his/her own savings or can borrow from friends. Banks also give loans to businesses.

3. **Human Resources** include all those people who help in making and selling of goods and services. Term is used for employees on your payrolls. This is most important resource of any business. Without humans, all other resources remain useless and unproductive.

Notes

4. **Technology:** refers to various techniques, methods and processes which are used for producing goods and services. In today's world, technologies have made it possible to make better quality products at fast speed and lesser costs.

17.3 MANAGEMENT OF RESOURCES WITH REFERENCE TO POSDCORB

An entrepreneur organizes various factors of production and undertakes risks and uncertainties involved in production. He uses the management process known as POSDCORB (Acronym for Planning, Organizing, Staffing, Directing, Controlling, Reporting and Budgeting) for managing entire input-transformation-output process. The POSDCORB acts as an input for the production system and helps in conversion of inputs to goods and services. We will discuss POSDCORB later in the chapter.

Activity 17.2

Visit a nearby enterprise and identify various functions performed by an entrepreneur.

Also record inputs, transformation processes and outputs of the enterprise. Keep the report in your portfolio for assessment.

INTEXT QUESTIONS 17.1

1. State whether the following statements are true or false.

    (i) Capital refers to human resources, which are employed in a business.

    (ii) Core values are the fundamental beliefs of an organization.

    (iii) Mission statement depicts the company's aspiration for the future position of the company.

17.4 KEY ORGANIZATIONAL POLICIES

Organizational policies are guidelines or course of action to be followed. An organization may have policies on various issues. In this lesson, we will be discussing policies related to HR, Gender, diversity and inclusion, child right/ protection, CSR and travel.

1. **HR policies** are formal rules and guidelines related to hiring, training, evaluating and compensating employees. Clearly written HR policies are helpful for both employees and employers. Some subjects covered under HR policies are as follows:

Notes

- Equal Employment Opportunity policies
- Workdays, paydays and pay advances
- Overtime compensation
- Meal periods and break periods
- Sick days and personal leave
- Performance evaluations and salary increases
- Termination policies

2. **Gender, Diversity and Inclusion** policies cater to protection of rights of the specific groups of employees. Today's work force has a sizable number of women, minorities and downtrodden sections of the society. An entrepreneur has to ensure that these sections are properly represented at workplace and their rights are protected as per legal provisions of the country.

3. **Child Right/Protection:** A child means anyone up to the age of 18 years. Children have civil, political, social, economic and cultural rights. On the other hand, Child Protection is about keeping children safe from risks. Child protection is the means through which all other rights of a child can be upheld. For example, as per Constitution of India, no child below the age of 14 years shall be employed to work in any factory or mine.

4. **CSR** (Corporate Social Responsibility) is an effort put in by an organization to assess and take responsibility for effects of organization's actions on environment and society. It is a way to achieve balance between economic, environmental and social objectives of an enterprise. As per CSR Policy Rules, 2014, it is compulsory for companies having a Net Profit of INR 5 crore and more to spend at least 2 per cent of the average net profits of the company every financial year on CSR initiatives.

5. **Travel** policy helps employees to understand travel reimbursement processes of an organization. It helps employees understand how much they will be paid and under what conditions.

17.5 ORGANIZATIONAL STRUCTURE, ROLES, RESPONSIBILITIES AND ACCOUNTABILITY, QUALITY STANDARDS AND DECISION-MAKING PROCESSES

1. **Organizational Structure** is a plan that outlines who reports to whom and who is responsible for what. Organizational structure helps a company to assign a hierarchy that defines roles, responsibility and supervision. A centralized structure gives most of the authority and decision-making power

Notes

to the team at the top. A decentralized structure distributes authority and decision-making powers at lower levels.

Every member of an organization must know who their superiors are, what are their responsibilities and corresponding expectations, and what authority they have in order to make decisions.

2. **Roles** are expected behaviour associated with a particular position in the organization.

3. **Responsibilities** are the specific tasks or duties that members are expected to complete according to their roles.

4. **Accountability** is the responsibility for carrying out assigned set of duties or tasks, and for conforming with rules and standards applicable to their posts.

5. **Quality Standards** are detailed descriptions of the requirements, specifications and characteristics of a product or service to be produced. Quality standards ensure that the product is free from any manufacturing defects and all products are of uniform standards. Some important standards used are: ISO 9000, Six Sigma, Value Engineering, Lean/Six Sigma, Statistical Process Control (SPC) etc.

6. **Decision-making** is when an entrepreneur has to make various decisions for smooth running of enterprise. For example, which source of funds should be used, which products should be produced, which technology should be used and so on. For this, it is essential to understand decision-making.

7 STEPS TO EFFECTIVE DECISION MAKING

Decision making is the process of making choices by identifying a decision gathering information and assessing alternative resolutions.

Using a step-by-step decision making process can help you make more deliberate thoughtful decisions by organizing relevant information and defining alternatives. This approach increases the changes that you will choose the most satisfying alternative possible.

1 IDENTIFY THE DECISION
2 GATHER INFORMATION
3 IDENTIFY ALTERNATIVES
4 WEIGH THE EVIDENCE
5 CHOOSE AMONG ALTERNATIVES
6 TAKE ACTION
7 REVIEW YOUR DECISION

Fig 17.2: Steps of Effective Decision making

A. Role of Human Resource Department (HRD): HRD is responsible for recruiting, selecting training and administering employee-benefit programmes. Human resources play a key role in helping companies to deal with a fast-changing environment by fulfilling the demand for quality employees.

(i) Recruitment refers to the overall process of attracting the suitable candidates for available jobs in an organization.

(ii) Selection is the process of choosing the suitable candidate for a vacant job position in an organization. Selection involves testing and interviewing the candidates to evaluate their qualities. Let us understand the difference between recruitment and selection.

Table 17.1: Recruitment versus Selection

Recruitment	Selection
The process of identifying and attracting potential candidates to apply for the jobs.	The process of choosing the right candidates for the vacant positions.
A positive process as we attract as many candidates as possible for the vacant jobs.	A negative process as it eliminates many undeserving candidates.

(iii) Training and Development refers to any attempts to improve the performance of employees by increasing their ability to perform. This ability is improved by making employees learn the right way of doing work, giving them knowledge about latest developments or by bringing a change in their attitudes and perceptions.

Training and Development Need = Standard Performance – Actual Performance

Let us understand the difference between training and development.

Table 17.2: Training versus Development

Training	Development
Training is skill–focused	Development is creating learning abilities
Training presumes to have a formal education	Development is not education dependent
Training needs depend upon lack or and deficiency in skills	Development depends on personal drive ambition
Trainings are generally need-based	Development is voluntary
Training is a narrower concept focused on job-related skills	Development is a broader concept focused on personality development
Training is aimed at improving job-related efficiency and performance	Development aims at overall personal effectiveness including job efficiencies

iv. **Performance appraisal** is the process of assessing employee performance by way of comparing present performance with established standards. After comparison, feedback is given to employees so that they can improve performance as needed by the organization.

v. **Compensation** and benefits refer to the salary and other monetary and non-monetary benefits given by firms to its employees. Compensation and benefits is an important aspect of Human Resource Management as it helps to keep the workforce motivated.

INTEXT QUESTIONS 17.2

1. Fill in the blanks with appropriate words:

(i) Workdays, paydays and pay advances, sick days and personal leave are examples of .... Policies

(ii) CSR stands for ....

(iii) Development is a .... concept focused on personality development

B. **Accounting and Finance** is important and the entrepreneur must keep record of various financial transactions for smooth functioning of business. S/he must know how much profit is being made and what the expenditures of the business are. Are the costs increasing or decreasing over time? One must be competent in issues of accounting and finance for good business planning. Let us try to understand few terms related to accounting and Finance.

(i) **Accounting**

(a) **Book Keeping** is the recording, on a day-to-day basis, of the financial transactions and information pertaining to a business.

(b) **Journal** is a detailed account that records all the financial transactions of a business so that they can then be used for future reconciling and transfer to other official accounting records, such as the general ledger.

Table 17.3: Journal

Date	Particulars	L.F	Debit (amt)	Credit (amt)
2/4/2014	Debited account	1	1000	
	To Credited account	2		1000
	(Narration/Explanation for journal entry)			

(c) **Ledger** provides a complete record of financial transactions over the life of the company. The ledger holds account information that is needed to prepare financial statements and includes accounts for assets, liabilities, owners' equity, revenues and expenses.

Table 17.4: Format of ledger account

Dr.   Cr.

Date	Particulars	J.F.	Amount (Rs)	Date	Particulars	J.F.	Amount (Rs)

(d) **Trial Balance** is a bookkeeping worksheet in which the balances of all ledgers are compiled into debit record (Dr.) and credit record (Cr.) columns. A company prepares a trial balance periodically, usually at the end of every reporting period.

Table 17.5: Trial Balance as per ledger accounts

Particular	Dr.	Cr.
Purchase	XXX	
Sales		XXX
Wages	XXX	
Salary	XXX	
Purchase Return	XXX	
Sales Return	XXX	
Machinery	XXX	
Land & Building	XXX	
Sundry Debtors	XXX	
Sundry Creditors		XXX
Bills Payable		XXX

Notes

(e) **Income and Expenditure account and PNL account** are two statements that are prepared to find out net loss or net profit in a given financial year with the help of expenditures and income. However, there are few differences between the two as follows:

Table 17.6: Difference between Incom-expenditure and Net Loss-Net Profit

Basis of Difference	Income and Expenditure A/c	Profit and Loss A/c
1. Definition	Income and expenditure account is the account which is prepared for finding the excess of income over expenditures or excess of expenditures over incomes.	Profit and loss account is the account which is prepared for finding net profit or net loss.
2. Not for Profit Organization or Business	Income and expenditure account is prepared by not - for profit organization whose aim is not to earn money.	Profit and loss account is prepared by a business where the aim is to earn money.
3. Basis of Preparation	Income and expenditure account is prepared on the basis of receipt and payment account and some other information.	Profit and loss account is prepared on the basis of trial balance and some other information.
4. Balance of Account	When we compare debit and credit side of this account, balance will be surplus or deficit.	The balance of profit and loss account will be net profit or net loss.

Table 17.7: Format of Profit and Loss Account

Profit and Loss Account

Dr.   **(For the period ended.........)**   **Cr.**

Particulars	Amount	Particulars	Amount
To Gross loss bid		By gross profit bid	
To Salaries		By interest received	
To Rent		By commission received	
To Commission			
To Bad debts			
To Discount			
To Net profit transferred to		To Net Loss transferred to	
Capital Account		Capital Account	
Total		Total	

A example of duly filled income and expenditure account can be seen at table 17.8

Table 17.8: Income and Expenditure Account
for the year ended 31st March, 2011

Expenditure	Rs	Rs	Income	Rs
To Entertainment Meterial used:			By Subscriptions	6,60,000
Opening stock	49,000		By Interest on Fixed	
Add: Purchases	2,03,000		Deposits with Bank	33,000
	2,52,000			
Less: Closing stock	52,000	2,00,000		
To Salaries		2,10,000		
To Rent	99,000			
Add: Outstanding				
on 31.03.2011	9,000	1,08,000		
To Postage and Telephones		14,750		
To Insurance	25,600			
Less: Unexpired				
on 31.03.2001	6,400			
	19,200			
Add: Unexpired on 31.03.2011	5,600	24,800		
To Stationery used:				
Opening stock	1,000			

(f) Balance sheet is a financial statement that summarizes a company's assets, liabilities and shareholders' equity at a specific point in time. The balance sheet adheres to the following formula:

Assets = Liabilities + Shareholders' Equity

Table 17.9: Balance Sheet

Liabilites	Amount (Rs)	Assest	Amount (Rs)
Share capital		Fixed assets	
Add: net profit/loss: net loss		Land & building	......
Less: drawings	......	Plant & machinery	......
Long-term liabilites		Furniture & fixtures	......
Debentures	......	Vehicles	......
Loans & advances from banks	......	Goodwill	......
Other loans & advances	......		
Current liabilities		Investments	
Sundry creditors	......	Current assests,	......
Bills payable	......	loans & advances	......
Bank overdraft	......	Sundry debtors	......
Outstanding expenses	......	Cash in hand	......
Income received in advance	......	Cash at bank	......
Provisions		Bills receivable	......
For taxation	......	Prepaid expenses	......
For dividend	......	Closing stock	......
	......		......

(ii) Finance

(a) Budgeting: Budget is a quantitative plan which helps to decide which activities will be chosen for a future time. Budgeting is the process of preparing a budget.

In business, budgeting for operations will include:

- preparing estimates of future sales
- preparing estimates of future cash collections and expenses
- preparing estimates of the future day-to-day activities of the organization

(b) Break Even Point (BEP) is the point of no profit–no loss. It means at BEP revenue from the total sales is equal to total costs.

Formula:

BEP = Fixed Costs/ (Selling Price – Variable Costs)

Fixed Costs do not change with the changed quantity of the products. Examples are rent, property tax, insurance etc.

Variable Costs vary with the production levels. They increase with the increase in production volumes. Examples are labour cost, material cost etc.

Total Cost = Fixed Cost + Variable Cost

(c) **Return on Investment (ROI)** is used to evaluate the efficiency of an investment. Return on Investment measures the amount of return on an investment relative to the investment's cost.

$$\text{ROI} = \frac{(\text{Gain from Investment} - \text{Cost of Investment})}{\text{Cost of Investment}}$$

(d) **Cost of Capital** refers to the cost of funds that are used for financing a business. Cost of capital depends on the mode of financing used. For example, if the business is financed equity, it refers to the cost of equity. Many companies use a combination of debt and equity to finance their businesses. For such companies, their overall cost of capital is derived from a weighted average of all capital sources.

(e) **Production** is the process of transforming raw materials or purchased components into finished products for sale.

Direct Material (Raw Materials) + **Direct Labour (Services)** + **Overheads (Infrastructure)** = **Production**

(f) **Stock** is the supply of something for use or sale.

(g) **Inventory** is raw materials, work-in-process products and finished goods that are considered to be the portion of a business's assets that are ready or will be ready for sale.

(h) **Process selection** refers to the decision of selecting the most appropriate production process for the manufacturing unit. Choice of the process depends on type of product as well as volume of the product. Entrepreneur can choose from job shop, batch shop, assembly line and continuous processes.

(i) **Productivity** measures the efficiency of production.

Productivity= output/inputs

Entrepreneurs should always aim for higher productivity.

(j) **Packaging** refers to the process of designing, evaluating and producing packages. It holds, protects, helps in transportation and gives information to customers.

(k) **Cycle time** is the total time taken to complete a process, from the beginning to the end, in a business organization.

(l) **Efficiency** refers to the quality of work and includes creating output with less waste, using fewer resources or spending less money. If Bablu

Notes

sold 10 fans in May but spent Rs. 500/- on advertising expenses, while Jai sold 9 fans in May but did so by spending only Rs. 200/-, Jai is more efficient.

(m) **Economic order quantity (EOQ)** is the optimal quantity of inventory a company should order, each time, in order to minimize the inventory holding and ordering costs.

(n) **Supply chain** refers to management of flow of goods and services. It involves the movement and storage of goods from point of origin to point of consumption.

(o) **Manufacturer** is one who makes goods for sale.

(p) **Wholesaler** is one who buys large quantities of goods and then sells these to retailers.

(q) **Distributor** is similar to wholesaler. They buy noncompeting products, warehouses them, and resells them to retailers or direct to customers.

(r) **Vendor/ Retailer** sells goods to the customers. For example, neighbourhood shops.

(s) **Customer** is someone who buys goods or services, especially from a shop.

(t) **Warehouse** is a large building where raw materials or manufactured goods are stored before further distribution.

(u) **Channel carriers** Channels are ways to sell products to market. Different carriers help in this. For example A **distribution channel** includes wholesalers, retailers, distributors and even the internet.

(v) **Transport** or transportation is the movement of goods from one place to another via air, rail, road, water, cable, pipeline etc.

C. Quality Processes

In today's world, customers are very informative and demand quality products. Competition is very tough and if you do not give quality product, customers will switch over to other product and your business will suffer. Otherwise also, if you have quality processes and systems in your organization, you will be able to reduce waste and generate more profits.

Quality processes have preset **quality** targets, which are undertaken, measured and any deviation is reported and corrected.

(a) **Quality management** refers to the overall management of various processes to ensure value control, minimum errors and consistency in product/service. It has four main components: quality planning, quality assurance, quality control and quality improvement.

Notes

(b) **Total Quality Management** is defined as a continuous effort by the management as well as employees of an organization to improve processes, products, services and the culture to ensure long-term customer loyalty and customer satisfaction.

The eight principles of total quality management are as follows:

- Customer-focused
- Total employee involvement
- Process-centered
- Integrated system
- Strategic and systematic approach
- Continual improvement
- Fact-based decision-making
- Communications

(c) **5 S** is a Japanese workplace organization technique. It helps in effective and efficient work place organization by identifying and storing the items used, maintaining the area and items, and sustaining the new order using very simple 5 steps.

Seiri (Sort), Seiton (Straighten, Set), Seiso (Shine, Sweep), Seiketsu (Standardize) Shitsuke (Sustain)

Fig. 17.3: The 5 S organization technique

Notes

(d) Kaizen is a Japanese word which means "improvement" or "change for the better". Kaizen is defined as a continuous effort by each and every employee (from the CEO to field staff) to ensure improvement of all processes and systems of a particular organization.

(e) Quality Tools is the name given to seven basic graphical techniques that are most helpful in solving quality problems. These seven tools are as follows:

- Cause-and-effect diagram/ "fishbone" / Ishikawa diagram
- Check sheet
- Control chart
- Histogram
- Pareto chart
- Scatter diagram
- Stratification/ flow chart /run chart

(f) Quality Control is a process through which a business seeks to ensure that product quality is maintained or improved and manufacturing errors are reduced or eliminated. Quality control requires the business to create an environment in which both management and employees strive for perfection.

D. Administration and Operations refers to various processes, activities, functions, tools and standards used for running business enterprise.

(a) **Purchase order** is an official offer issued by buyer to seller. It has types, quantities and agreed prices for products or services.

(b) **Payment** is the exchange of value from one party to another for goods or services it has purchased. The most common means of payment are money, cheque, debit, credit or bank transfers.

(c) **Invoice** or bill is issued by a seller to a buyer. It lists products, quantities, agreed prices and payment terms.

(d) **Audits** are a systematic and independent examination of accounting records and books to ensure that these are properly maintained as required by law.

(e) **Management Information System** (MIS) refers to collection and processing of information through computers and other intelligent devices to help entrepreneurs to take better decisions.

E. Marketing is that management process through which goods and services move from concept to the customer. It is done by coordinating 4 P's of marketing that are:

- identification and development of a **product**,
- its **price**,
- a distribution channel to reach the customer's **place** and
- **promotion** of product.

(a) Market Survey is a method of researching the markets to find out spending characteristics and purchasing power of the consumer.

(b) Types of Product

Mainly there are two types of products as follows:

Business Product	A product used to manufacture other goods or services, to facilitate an organization's operation or for resale to others.
Consumer Product	A product bought to satisfy an individual's personal wants.

(c) Branding is the process of creating a unique name for your product in consumers' mind.

(d) Reputation refers to the observers' collective judgments of a corporation based on assessments of financial, social and environmental impacts over time.

(e) Goodwill is value of a company's brand name, customer base, good customer relations and good employee relations. It is an intangible asset.

(f) Public relations is the profession or practice of creating and maintaining goodwill of an organization's various publics (customers, employees, investors, suppliers etc.), usually through publicity and other nonpaid forms of communication. These efforts may also include support of arts, charitable causes, education, sporting events and other civic engagements.

(g) Media and social media management refers to utilizing various available modes of communication to create a favourable image of the organization.

(f) Unique Selling Proposition or USP is a unique selling point in your product. It is something you have and your competitors don't have. For example, lowest price or highest quality.

(g) **USP branding** refers to creating and selling a brand using USP. It helps in attract new customers.

(h) **7 P's** refer to the marketing mix for services. These P's are—Product, Price, Place, Promotion, People, Process and Physical Evidence.

(F) In-House Production versus Outsource and Subcontracting

Many times an entrepreneur has to decide whether production should be carried out in-house or should he/she get it done by outside agencies. There are advantages like better control, maintaining secrecy, reducing competition when things are done in-house. But outsourcing and subletting may lead to lower cost and better expertise.

(i) In-House Production is conducting operations within the organization using internal resources.

Advantages of in-house production are as follows:

- Flexibility
- Quality control
- Speed to market
- Developing of essential technology skills

Disadvantages of in-house production are as follows:

- Production expense
- No economies of scale
- Limited skills
- Tying up of resources

(ii) Outsourcing is the practice of transferring portions of work to outside suppliers

Advantages of outsourcing are as follows:

- Fewer staff required
- No in-depth specialist required
- Less investment required
- No pressure to operate at full capacity

Disadvantages of outsourcing are as follows:

- Time-consuming preliminary arrangements
- Dependent on the external supplier

(iii) **Subcontracting** is hiring of additional individuals or companies called subcontractors to help complete a project. The main contractor is still in charge and responsible for completing the project.

INTEXT QUESTIONS 17.3

1. State whether the following statements are true or false.

    (i)   USP stands for unique Selling Price.

    (ii)   MIS stands for Marketing Information System.

    (iii) Productivity= output/inputs

WHAT YOU HAVE LEARNT

In this chapter, we learnt about the importance of finding a good business idea and developing vision, mission, goals, objectives and core values of an organization. We also came to know that businesses work on input-output model and consume capital, raw material, human resource and technology as inputs which are converted in to outputs by the way of POSDCoRB management process. Further, we learnt about organizational policies related to HR, gender, diversity and inclusion (gender, caste and class), Child Right/Protection, CSR, travel and organizational functions such as organizational structure, roles, responsibilities, accountability, quality standards, decision-making processes, Human resource, Accounting and Finance, Production,

 Key concepts related to these organizational functions and processes. Such as Quality Processes, Supply chain, Administration and Operations and Marketing were also defined and discussed.

TERMINAL QUESTIONS

1. What should be the characteristics of a vision statement?

2. Differentiate between vision and mission statement.

3. Write any two differences between goals and objectives.

4. What will be the various factors of production for an oil drilling company?

5. Briefly explain the selection and recruitment functions of HR.

6. List 7P's of service marketing mix.

7. Explain briefly 5S technique of quality management.

ANSWERS TO INTEXT QUESTIONS

Notes

17.1

(i) False   (ii) True   (iii) False

17.2

(i) HR   (ii) Corporate Social Responsibility   (iii) Broader

17.3

(i) False   (ii) False   (iii) True

Notes

18

KNOW YOUR EXTERNAL ENVIRONMENT

Dear learners, you have covered a long path, learning about employability and entrepreneurship. A successful entrepreneur adds wealth to the nation by creating an ethical business environment.

In the previous lesson, you have learnt about various internal factors that influence setting of a business enterprise. However, your task does not end there. No business exists in vacuum. There is an interesting world which lies outside the organization that will affect the way you run the enterprise. In this lesson we would be learning about all external forces that affect the business enterprise.

OBJECTIVES

After studying this lesson you will be able to:

- explain the impact of global, national and local factors on business enterprise;

- explain PESTEL analysis to scan the external environment of business enterprise;

- differentiate between the inhibiting and the facilitating factors; and

- collect real time information related to internal and external factors facilitating the initiation of a business enterprise.

18.1 IMPACT OF GLOBAL, NATIONAL AND LOCAL FACTORS ON BUSINESS ENTERPRISE

Can business be completely controlled by an entrepreneur? Have you ever thought about the factors that influence operation of a business enterprise? There are many internal and external factors that affect the functioning of an enterprise like society, political and economic conditions of the country, the technological and the environment-related matters and others that need to be considered when you are operating your business. Let us try to understand this with the help of a story.

Notes

Dr Rao, a young veterinary doctor along with his team members Deshmukh, Chandravarkar and others comes to a village in Kheda district, Gujarat. They plan to set up a cooperative society which will be collectively owned and managed by the villagers engaged in cattle rearing. The village is inhabited by poor people whose main occupation is cattle-rearing and production milk. They sell milk to a local wealthy dairy owner who exploits them. He is also the local moneylender. He feels threatened by the idea of the cooperative society in the village. On the other hand, the Sarpanch, wants to use the cooperative society to increase his influence and power in the village. Dr Rao and his team deal with village politics, rigidcaste system and distrust of the villagers. Finally Dr Rao wins the trust of Bindu, a local social activist. After testing the milk, he pays a fair amount for the high fat-content milk she sold to the cooperative. She influences the other villagers to also bring the milk to the cooperative. The Harijans didn't want to sell the milk to the cooperative society as they felt that the members of higher caste will snatch the milk and start exploiting them again, However, Dr Rao convinces them to stand in the election for the post of the head of the cooperative society. In the election, the Harijan representative defeats the high caste contenders. The Panch asks Bindu to put her thumb impression on legal papers claiming misdoings by Dr Rao. Dr Rao feels shattered and decides to finish the setting up of the board and leaves the village. He gives the charge to the newly elected Harijan, who becomes the head of the cooperative society and successfully manages it with support of villagers and Bindu. This timeless classic story shows the victory of good intentions through the collective efforts of the masses.

Do you know whose story is it? A name that resonates in our daily life "AMUL"- a cooperative started in Anand, Gujarat, as a result of the white revolution?

From the above story, we have understood that there are various external factor that influence the establishment and operation of the business enterprise. Some of them are society, the financial condition, the political climate, we live in the legal procedures.

Activity 18.1

Let us see if you can identify the external factors impacting decision-making in the Dr Rao's story. Pick up the relevant examples from the story and write it in the box as follows:

S. No	Factors	Examples
1.	Political	
2.	Economic	
3.	Social	
4.	Technological	
5.	Environmental	
6.	Legal	

18.2 ANALYSING THE EXTERNAL ENVIRONMENT WITH THE HELP OF PESTEL ANALYSIS

As you may have understood from the above example that many factors come into play while running a business enterprise. They are political, economic, social, technological, environmental and legal. The analysis of these factors is called PESTEL.

Let us understand these factors in detail now.

1. Political Factors

Dear learners let's explore whether the relationship between the government and entrepreneur is one sided,where only entrepreneur benefits from the government support or is it symbiotic,where both need each other to generate finance and employment for the nation.

Political factors consist of study of laws, policies and regulations made by the government.

Stable political environment creates confidence in citizens and companies investing or planning to invest in a particular country. Political decisions made,

Notes

stronge influence the social and cultural environment of a country. Decisions taken by politicians can promote or slow down the pace of new technology adoption within the country. The decision of the government in 1984 to bring computers to India changed the ways business is done today. Government also provides support to the start-ups through various schemes, incentives and other methods. For example, the MSME Act, 2006 was enacted to promote self-employment and entrepreneurship in India.

To begin understanding the political factors, you need to start analysing the following things and identify them according to your relevant sector.

(i) Government Schemes: They can be defined as any plan, programme or policy officially adopted and followed by the government. Under the Ministry of Micro, Small and Medium Enterprises and joint collaboration between different departments, various schemes for entrepreneurs have been initiated. These schemes motivate and encourage young minds to innovate to women entrepreneurship and to promote self-employment. Government of India offers various schemes for entrepreneurs in sectors such as agricultural, chemicals and fertilizers, finance, commerce and industry, communication and information technology, corporate affairs, culture, food processing, housing and urban poverty alleviation, and science and technology etc. Under these schemes, entrepreneurs get financial assistance, insurance, subsidy, training, early stage technology set up, business loans.

(ii) Government Subsidies: It is the money paid by the government to help an organization or industry to reduce costs, so that it can provide products or services at lower prices to the consumers. Some of the subsidy schemes are:

(a) Centrally Sponsored Scheme – Subsidy For Organic Farming and Production of Bio-fertilizers

(b) Centrally Sponsored Scheme for Setting Up of Rural Godowns and Storage Infrastructure

(c) Centrally Sponsored Scheme for Agricultural and Marketing Infrastructure Upgradation

(d) Capital Investment Subsidy Scheme for Setting Up of Agri Clinics and Agribusiness Centres

(e) Warehouse Infrastructure Fund for Construction of Cold Storages, Warehouses, Silos and other Cold Chain Infrastructure

(f) DeendayalAntyodayaYojana – National Rural Livelihoods Mission (DAY NRLM)

(g)   Scheme for Promotion of Women SHGs (WSHGs) in Backward and LWE (Left Wing Extremism) districts of India

(h)   Capital Subsidy Scheme for Technology Up-gradation of Micro and Small Enterprises

(i)   Long Term Irrigation Fund for Farmers to Build Irrigation Canals

(j)   National Livestock Mission for rearing of Pigs, Poultry, Buffalos and Rabbits

(k)   Funding for Setting Up Food Processing Units and Food Parks

(l)   Capital Subsidy-cum-Refinance Scheme for Installation of Solar Off-grid

(m) GoI Scheme – Dairy Entrepreneurship Development Scheme

(iii) Government Tax Policy: Taxes in India are levied by the Central government and the state governments. Some minor taxes are also levied by the local authorities such as the Municipality. Taxes are of two distinct types:direct and indirect taxes. The difference comes in the way these taxes are implemented. Some are paid directly by you, such as the income tax, wealth tax, corporate tax etc., while others are indirect taxes, such as the value added tax, service tax, sales tax etc. But, besides these two conventional taxes, there are also **other taxes** that have been brought into effect by the Central government to serve a particular agenda. 'Other taxes' are levied on both direct and indirect taxes such as the recently introduced Swachh Bharat Cess tax, KrishiKalyan Cess tax and infrastructure Cess tax among others.

(iv) GST: Goods and Services Tax (GST) is an indirect tax levied in India on the sale of goods and services. The tax came into effect from 1 July 2017 by replacing existing multiple cascading taxes levied by the central and state governments.

Dear learners, the benefits to entrepreneurs does not end here. The Government of India has come up with schemes like Make India, Skill India and Digital India to strengthen the economy of the nation which can only be done by budding entrepreneurs like you.

The Make in India programme was launched in 2014 to transform India into a global design and manufacturing hub. This programme came into existence to get the Indian economy out of the

crisis situation when its growth rate had fallen to the lowest level in a decade. But today, looking at the progress made by this scheme, the world's largest democracy is on its way to becoming the world's most powerful economy.

Similarly, the Skill India programme, popularly known as Pradhan Mantri Kaushal Vikas Yojana (PMKVY), is the flagship scheme of the Ministry of Skill Development and Entrepreneurship (MSDE). Its objective is to enable a large number of Indian youth to take up industry-relevant skill training that will help them in securing a better livelihood. Under this scheme, training and assessment fees are completely paid by the Government.

And, who does not know about the Digital India programme today? It is the flagship programme of the Government of India with a vision to transform India into a digitally empowered society and knowledge economy.

Notes

INTEXT QUESTIONS 18.1

1. Write down full form of:

    (i)   GST

    (ii) SME

2. List down the key schemes launched by the Government of India for the welfare of entrepreneurs in India and to strengthen the economy of the country.

Activity 18.2

Browse the website of Ministry of Skill development and Entrepreneurship and list down the schemes that can facilitates your business. (http://www. skill develop ment.gov.in/).

1. ....

2. ....

3. ....

2. Social Factors

We all are part of a society, nothing can exist outside it. Recall the case of Dr. Rao cited previously. There were many incidences where society and people living in the village influenced the process of setting up of a cooperative society.

There are certain social factors affecting business which are relevant like culture, society and community. Let's try to understand these in detail:

(i) Culture: It is an attitude, customs and beliefs of a group that distinguishes then from another. Culture is transmitted from one generation to another. There are a lot of cultural factors which affect business such as fashion trends, lifestyle, social media influence (blogging etc.), participation in cultural events, willingness to pay for tickets for movies, concerts etc.

(ii) Society: It is the community of people living in a particular country or a region and have shared customs, laws, and organizations. Various social factors in the society that influence the business enterprise are—average disposable income level, wealth of people, economic inequalities, level of education, access to education, access to healthcare, health awareness in society (regarding smoking, drinking, drug use, safe driving etc.), buying habits and consumer preferences, average retirement age (for men and women), reputation of company in society, conflicts within society etc.

(iii) Community: It is a particular area or place considered together with its inhabitants. For example, rural community.

So learners, hope you have understood the dynamics of social factors so that you can capitalize it in your favour.

3. Economic Factors

Before starting any enterprise, it is important to be aware of all the economic factors that might impact the business. Finances form the backbone of any business. Economic factors can be defined as factors affecting business including all the important trends in the economy that can help or hinder the company in achieving its objectives. Economic factors commonly affecting businesses include consumer behaviour and employment factors. Suppose the consumers have the purchasing power and are willing to spend money and buy new products, but there is not enough supply then the business gets affected.

But, do you know there are many other economic factors that affect the business. Let's uncover them for the enhanced understanding.

(i) Banking and Insurance: As per the Reserve Bank of India (RBI), India's banking sector is sufficiently capitalized and well-regulated. The financial and economic conditions in the country are far superior to any other country in the world. With the scheme of Digital India, all the banking and insurance activities can be done online. The banks are offering debit and credit cards to make cashless payments. The interest and premiums on the loans can be paid online with facilities like ECS where the amount is directly debited

from the account of the person(who has taken loan) on a fixed date of every month. Let us try to understand few terminologies frequently used in the banking and insurance sector:

(a) **Savings Account:** It is the most basic type of account at a bank, which allows you to deposit money, keep the funds safe, and withdraw funds whenever needed. Savings accounts typically pay interest on your deposits, which helps you grow your money, but rates are relatively low.

(b) **Current Account:** These are opened by businessman to help conduct their business transactions smoothly. There is no restriction on the number of deposits and withdrawals till a minimum balance is maintained by the account holder.

(c) **Recurring Deposit Account:**It is a special account in which certain fixed amount can be deposited every month for a specified period. The rate of interest in recurring deposit account is higher than savings account. After maturity period the total deposited amount along with interest is paid to the account holder either in cash or by credit to the savings account in the same bank.

(d) **Fixed Deposit Account:** It refers to a **savings bank account** or a certificate of deposit in which a fixed rate of interest is paid and on the date of maturity a fixed amount is given by the bank to its customers. In this account, funds placed cannot be withdrawn prior to the maturity or only be withdrawn by paying a penalty. Fixed deposits are relatively safe investments.

(e) **Net Banking:** It is also known as Online banking, internet banking, E-banking or virtual banking, *Net banking* allows for customers of private and public banks to perform transactions online through a website interface. Few financial activities include online payments, fund transfer, checking of account balance and account statement, etc.

(ii) **Investors:**An investor is any person who invests money with the expectation of financial gain. Investors utilize investments in order to grow their money which can be utilized in the future. Investors can invest in bonds, shares, mutual funds etc.

(iii) **Industry:** It refers to economic activity concerned with the processing of raw materials and manufacturing of goods, for example steel industry.

(iv) **Channel Partners:**A channel partner is a company that partners with a manufacturer or the producer to market and sell the products, services or technologies. This is usually done through a co-branding relationship.

(v) **Customer:** A customer is any person or organization who might have interest in buying or has bought, products or service from a company. There are three basic types of customers – current customers, past customers and potential customers. Each one of them influences the business in a different way.

(vi) **Competitors:** A competitor is any company in the same industry which offers a similar productor service. For example, Coca Cola and Pepsi are competitors in the soft drinks industry.

(vii) **Market:** A market is a place where two or more parties are involved in buying and selling of goods or services. The two parties involved are called the seller and the buyer.

(viii) **Demand and Supply:** Demand refers to how much (quantity) of a product or service is desired by buyers. The quantity demanded is the amount of a product people are willing to buy at a certain price. The relationship between price and quantity demanded is known as the demand relationship. Supply represents how much the market can offer. The quantity supplied refers to the amount of a certain goods producers are willing to supply when receiving a certain price for it. The relation between price and how much of a good or service is supplied to the market is known as the supply relationship. Price, therefore, is a reflection of supply and demand.

4. Technological Factors

As we all know, technology changes rapidly, and consumers are hungry to adopt new technology. It involves understanding factors which are related to technological advancements and the rate at which technology gets obsolete. For –example, the operating system in mobile phones, automation and innovation.

How many of us could think that today people could stream their favourite movies online rather than going to a cinema hall or buy a DVD? Organizations that fail to keep up with technological advances leave opportunities for a smaller producer or new entrants to enter their market and eat away their market share. *This is what happened to mobile phone producers-Research in Motion (RIM, the makers of the BlackBerry) and Nokia, who were slow to embrace smartphone technologies. The result was that they both lost significant market share to Apple and Samsung.*

We need to understand few key terms related to technological environment as, it is very important for every entrepreneur to be familiar with them. They either develop new technologies or adopt the new technology when it is launched:

Notes

(i) Technology: It is the way we apply scientific knowledge for practical purposes. It includes machines (like computers) but also techniques and processes (like the way we produce computer chips). It might seem like all technology is only electronic, but that's just most modern technology. In fact, a hammer and the wheel are two examples of early human technology. If it's still early in the morning, you might turn on the light first. Both the light bulbs and the electrical systems that power them are also result of technological development. Later, when you brush your teeth, the system that brings water to the sink, the bathroom's exhaust fan, the toothbrush and the toilet, for that matter,is technology.

(ii) Academic Research: It is a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding. It plays a very important role in development of new technologies and updating the existing technology.

(iii) Mentors: A mentor is a person who guides or gives help and advice to a less experienced and often a young person. They play a vital role, when a person is starting a new business enterprise. They advise, guide and coach the young entrepreneurs to set up their business successfully.

(iv) Business Incubation: It is a unique and highly flexible combination of business development processes, infrastructure and people. It is designed to nurture new and small businesses by helping them to survive and grow through the difficult and weak early stages of business. Business incubation provide SMEs (Small and Medium Enterprises) and start-ups with the nurturing environment needed to develop and grow their businesses, offering everything from virtual support, state of the art laboratories and everything in between. They provide direct access to hands-on intensive business support and helps budding entrepreneurs network with field experts, other entrepreneurs and suppliers to really make their businesses grow.

The goal of incubators is to increase the chance that a start-up will succeed, and shorten the time and reduce the cost of establishing and growing its business. Business incubators play a very important role in development of nation's wealth and employment by nurturing start-ups and SMEs.

(v) Technological Innovation System: The concept of the innovation system stresses that the flow of technology and information among people, enterprises and institutions is key to an innovative process. It contains the interactions between them in order to turn an idea into a process, product or service in the market.

5. Environmental Factors

Have you ever though that why certain companies operate from specific geographic locations? Well, the answer to that is availability of raw material and labour in that region. For example, sugar factories are set up only at those places where sugercane is easily available. It is always considered better to establish manufacturing units near the sources of input. It helps companies save cost and resources that would be utilized in transportation and storage. Therefore, the environment analysis includes the study of geographical and ecological factors that influence the business operations. These factors include the availability of natural resources, weather and climatic condition, location aspect, topographical factors, etc. Business is greatly influenced by the nature of natural environment. Further, government's policies to maintain ecological balance, conservation of natural resources etc. put additional responsibility on the business sector.

Let us talk about the key elements that are related to the environment considered for setting up and operating business enterprise:

(i) **Climate Change and Weather Conditions:** Climate change itself is a global problem requiring a global solution. Just as business operations are important, it is imperative to consider the impact of climate change on business operations, and potential impacts on sustainability. So how can we deal with climate change and weather conditions? What is their impact on business?

Extreme and unpredictable weather conditions, floods, droughts, rapid snowmelt and rising sea levels are among the major climate change challenges for business operations. Companies in developing nations are particularly in danger. Climate change will have a direct impact on agricultural and production operations. For example, a reduction in the supply of agricultural products and scarcity of water may lead to a reduced food supply, thus a threat to food security, a rapid global increase in commodity prices, social and political unrest, inflation and finally economic slowdown. With such a scenario, business will not be as usual.

(ii) **Waste Management and Pollution:** Waste management is the collection, transport, processing, recycling or disposal and monitoring of waste materials. Effective waste management services can save your business money and benefit the environment at the same time. Waste management is very important for your business because of the following:

(a) **Legal Requirements:** Businesses have a legal obligation to effectively manage and dispose of their waste. Failing to do so could result in

the business becoming liable for any damages caused through their negligence.

(b) The Environment: A strong emphasis on recycling can reduce the adverse effects of waste on the environment. Consistent waste reduction and recycling will reduce all forms of pollution in the environment.

(c) Human Health: Serious medical conditions can result from the improper handling and disposal of waste. Bad waste management practices can result in land and air pollution and can cause respiratory problems and other health hazards. Hazardous chemicals in soil and water can harm plants and animals, and subsequently, if humans eat those plants and animals, there will be a negative impact on their health too.

(iii) Global Warming: Global warming is the current increase in temperature of the earth's surface (both land and water) as well as its atmosphere. This rise in overall temperatures is due to the greenhouse effect created due to gases produced by humans. Activities such as deforestation and the burning of fossil fuels are the main sources of these emissions. Greenhouse gases trap heat in the earth's atmosphere to keep the planet warm enough to sustain life, this process is called the greenhouse effect. It is a natural process and without these gases, the earth would be too cold for humans, plants and other lives to sustain on planet earth. But increase in the amount of these gases then desired results in drastic climate shifts. Therefore, businesses today are in lot of pressure to maintain control on the emissions and wastemanagement. The transition to alow-carbon economy is underway, encouraged by the 2015 Paris Agreement and the adoption of the Sustainable Development Goals. Many countries have already endorsed the Agreement, and there is sound hope that it will come into force shortly.

6. Legal Factors

Legal factors are the external factors which refer to how the law affects the way businesses operate and customers behave. Product transportation, profit margins and viability of certain markets are all examples of things which may be influenced by legal factors. The legal environment affects all companies.

Factors	Examples
General Legal Framework	Basic ways of doing business, negligence
Criminal Law	Theft, insider dealing, bribery, deception
Company Law	Directors and their duties, reporting requirements
Employment Law	Dismissal, minimum wage, equal opportunities
Health and Safety Law	Fire precautions, safety procedures
Data Protection	Use of information about employees/customers
Marketing and Sales	Laws to protect consumers
Environment	Pollution control, waste disposal
Tax Law	Corporation tax, income tax, sales tax

18.3 FACILITATORS AND INHIBITING FACTORS

Now that you have understood various factors that impact the external business environment, you must have observed that there are certain factors that facilitates and there are some that are inhibits. Factors that are positive and support business enterprise are facilitators and some factors are negative for operation of business enterprise. These are called inhibitors.

INTEXT QUESTIONS 18.2

With reference to the example cited above about Dr Rao, answer the following:

1. Circle the right answers from the given options.

    (i)   Using Bindu to implicate Dr Rao in a false case is an example of Legal/Political/Economic factor which is a facilitator/ inhibitor.

    (ii)   The setting up of the cooperative is an example of Legal/Political/Economic factor which is a facilitator/inhibitor.

    (iii) Lack of education and awareness in the milk-selling villagers is a Social /Economic Inhibitor/Environmental factor which is a facilitator/inhibitor.

2. Give two social factors that were considered inhibitors but actually facilitated the setting up of the cooperative in the above story.

    (i)   ....

    (ii)   ....

18.4 PREPARING THE PROPOSAL FOR YOUR START-UP

Now that you have understood the various factors that affect a business enterprise, let us try to list down these for your start-up.

Activity 18.4

Make a note of your business idea that you would like to start up as your business. Now, according to PESTEL Analysis, make a note of all the factors that are going to impact the operations of your start-up business.

Business Idea :   ....

PESTEL Analysis

Political Factors	Economic Factors	Social Factors
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
Technological Factors	**Environmental Factors**	**Legal Factors**
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.

Now observe a person who is successfully running his/her own start-up in your area. And compare your PESTEL analysis with him/her.

Keep this document on your portfolio for final assessment.

So by now you must have understood the meaning and importance of external factors that influence the operation of business enterprise. Even in day-to-day working of a business, these factors play a very important role in decision-making.

Know Your External Environment

MODULE - IV

Be Your Own Boss

Notes

An entrepreneur has to keep a constant overview of the changing business environment as it is dynamic in nature. This helps an entrepreneur work according to market dynamics and maintain the leadership position in the market.

WHAT YOU HAVE LEARNT

1.Political factors:

Government Policies, Foreign pressure

Shareholders and their demands, Funding,

Foreign pressures, Lobbying and conflicts in politics

2.Economic factors:

Disposable income

Unemployment level, Foreign exchange rates,Interest rates

Trade tariffs, Inflation rate

Foreign economic trends, General taxation issues, Taxation changes specific to product/services

Local economic situation and trends

3. Social factors:

Ethnic/religious factors, Advertising scenarios, Ethical issues, Consumer buying patterns, Major world events, Buying access. Shifts in population, Demographics,Health Consumer opinions and attitudes,Views of the media

Law changes affecting social factors

Change in Lifestyle, Brand preferences

Working attitude of people, Education

Trend, History

4. Technological factors:

Technological development

Research and development

Trends in global technological advancements

Associated technologies, Legislations in technological fields, Patents, Licensing, Access into the technological field,

Intellectual property and its laws

5. Legal factors:

Employment law, Consumer protection

Industry-specific regulations, competitive regulations. It's Licensing,

Access into the technological field

Intellectual property and its laws

6.Environmental factors:

Ecological,Environmntal issues

International , National Stakeholder/ investor values

Staff attitudes, Management style

Environmental regulations

Customer values

Market value

TERMINAL QUESTIONS

1. What do you mean by external business environment? Analyse the external business environment with the help of PESTEL analysis.

2. What is the difference between facilitating and inhibiting factors?

3. Explain various government schemes that facilitate the budding entrepreneurs in India.

Notes

ANSWERS TO INTEXT QUESTIONS

18.1

1. (i) Goods and Services Tax

   (ii) Small and Medium Enterprise

2. Make in India, Skill India and Digital India

18.2

1. (i) Political, Inhibitor

   (ii) Legal, Facilitator

   (iii) Social, Inhibitor

2. Poverty, illiteracy and caste bias.

Short Answer Type Question (Understanding Based – 4 Marks)

1. Explain in detail any four external factors that influence the operation of a business enterprise.

Notes

19

BE AN ETHICAL ENTREPRENEUR

In the previous lessons you have learnt about entrepreneurship. We will now learn another term 'Ethical Entrepreneurship'. Ethical Entrepreneurship, simply put, is knowing and doing what is legally, socially and morally right, under any circumstances faced by an entrepreneur while running an enterprise. Maitreyi, our successful entrepreneur who runs the popular 'Mithaas Confectionary' at Meerut, Uttar Pradesh is all set to move her business to a bigger city. Through her journey, we will explore ethical questions that an entrepreneur faces while establishing and expanding her enterprise. Let's follow Maitreyi in the course of her business venture.

OBJECTIVES

After learning ethics in business with Maitreyi, you will be able to

● discuss ways of making profit using ethical business practices;

● explore the legal, social, economic and environmental issues of running a responsible business;

● explain relevant accreditations/ratings/certifications/self-regulation norms and practices related to ethical/responsible business;

● explain that ethical business practices do not discriminate on the basis of disability, gender, religion, caste, class, ethnicity – violating the human rights; and

● examine the long-term effect of ethical business practices in building employee and customer satisfaction while fulfilling social responsibility.

Maitreyi and her manager Karan have been running the very successful confectionery shop Mithaas since long. Karan is seen rushing towards Maitreyi with the morning newspaper. He is delighted and overjoyed to tell her that Mithaas has been selected as the model confectionary of their city. It has been awarded with a medal of honour and Maitreyi and Karan have been selected to mentor upcoming entrepreneurs. As they read this news in the newspaper, Maitreyi and Karan walk down their memory lane.

Fig. 19.1: Mithaas Wins Award

19.1 ETHICAL BUSINESS PRACTICES

Ethical business practices encourage us to take the right course of action at all times. Keeping in mind the larger cause of all will keep us on the right path and help us choose actions which are supportive of the common good.

Fig. 19.2: Mithaas Confectionary wins Award

Notes

Maitreyi's 'Mithaas Confectionary' is being scaled up and taken to a newly constructed smart city! She is all excited about her expanding business and hires a new manager, Karan, to help her. In the course of her business, she and her manager will face many questions like how to run an ethical business? Should a responsible business person think of the larger good or only about making profit? Do ethical business persons value dignity of labour, understand the importance of hard work and fair remuneration to all? Do they ensure that rights of others are not infringed upon and that all – customers, workers and society – are ensured satisfaction by their business venture?

As she does not want to compromise on ethics, she and her manager sit down with a writing pad. They enumerate the following business practices which may be important from the ethical point of view while establishing their business.

Maitreyi's list of business dos and don'ts are as follows:

- Having and following a code of conduct

- Following standard accounting practices

- Filing tax returns and maintaining related documents

- Compliance with established norms in the business sector

- Ensuring that labour laws, environmental laws and related practices are followed

- Raising funds from legitimate sources and others

1) Accessibility
   ☑ a. Hand rails
   ☑ b. Platforms
   ☑ c. Washrooms
   ☐ d. ....

2) Inclusion
   ☑ a. Sensitisation
   ☑ b. Staff behaviours
   ☐ c. Welcoming interios
   ☐ d. ....
   ☐ e. ....

Fig. 19.3

Notes

Activity 19.1

Just as Maitreyi sat down with a list of business dos and don'ts, why don't you also write down a list of ethical business practices. List these you would follow in the course of your own business venture.

1.

2.

3.

4.

5.

6.

Great job done! As we go along the lesson we can continue to add to this list. This would help you when you decide to set up your own enterprise.

19.2 THE LESE REQUIREMENTS OF RUNNING A RESPONSIBLE BUSINESS

They found out that trade licenses are necessary for the following three kinds of businesses.

1. All eating establishments such as hotels, restaurants, canteens, food stalls, bakeries, sale of vegetables, meats, provision stores and others.

2. Trades using use motives such as manufacturing industries, factories, power looms, flour mills, cyber cafés and the like.

3. Offensive and dangerous trades such as barber shop, dhobi shop, timber wood, sale of fire wood, candle manufacturer, cracker manufacturer and others.

They found out that (i) that almost all the business and service activities fall under one of the three types of trade above. That means, for every legal business or service activity, one needs to obtain trade licenses. (ii) the licences may differ a little from state to state. So, knowledge about local laws is most important. (iii) the trade license is obtained under Shop and Establishment Act.

This Acts regulates the following rules and working conditions:

● Permissible working hours per day and per week along with fixed working hours

● The Act also specifies the rest intervals, opening and closing hours, holidays, overtime policies, closed days, spread over of work and so on.

- The Act also specifies the regulation for the employment of young people and women.
- The rules and regulations for paid leaves like maternity leave, sick leave and others.
- It also regulates the conditions for employment and termination.
- It states the requirement of maintaining registers and records and necessity of displaying notices.
- It also specifies the obligation and responsibility of employers and employee towards each other, to the enterprise and to the society.

You must be wondering what **LESE** is? It is nothing but an acronym for

L – Legal Requirements

E – Economic Requirements

S – Social Requirements

E – Environmental Requirements

1. **Legal Requirements:** The permits and licenses needed for construction, expansion and food safety, will all come under legal requirements.

   Karan suggests to Maitreyi that they could easily avoid added expenses/taxes and effort by forgoing the paper work. Instead they could settle the matter when somebody questions them. Maitreyi instantly rejects Karan's ideas. She has a vision about her shop. She wants to be an **ethical citizen of the nation and build goodwill**. Goodwill for a business is the **established reputation** of a business regarded as a quantifiable asset and is calculated as part of its value when it is sold. Hence legal documents are a matter of priority for her.

2. **Economic Requirements:** The bank and tax matters figure prominently under this. Karan discusses with Maitreyi that it will be easier to seek money from a local moneylender, since unstructured financing could be easily sought without mortgage.

   Maitreyi is not comfortable with this idea. She tells Karan that although it seems a fast-paced method it may not be a good idea in the long run. Instead, she asks Karan to visit a bank and **seek guidance about the loan facilities** available. She asks him to explore the various tax liabilities as she may have to seek for tax compliance. With the **new GST regime**, information regarding details of taxation was important.

Notes

This was indeed going to be a long journey with a lot of paper work thrown in. Karan's facial expression clearly indicates that Maitreyi was going too far for such a small business. However, he knew that if he wanted to work on this project, he will have to be totally legal and ethical. He took up this challenge and decided to make it work

3. **Social Requirements:** Any benefits to the society come under social requirements.

Maitreyi had set up her confectionery shop from scratch. She knew the struggle. She not only wanted to earn a livelihood for herself but also **wanted to be responsible for the welfare of her staff and customers.** However, maximizing profit was on Karan's mind. According to him the main objective of doing business was to make money. He decides to take one more chance. He suggests that they hire cheapest labour and raw material to make their sweets. This would increase their profit margins.

Maitreyi is disturbed with Karan's suggestions. She explains that as a **socially responsible enterprise they must respect human rights**. Not only will she pay minimum wages with all other benefits, she is also considering providing clean toilets and other facilities to her employees. She also wants to ensure equal participation of women and persons with disability in her enterprise. She requests Karan to give only upright and ethical suggestions. She explains that she wants to **set up a business that is respected for its quality and ethics**. The quality parameters of her products must take first priority. As an ethical entrepreneur she has to respect the rights of the customers who should get what they are paying for.

4. **Environmental Requirements:** Environmental issues include necessary permits and compliance

By now Karan has understood that working with Maitreyi means following business ethics. So this time he suggests that they follow **clean and green business practices**. Pollution is a man-made evil adversely affecting the quality of life for all. Keeping this in mind Karan ensures that Mithaas **did not adversely affect the environment in any way**. Therefore, fuel consumption, noise levels, hygiene levels, waste disposal and so on had to be systematic and carried out meticulously. He decides to seek various clearances from competent authorities for **cleanliness, food quality and waste management**.

Notes

INTEXT QUESTIONS 19.1

1. Read the following statements. Mention if these are ethical or unethical business practices. Justify your statement.

   (i) A sweet shop sells left over sweets the next day as wasting food is bad for environment.

   _____

   _____

   (ii) It is a policy of a beauty parlour to provide job opportunities to women as they are easy to handle and do not demand too many allowances.

   _____

   _____

   (iii) A courier company pledges to hire 18+ unemployed school dropouts as they settle for less salary.

   _____

   _____

   (iv) It is a good idea to open a factory in rural area as it provides employment to local people. Also, there is a lot of place to dispose waste and pollutants.

   _____

   _____

   (v) A guest house owner doesn't keep many records as he knows that as a businessman it is his duty to work hard and satisfy his customers. Maintaining so many registers and records is very time consuming.

   _____

   _____

19.3 MEETING BUSINESS STANDARDS

Now Karan has understood the importance of running a responsible business. He prepares a proposal about seeking the following:

Notes

1. Accreditations

Karan visits the local administration to seek relevant accreditation for Mithaas.
He is informed about the Shop Establishment Act. He is supposed to seek relevant information and apply for registration accordingly.

> *Accreditations – official recognition to perform a particular activity.*

The Shop Establishment Act allows for the opening and establishment of a shop is specific for each state. Karan logs on to http://uplabour.gov.in/LC/DynamicPages/StateActs.aspx to understand it. You are advised to visit the link of Shop Establishment Act of your state on the respective state government's website to understand.

2. Ratings

Karan then moves to agencies seeking ratings for Mithaas. Ratings help build positive image for any enterprise. Industry-relevant ratings are provided by competent authorities such as in popular magazines, through online surveys or through word of mouth. Ratings are also provided for the quality of food or for health and safety standards. Star ratings are given when all standards are

> *Rating - A score or measurement of how good or popular something is.*

duly met. You should also find agencies that give ratings in your area of work. You can surf the internet to get all this information.

3. Certifications

Karan wants to establish Mithaas as a trusted brand. To do this he also requires certifications. He applies for certification for standards in health and safety. Certifications about correct labour practices, food safety, quality control and others are given by competent authority FSSAI (Food Safety and Standards Authority of India).

> *Certification - The act of making something official.*

You can learn more about it by surfing its website http://www.fssai.gov.in/home. For Mithaas, weight and measure registration is also very important. Each state has its own proforma that is available on the net. Along with Karan why don't you try to find the certificates required for your trade?

4. Self Regulation Norms and Practices

Karan finally comes to the final stage of his work. He is now supposed to apply his own understanding and establish norms and practices to run an ethical

business. He decides to establish utmost adherence to professionalism. He also decides to write down all dos and don'ts and keep them in plain sight so

Norms - standards of proper or acceptable behaviour.

that workers and consumers alike can keep seeing them and adhere to them.

Karan starts planning about building Mithaas as a top-notch brand. He wants to expand this enterprise with its presence not only in all parts of the country but also globally. With this understanding he is planning to go back to seek Maitreyi's approval on all relevant matters and gets down to work on project proposals to file for needed papers.

Activity 19.2

Just as Karan has decided to make Mithaas the best enterprise, you also plan to make your trade into the best enterprising brand, well-known for its products and quality. Seek information as per the following format.

1. Type of product or service

2. The trade licence required

3. The relevant licences and certificates required and from where

You may surf the internet or speak to people working in the same trade. Add the information collected to your portfolio.

19.4 NON-DISCRIMINATORY BUSINESS PRACTICES

Maitreyi firmly believes that business practices should never discriminate on the basis of disability, gender, religion, caste, class, ethnicity and age that violate human rights. While growing up and cherishing the vision of her sweetshop, Maitreyi always dreamed about making her shop accessible to each and every individual who comes into it. She decides to write down her checklist of all non-discriminatory business practices that she will follow in her shop.

1. **Accessibility**

   She decides to make her shop accessible to the differently abled. She plans to make **different counters for their special needs and sensitise her staff** so that their individual wishes could be addressed easily. She is mindful of the needs of the differently abled even while designing her building such as platforms and washrooms designed especially for their convenience and use. She is also on a lookout to employ young and dynamic individuals disregarding their disability, so that they too have a chance to explore their talents.

Notes

2. **Gender Sensitivity**

Maitreyi, being a young and dynamic woman entrepreneur herself wants a gender-balanced workforce. She decides to keep equal number of men and women in her shop and ensure that they get equal pay for equal work done. Gender sensitisation will also be a part of social training she decides to impart to her staff. She wants to make her enterprise sexual harassment free and provide a safe working environment. She has downloaded the Vishakha Guidelines from *http://www.iitg.ac.in/iitgicc/docs/Vishaka_Guidelines.pdf* promising to go through it. It will be a good idea if you can also access these guidelines and read them.

3. **Zero Tolerance to Discrimination**

Discriminating on the basis of religion, class and origin is a strict 'No' for her. She wants to only employ open-minded and honest individuals in her shop who would serve customers irrespective of their caste or religion. A sweetshop which appeals to all irrespective of their social standing—a little India! This idea filled Maitreyi with enthusiasm. Can she make sweets that were budget friendly yet exotic enough to be liked by all? Umm...an idea that she decides to discuss with Karan.

4. **Respecting the Elderly**

Maitreyi once experienced how her elderly grandmother was not treated sensitively while standing at a queue in a grocery store. She is very sensitive to the needs of the elderly. Maitreyi visualized her sweetshop to be a place that will always be comforting and welcoming to the elderly. She decides to train her staff to be respectful to the special needs of the elderly and serve them courteously. She decided to make a special counter to address their needs and handle them with enough patience and respect. She wonders if she could have some sitting arrangement for the elderly while they wait for their order to be packed.

Having prepared this checklist Maitreyi gets busy with her plans of recruiting the right people and getting Mithaas on ground. The process needed a lot of effort and would take some time before everything is set up.

INTEXT QUESTIONS 19.2

Find out what is the ethically right course of action in the given situation? Give reasons to support your answer.

1. Sulbha runs a beauty parlour. Ankit is her best hairdresser who brings in a lot of clients. One day Sulbha witnesses Ankit touching a female

client inappropriately. The client looked visibly upset. Help Sulbha make an ethically right decision.

2. Simarjeet runs a car repair workshop. He sees that his son who assists him is taking out original parts of cars and replacing them with cheap duplicates. Help Simarjeet take an ethically upright decision and teach his son lessons for life.

3. Anjbeen runs a boutique. She decides to cut rising costs for her boutique. Select the ethically appropriate option and cite your reason for choosing it.

    A. She asks two of her female workers not to come to work from next day onwards.

    B. She gives few false bills in the name of imaginary customers.

    C. She works on the income and expenses and tries to innovate.

    D. She purchases low quality raw material to make dresses.

19.5   THE LONG-TERM EFFECTS OF ETHICAL BUSINESS PRACTISES

Having relived the initial days of setting up Mithaas, both Maitreyi and Karan exchange smiles. They have come a long way…and so has Mithaas.

As Maitreyi and Karan read the details of their accomplishments mentioned in the morning newspaper in bold letters, they feel a rare sense of achievement. They know that running a business without a long-term perspective isn't going to yield the best results.

Fig. 19.4:   Newspaper Article

Be an Ethical Entrepreneur

The award given to them acknowledges that they indeed took careful time to think through all the relevant factors related to their business. They thought about the ethical facets that ensured that their brand is always known for its quality and adherence to standards. This has made them a popular household name. All people irrespective of differences love what Mithaas has to offer. They trust the quality and trust Maitreyi and Karan as the face of the brand.

The employees at Mithaas are also motivated and satisfied with their work environment. They enjoy the work that they are doing and keep experimenting to achieve ever more. They seek customer feedback and use them to come up with better and popular products. This leads to workplace becoming a challenging place that engages all in a positive way. Maitreyi's social sensitisation training has also benefitted the staff. It has made them become socially conscious and more aware of all issues that affect society. They feel empowered because they are able to bring a little difference.

All this work with careful planning and adherence to a standard of ethics has earned goodwill for Mithaas. Today the day has come when it is awarded for being the model shop of the town. Maitreyi and Karan are called to be mentors for new and upcoming entrepreneurs. With much to look forward to, Maitreyi and Karan fold the newspaper and get busy booking tickets to go for the award ceremony.

Fig. 19.5

WHAT YOU HAVE LEARNT

- In this Unit you have witnessed the growth of Maitreyi's confectionary Mithaas. Along with her and Karan you have witnessed the growth of brand Mithaas.

- Entrepreneurship in and by itself lacks meaning unless the dimension of ethics is added to it. Whereby it becomes guided by an understanding of the common good.

- Various aspects such as Ethical Business Practices that include code of conduct, sound accounting practices, conforming to legislations, maintaining highest levels of professional integrity and others all contribute to being an ethical business person.

- Rather than simply following your own prescribed levels of integrity it is equally important to get your business accredited, certified and rated so that everyone knows that you follow established norms and business standards.

- Along with profit-making, it is equally important that your business is devoted to the betterment of society. To do this, adherence to the principles of non discrimination is a must. You must especially take care of the needs of the underprivileged and disadvantaged so that you don't forget being human along with expanding the business.

- As a result of all this hard work, you will see the long-term impact of your brand (your business) in becoming a role model for others.

TERMINAL QUESTIONS

1. Write a short note in about 60 words about the requirements of setting up a business for the following:

   (i)   Legal requirements

   (ii) Environmental requirements

2. You are discussing your dream business idea with your family. Explain to them the importance of addressing the social requirements as an important part of ethical business practice.

3. Ramachandra is running a flourishing stationary shop. He doesn't get time to maintain proper cash registers. Explain to him the importance of the financial requirement with the oncoming GST regime.

4. List out two instances from your life when you witnessed socially insensitive behaviour in a business place and you stood up for the rights of the victim.

5. List three possible ethical challenges that you as an entrepreneur might face in running your own business. Explain how you would get over them.

6. Write a report for your local newspaper about Business Ethics encouraging Ethical Entrepreneurship.

ANSWERS TO INTEXT QUESTIONS

19.1

(i)   Unethical. Sweet shop has to ensure to serve its customers with fresh and good food only.

(ii)   Unethical. Policy is exploitative of labour and disregards dignity of working women.

(iii)   Unethical. Exploitative labour policies.

(iv)   Unethical. Disregards environmental issues.

(v)   Unethical. Record maintenance is a duty as well.

19.2

1.   Sulbha evicts Ankit and bars him from re-entering her premises ever again. Zero tolerance to such malpractices. Ankit could forever harm the reputation of her women client-centric business. She even threatens to lodge a complaint against him if he doesn't change his ways.

2.   Simarjeet punishes his son by making him give up all the money he made through criminal means. He tells him that he would be handed over to police if his malpractice was not checked in time. He also tells him how he (Simarjeet) had toiled hard to build his reputation and makes him(son) promise that he will amend his ways.

3.   Anjbeen should ideally choose option C as it is the most ethical option to manage her enterprise in the times when business is slow.

Notes

20

KNOW YOUR TAX SYSTEM – GOODS AND SERVICES TAX

Whenever you go for shopping with your parents to the nearby mall to purchase a party dress, shoes etc. for your sister's wedding, the shopkeeper always provides you with a bill. Your parents pay the amount mentioned on the bill to the shopkeeper and take the delivery of the items purchased. Have you ever observed the bill?

While shopping, hours pass and you start starving for food. You, along with your parents go to a nearby restaurant to have lunch. The restaurant owner again provides you with a bill. Your father pays the bill and moves out of the restaurant. Have you ever tried to see the bill?

The bill contains the price of the dress that you purchased plus some extra amount, which is charged on the amount of the dress.

Have you ever thought why this extra amount is charged, who pays it and by whom it is collected. How is it calculated? This extra amount that is charged on the price of the dress is known as tax. In this lesson, you will learn about this tax in detail.

OBJECTIVES

After studying this lesson, you will be able to:

- explain the concept of taxes – direct tax and indirect tax;
- explain the history of taxation system in India;
- know the Pre Goods and Services Tax (GST) Structure;

- acquaint yourself with GST Tax Structure;
- identify the commodities outside GST;
- explain features of GST;
- enumerate details of GST Council;
- list the advantages & limitations of GST;
- define new terminology; and
- explain the process of GST Registration.

20.1 CONCEPT OF TAXES

Your mother is a Manager in a bank. She provides her service to the bank in return of which she receives a salary worth Rs 50,000 every month. It means that her monthly earning is Rs 50,000. The Government charges some taxes on this income amount of RS 50,000. Your mother has to deposit the tax directly to the government, or it gets deducted from the salary even before it is finally paid to her. Your mother spends the remaining amount, on fruits, vegetables, clothes and other needs of the family. Whenever your parents go to the shopkeeper to purchase fruits, vegetables or clothes, the shopkeeper also charges some tax on the price of the items purchased. Hence, your parents pay taxes on their income as well as on their expenditure.

Taxes are the mandatory amount imposed by the Government, both on the earnings; and the expenditure undertaken by an individual.

Tax is the income of the government. The money your parents pay to the Government in the form of taxes goes to many places such as:

- paying the salaries to the government workers,
- to ensure that roads on which we all travel are made safe and maintained well,
- to provide education as well as health facilities to the public,
- to pay off interest on funds borrowed from foreign countries, and
- providing security to public at the borders and in social services.

Still, you must be confused between the taxes paid on income and taxes paid on expenditure done to purchase the goods. Let's understand it.

When your father gets salary or if your father is a businessman, he earns profit, it is considered as income. He is liable to pay taxes on his income directly to the Government. This is known as **Direct Tax.** On the other hand, when your parents go for shopping, they pay taxes on their expenditure to the shopkeeper

from where they purchase the items. Now, the shopkeeper who collects taxes from us deposits the taxes to the Government. The taxes we pay are going to the Government, but indirectly through the shopkeeper. These are known as **Indirect Taxes.**

Therefore, taxes are divided into two parts:

- Direct Tax
- Indirect Tax

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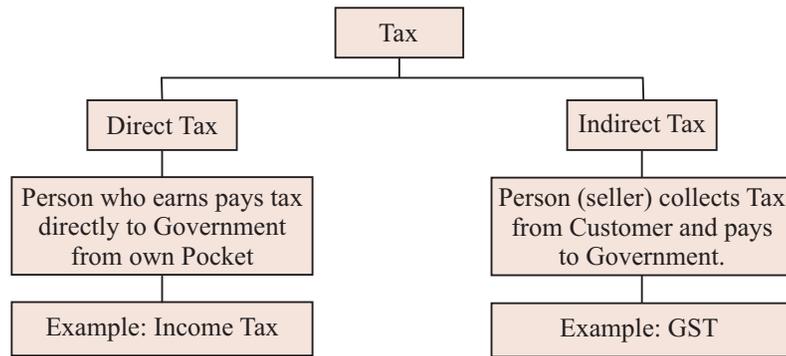
Fig. 20.1: Types of Tax
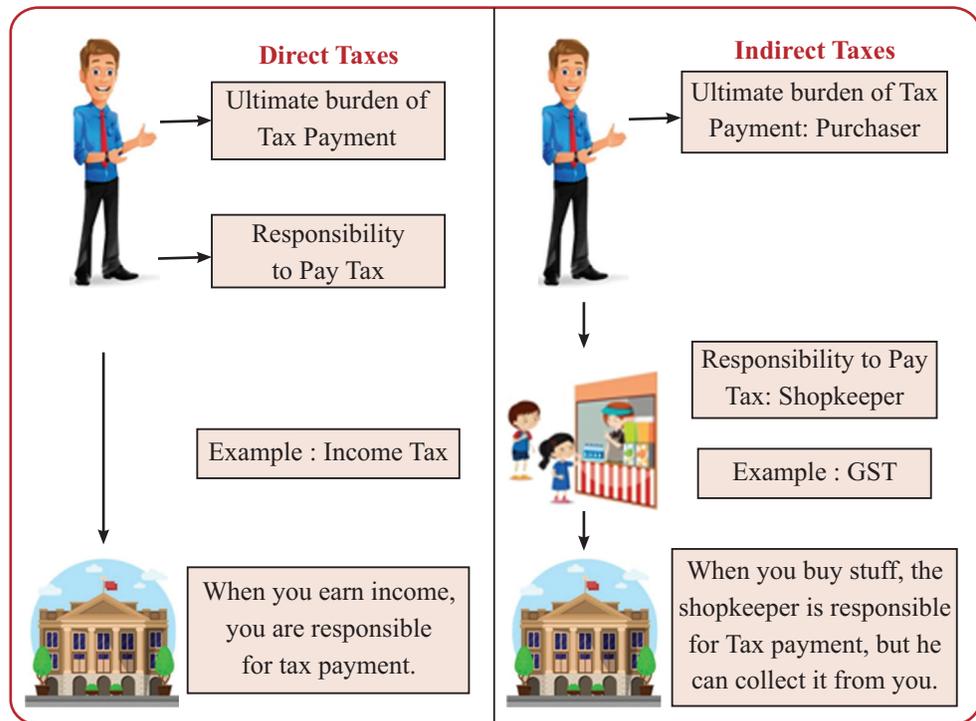
Fig. 20.2: Direct Tax and Indirect Tax

Direct Tax

Tax which is paid directly to the government is known as direct tax. It cannot be transferred to another person. Under this system, the government collects the tax from the person on whom tax is imposed. Under direct tax system, the taxpayer and tax bearer is the same person.

Indirect Tax

A tax, which is collected by an intermediary from the person who bears the burden of the tax and then pays it to the government, is known as indirect tax. It can be transferred to another person. Example: GST. Indirect taxes are collected by supplier of goods and services and are paid by the consumer of goods and services. Thus, the burden of tax is shifted to the final consumer.

Now, it must be clear that whenever you purchase goods from the market or eat food in a restaurant, you pay indirect tax which is known as GST.

INTEXT QUESTIONS 20.1

1. Read the following statements. Mention if these are direct tax or indirect tax.

   (i)   You purchased sweets for Rs 500 from the sweet shop. When you look at the bill it shows the cost of sweets to be Rs 450 and Rs 50 as tax.

   ....

   ....

   (ii) You purchased a flight ticket from Delhi to Banaras. The base fare is Rs 1200 and Rs 200 are charged extra as taxes. The total charges you have to pay are Rs 1400.

   ....

   ....

   (iii) You are a pilot and get Rs 50,000 p.m. as salary. You pay Rs 5,000 to the Government as income tax.

   ....

   ....

20.2 HISTORY OF TAXATION SYSTEM IN INDIA

It must be clear by now that taxation system has not started in the modern era. It started way back in ancient Egypt around 3000 BC -2000BC. In Biblical times,

Notes

Artisans gave one fifth of their crops as taxes and kept four fifths to purchase seeds for field and to feed their family. In the prehistoric period, when traders wished to sell their goods to other kingdoms, they had to contribute certain offerings as gifts to the king for permitting them to sell their goods in that kingdom. In the time of Kautiliya, **'Shulka'** referred as taxes was collected at the city gates whenever goods moved out or came into the city. Later on, during the British period, the taxes were imposed on the goods, which were imported into the country.

Fig. 20.3: History of Taxation System in India

INTEXT QUESTIONS 20.2

Read the following questions and answer them in one word.

1. In which country did the taxation system start?

    ....

2. How much share of the crop was given as taxes?

    ....

3. On which goods were taxes were imposed during British Era?

    ....

20.3 Pre GST-Tax Structure
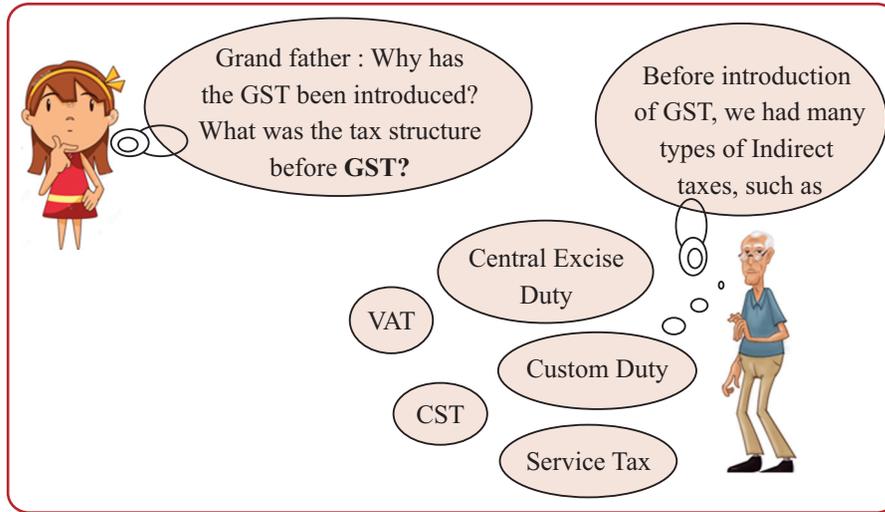
Fig. 20.4: Pre GST-Tax Structure

Let us know about all the different types of Indirect Taxes which existed before GST in detail:

Before introduction of GST, indirect taxes were divided into many types. At each stage of production or selling of goods and services, different types of taxes were paid to the Government.
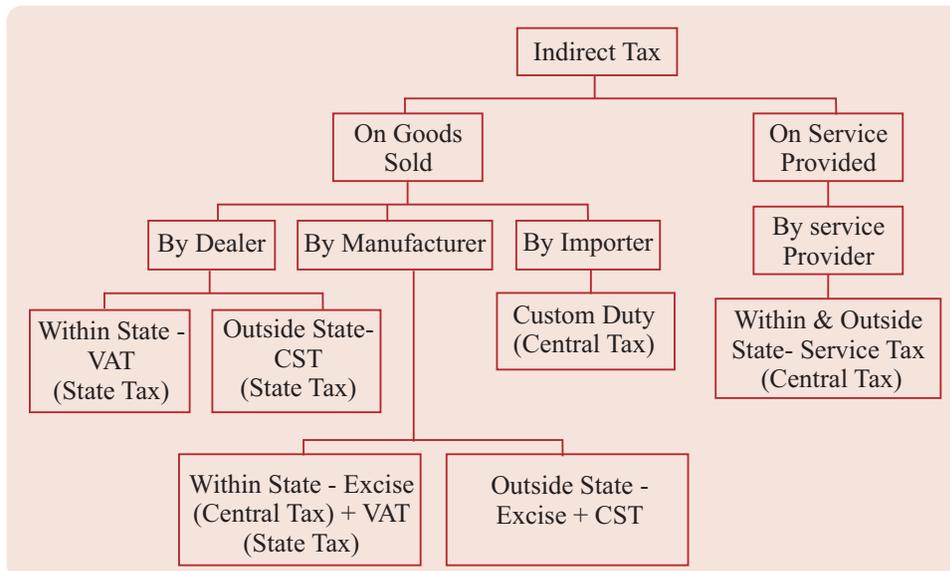
Fig. 20.5: Indirect Taxes before Introduction of GST

1. Central Excise Duty

If we talk about goods, we either produce them in fields or we manufacture them in factories. Goods are produced and manufactured with the intention to be consumed within India. The Government imposed Excise Duty on manufacturers and producers of such goods.

New name given to Excise Duty Tax is CENVAT (Central Value Added Tax).

2. Custom Duty

If we purchase goods from foreign countries to sell them in India or sell goods to foreign countries, the Government imposes Custom Duty. A duty imposed on imported goods is known as import duty, whereas duty imposed on exported goods is known as export duty.

Government imposes import duty due to following reason:

- raise revenue
- protect the domestic industry from foreign competitors

3. Central Sales Tax (CST)

When the seller was in one state and the buyer was in another state, the government imposed Central Sales Tax (CST). Therefore, CST was levied on interstate trade. It was collected by the state from where the good was being sold.

4. Value Added Tax (VAT)

Value Added Tax is imposed on the intrastate sale i.e. when the sale takes place within the state. Under such a system both the buyer and the seller of the goods belong to the same state.

5. Service Tax

When the service provider provides the service to the consumer, Service Tax is imposed. For example: service tax is charged on telephone bills, banking services, event management, consultancy service, advertising, beauty parlour, health center, architect, restaurants, short term accommodation by hotels etc.

Service tax is applicable to the whole of India except Jammu & Kashmir. It is payable only when the value of services provided in a financial year is more than Rs 10 lakh.

Example: Maya, living in Haryana purchased her dress from a showroom in Haryana for Rs 10,000. She was shocked to see that the prices were so high.

She decided to enquire about the details for the cost of the dress. She found that the cloth for the dress was imported from Malaysia on which import duty had to be paid. The manufacturer of dress who is in Delhi had to pay Excise Duty Tax because he is producing and selling domestically in India and Central Sales Tax while selling it to the wholesaler in Haryana. The wholesaler had to pay Value Added Tax (VAT) while selling it to the retailer within the state. The retailer finally sold the dress to the consumer and charged VAT from the consumer. Tax was being added at every stage, which made the dress expensive.

Notes

Importer of goods
Import Duty is charged

Manufacturer of goods
Central Excise Duty and VAT/CST is charged

Wholesaler in Delhi sells goods to retailer in Haryana.
CST is charged

Customer in Haryana buys
VAT is charged

Retailer in Haryana sells goods to customer in Haryana. *VAT is charged*
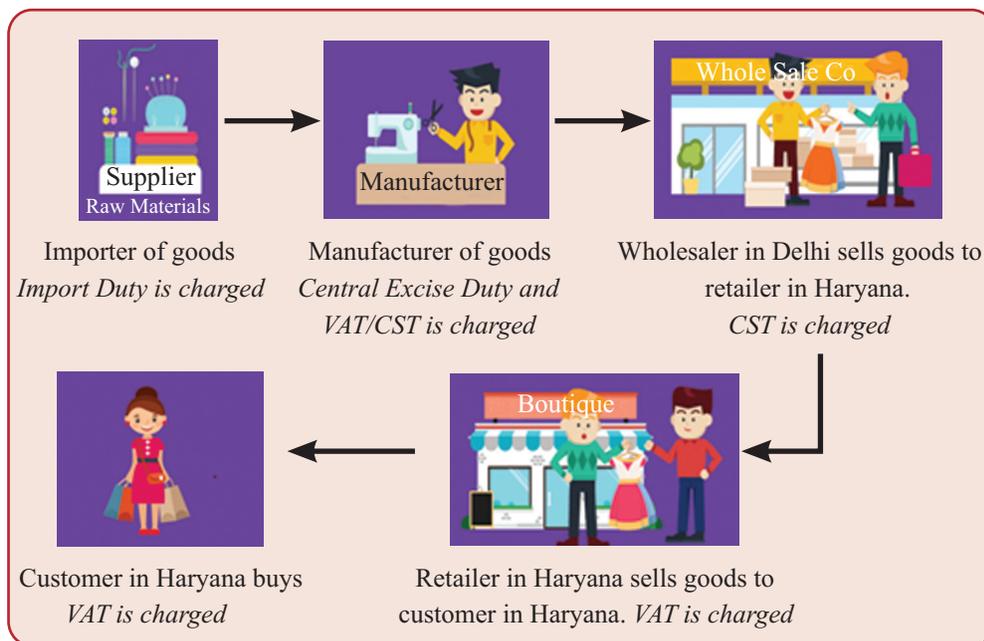
Fig. 20.6: Example of Indirect Tax

INTEXT QUESTIONS 20.3

Read the following passage and answer the questions that follow:

Sohan is a manufacturer of garments. He has his business in Lucknow. He imports cloth (raw material) from China. He sells the garments to the wholesalers throughout India. He sells garments to five whole sellers in India. His first whole seller has his business in Kanpur, second in Jodhpur, third in Patna, fourth in Agra and fifth in Kerala.

What all taxes were applicable in the pre-GST era?

Choose any one- Import duty/CST/VAT

1. Sohan pays .... Tax while purchasing raw material from China.

2. Sohan charges .... tax while selling the garments to the whole seller in Kanpur.

3. Sohan charges .... tax while selling the garments to the whole seller in Jodhpur.

4. Sohan charges .... tax while selling the garments to the whole seller in Patna.

5. Sohan charges .... tax while selling the garments to the whole seller in Agra.

6. Sohan charges .... tax while selling the garments to the whole seller in Kerala.

20.4 POST GST TAX STRUCTURE
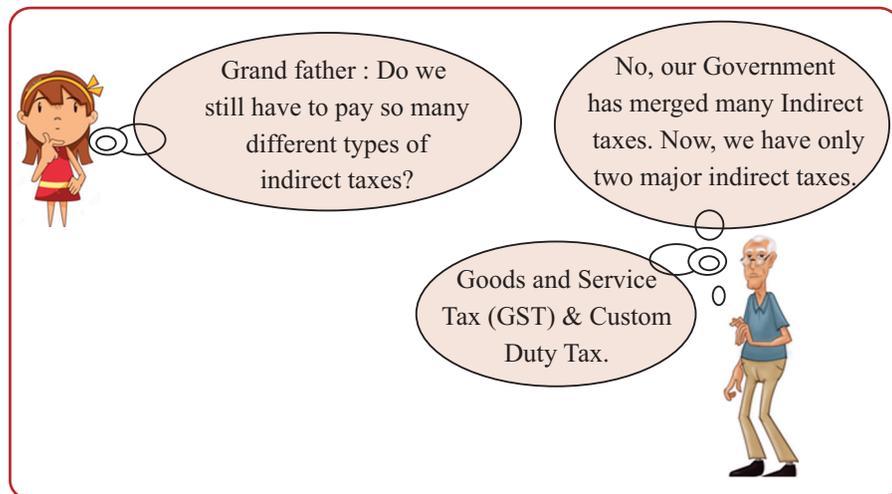
Fig. 20.7: Taxes after introduction of GST

Let me teach you about GST in detail.

Goods and Services Tax (GST)

As we have studied above, till June 30th 2017, our country had many indirect taxes such as custom duty, excise duty, VAT, CST, service tax etc. Since 1st July 2017, our Government has merged many indirect taxes into one tax named as Goods & service tax (GST).

Goods and Service Tax (GST) has been implemented in India since 1st July 2017. It is a single indirect tax with an aim to make the nation a unified common market. It is levied by the government on goods and services provided by the supplier to the consumer. It is applicable in the whole of India (state of Jammu & Kashmir has also been included from 8th July 2017).

Importer of goods
IGST is charged

Manufacturer of goods
GST is charged

Wholesaler in Delhi sells goods to retailer in Haryana.
IGST is charged

Customer in Haryana buys
GST is charged

Retailer in Haryana sells goods to customer in Haryana. *GST is charged*
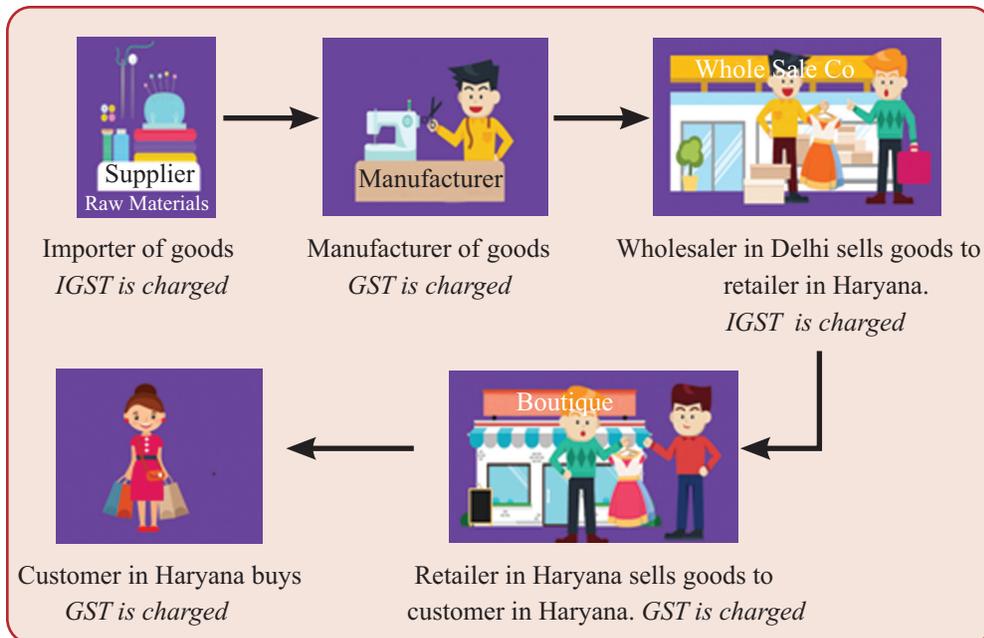
Fig. 20.8: Implications of GST

GST has subsumed many indirect taxes which were imposed by both, the Central Government and the State Government.

The consolidation of several different taxes into one will help the country move forward by eliminating the cascading of taxes. The reform is also set to pave the way for a common national market, thereby making Indian commodities and services increasingly competitive in both local as well as global markets.

In our new tax system, where we have only one common tax (GST), it is also divided into two parts, Central Government GST and State Government GST. Therefore, GST is based on dual GST model. It means that both the Central Government as well as the State Government will levy tax simultaneously on the common base amount.

GST is sub divided into four different types:

- **SGST** – State GST, collected by the State Government,

- **CGST** – Central GST, collected by the Central Government,

- **IGST** – Integrated GST, collected by the Central Government, and

- **UTGST** – Union territory GST, collected by the Union Territory Government

Pre GST Tax Structure

CENTRAL TAX	STATE TAX
Excise Duty	Value Added Tax
Service Tax	Central Sales Tax
Additional Duties of Excise	Purchase Tax
Surcharge and Cess	Luxury Tax
Countervailing Duty and Special Additional Duty	Surcharge and Cess
	Entry Tax
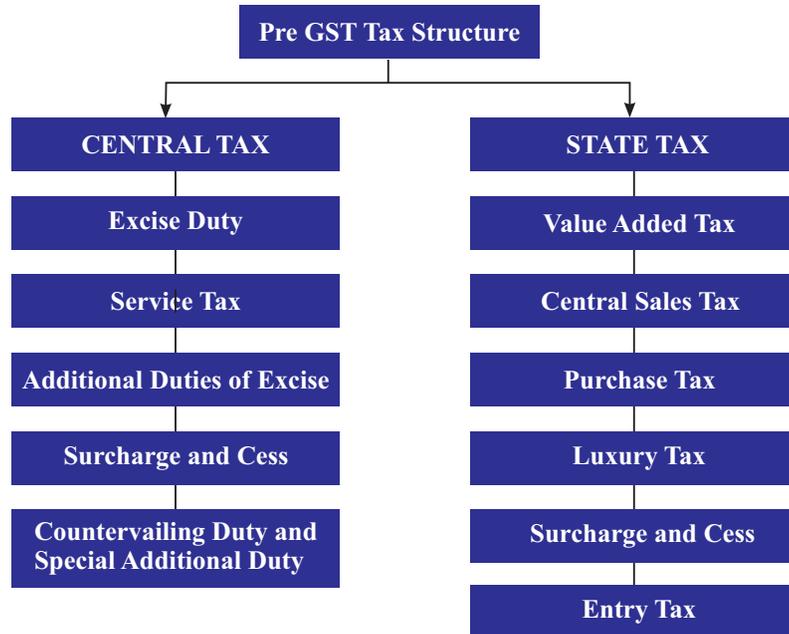
Fig. 20.9: Pre GST-Tax Structure

Central Goods and Services Tax
- Excise Duty
- Additional Duties of Excise
- Service Tax
- Surcharge and Cess

State Goods and Services Tax
- Value Added Tax
- Purchase Tax
- Luxury Tax
- Entry Tax
- Surcharge and Cess

Integrated Goods and Services Tax
- Central Sales Tax
- Countervailing Duty and Special Additional Duty

Fig. 20.10: Post GST Tax Structure

GST is a destination-based tax, which means that tax is collected by the State where goods are consumed. For example:

1. Mr. A (seller) in Delhi sells goods to Mr. B (Buyer) in Kanpur. When buyer and seller belong to two different states, IGST will be levied. IGST will be deposited to Central Government. Now, Central Government will deposit 50% of the tax amount to the State Government. Here, in our case, State Government is Uttar Pradesh(State to which the buyer belongs).

2. Mr. A (seller) in Jaipur sells goods to Mr. B (Buyer) in Jaisalmer. SGST and CGST will be levied. SGST will be collected by Rajasthan Government as buyer is in Rajasthan and CGST by Central Government. In this case, both Jaipur and Jaisalmer are cities in Rajasthan.

3. Mr. A (seller) in Malaysia sells goods to Mr. B (Buyer) in Delhi. When a buyer in India purchases the goods from a seller in a foreign country then IGST will be levied and it will be collected by the Central Government.

It can be summarized as below:

In most cases, the tax structure under the new regime will be as follows:

Transaction	Post GST era	Pre GST era	Tax Implication
Sale within the State	CGST + SGST	VAT + Central Excise/Service tax	Revenue will be shared equally between the Centre and the State
Sale to another State	IGST	Central Sales Tax + Excise/ Service Tax	There will be only one type of tax (central) in case of inter state sales. The Center will then share the IGST revenue based on the destination of goods

Notes

INTEXT QUESTIONS 20.4

Read the following passage and answer the questions that follow:

Sohan is a manufacturer of garments. He is has his business in Lucknow. He imports cloth (raw material) from China. He sells the garments to the whole sellers throughout India. He sells garments to five whole sellers in India. The first whole seller has business in Kanpur, second in Jodhpur, third in Patna, fourth in Agra and fifth in Kerala.

What all taxes are applicable in the post GST era? Fill in the blanks choosing the right option from brackets.

1. Sohan pays .... Tax while purchasing raw material from China.
    (CGST/SGST/IGST/UTGST)

2. Sohan charges .... tax while selling the garments to the whole seller in Kanpur.   (CGST/SGST/IGST/UTGST)

3. Sohan charges .... tax while selling the garments to the whole seller in Jodhpur.   (CGST/SGST/IGST/UTGST)

4. Sohan charges .... tax while selling the garments to the whole seller in Patna.   (CGST/SGST/IGST/UTGST)

5. Sohan charges .... tax while selling the garments to the whole seller in Agra.   (CGST/SGST/IGST/UTGST)

6. Sohan charges .... tax while selling the garments to the whole seller in Kerala.   (CGST/SGST/IGST/UTGST)

Notes

20.5 COMMODITIES OUTSIDE GST
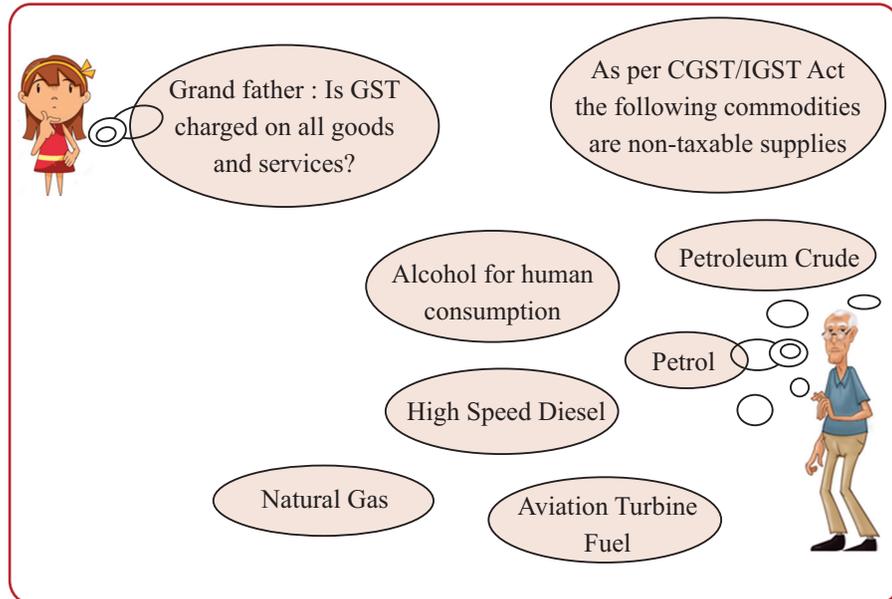
Fig. 20.11: Commodities Outside GST

Till now it must have been clear that there are certain commodities which are outside the scope of GST. Those commodities are as follows:

1. **Petroleum Products:** State Excise Duty will be applicable on all petroleum products such as petroleum crude, high speed diesel, motor sprit or petrol, natural gas and aviation turbine fuel.

2. **Alcoholic liquor:** State Excise Duty will be applicable.

3. **Tobacco products:** GST is payable on Tobacco Products under Reverse Charge basis. State Excise Duty, GST and GST cess will be applicable.

4. **Electricity:** Electricity is an exempt supply as notified by GST Council. State Excise Duty will be applicable.

It means that if one purchases any petroleum product, alcoholic liquor, tobacco products or even Electricity, GST will not be applicable. The old indirect tax i.e. Excise Duty will be applicable. In future, some of these may come within the ambit of GST.

Activity

Go to the petrol pump along with your father whenever he goes to get his car or scooter filled. Collect the receipt from the petrol pump. Also collect the electricity bill from your parents. Now, check if GST has been charged or not. Also check the tax rate, which is applicable.

20.6 FEATURES OF GST
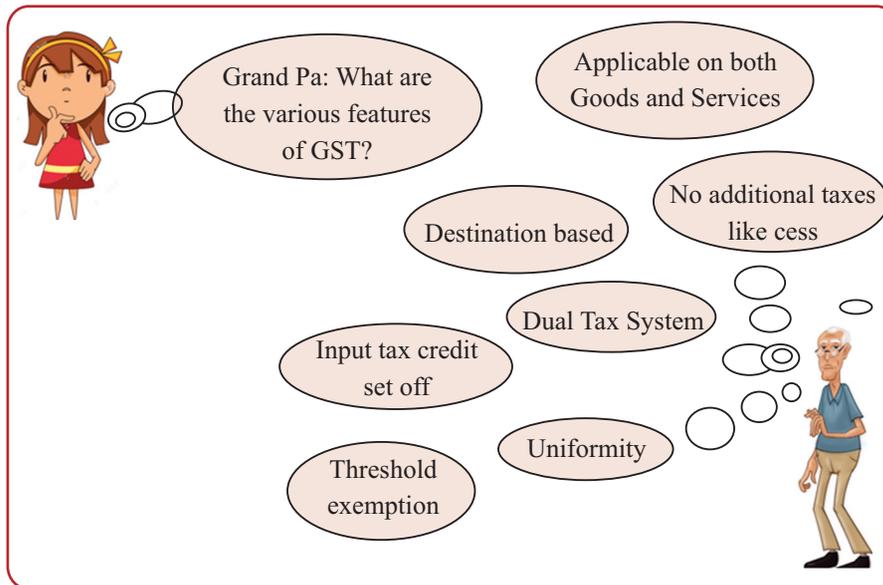
Notes

Fig. 20.12: Features of GST

Features of GST are broadly classified as under:

1. **Dual Tax System:** GST has two components: one is named as Central GST, which is levied by the Central Government, and the other is State GST, which is levied by the concerned state. Hence, GST will be charged only as CGST and SGST/UTGST/IGST.

2. **Applicability of GST:** Goods & services tax (Central GST and State GST) would be levied on all dealings of goods and services in the country, except those that are exempted or are outside the purview of GST or dealings that are below the threshold limit as prescribed by law.

3. **Destination Based Tax System:** GST is based on the destination of consumption at the time of the sale of goods & services to the final consumer and not at various points. It implies that SGST is applicable on the state in which the final consumer of goods and services resides.

4. **Common Indirect Tax:** With the introduction of GST, all the indirect taxes such as VAT, CST, service tax, excise tax etc. are replaced by only one tax i.e. GST.

5. **No Hidden Rate:** GST is based on the direct rate system. No additional taxes such as cess etc. would be applicable.

6. **Goods and Services Tax Network (GSTN):** Central and State governments have jointly set a not for profit/Non-Government company named as Goods and Services Tax Network(GSTN) whose job is to share IT infrastructure

and services among the Central and State Government, stakeholders and also the tax payers.

7. **Reduce Complexity:** GST will be a uniform indirect tax levied throughout the country. Due to this single indirect tax, there will be less complexity and people can adopt it very easily.

8. **Input Tax Credit Set Off:** GST is imposed on the value added at each stage of production. In other words, we can say that GST is imposed on the amount which is added in the purchase price to arrive at sales price at every stage involved starting from manufacturing till the sale to end consumer. Let's first understand what input tax and output tax are:

Input Tax

The tax which is **paid** by manufacturer/dealer on the goods purchased in the course of the business is known as input tax. The goods so purchased can be raw material which is to be converted into finished goods or can be capital goods such as plant, machinery etc. which helps in business to produce/manufacture the finished product. Goods can also be the finished goods which are purchased for resale or can be any other inputs.

Output Tax

The tax which is **collected** by the manufacturer/dealer from their customer on sale of goods in the course of the business is known as output tax. This tax collected is deposited to the government.

Input Tax Credit (ITC)

When the tax paid on purchase of input is adjusted against the tax paid on the sale of output is known as Input Tax Credit set off. It is available only to the registered dealer.

9. **Goods and Services Tax Council:** It is an apex constitutional body. GST Council is the main decision-making body that has been formed to finalize the design of GST such as important recommendations on tax rates, tax exemption list, threshold limits etc.

10. **Threshold Exemption:** Taxpayers whose annual turnover is less than 20 lakhs (calculated on all India basis) would be exempt from this tax. For Eleven Special Category States, Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura, Sikkim, Himachal Pradesh, Uttarakhand and Jammu & Kashmir exemption limit is reduced to 10 lakhs.

11. **Uniformity:** A uniform procedure will be followed for collection, appeal, refund & registration of both Central GST and State GST as prescribed in the legislation.

12. **Rates of GST**: Goods and services are divided into five tax slabs for collection of tax - 0%, 5%, 12%, 18% and 28%.

GST Rates of all items and goods in India				
0%	5%	12%	18%	28%
Almost 50% of the consumer price basket including food grains	Mass consumption items like spices and mustard oil	All processed foods	Soaps, oil, toothpaste, refrigerator, smart phones, hotel room tariff etc.	Luxury cars, pan masala, tobacco, aerated drinks etc.

Notes

INTEXT QUESTIONS 20.6

Read the following statements and say whether they are true or false:

1. Kriti went to the market to purchase sweets. The shopkeeper charged Rs 500 as GST. Out of this Rs 500, Rs 250 will go to Central Government and rest Rs 250 will go to the State Government ....

2. Mohan, a trader of garments, has two shops. One is in Rajasthan and another in Maharashtra. Both the shops earn revenue of Rs 10 Lakhs each. Since, one shop is earning a revenue of Rs 10 lakhs, therefore he is not liable to pay GST ....

3. Sonam (customer) from Kerala, purchased a dress from Sachin (seller) from Delhi for Rs 5,000. She paid GST @ 5% on Rs 5000. The complete amount of GST will be collected by Kerala Government ....

20.7 GST COUNCIL
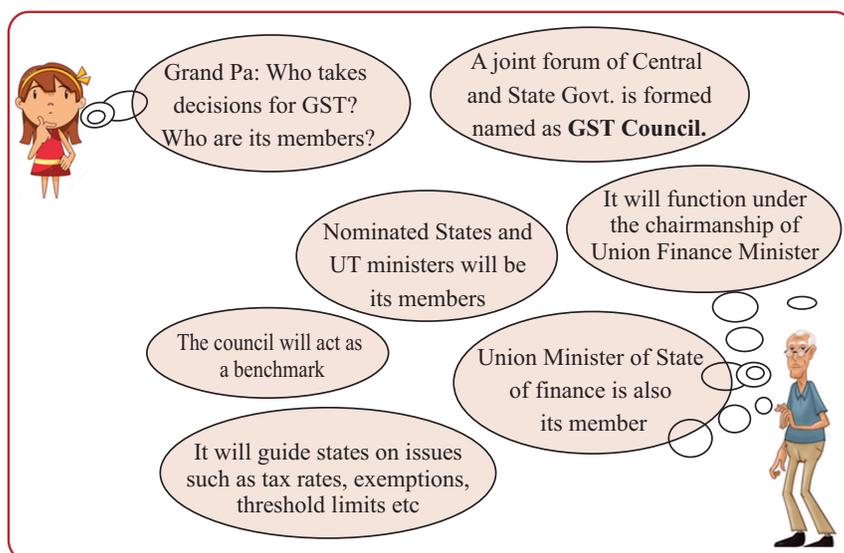
Fig. 20.13: GST Council

As per article 279 A of the amended constitution, a joint forum of the Centre and the States is made. This joint forum is known as Goods & Services Tax Council (GST Council).It is an apex constitutional body. It was constituted by the President within 60 days of the commencement of Article 279A.

GST Council is the main decision-making body that has been formed to finalize the design of GST.

20.7.1 Members of GST Council

The governing body of the GST Council consists of the following members:

(a) the Union Finance Minister is the Chairperson;

(b) the Union Minister of State in charge of Revenue or Finance is a Member;

(c) the Minister in charge of Finance or Taxation or any other Minister nominated by each State Government are Members.

20.7.2 Functions/Role of GST Council

The GST Council shall make recommendations to the Union and the States on important issues related to GST, such as:

(a) taxes, cesses, and surcharges levied by the Centre, States and local bodies which may be subsumed in the GST;

(b) goods and services which may be subjected to, or exempted from GST;

(c) Model GST laws, principles of levy, apportionment of IGST and principles that govern the place of supply;

(d) threshold limit of turnover below which goods and services may be exempted from GST;

(e) rates including floor rates with bands of GST;

(f) special rates to raise additional resources during any natural calamity;

(g) special provisions with respect to Arunachal Pradesh, Jammu and Kashmir, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura, Himachal Pradesh and Uttarakhand; and

(h) any other matter related to Goods & Service Tax, as council may decide.

INTEXT QUESTIONS 20.7

Read the following questions and answer the following:

1. Who is the chairman of GST Council?

2.   Sarika operates her business from Agra. She has to get herself registered if her business crosses the threshold limit of Rs 20 lakhs. Her friend Mahima who has her business in Haridwar also wants to know the threshold limit in her State. Help Mahima to find the threshold limit decided by GST Council in Haridwar?

3.   Prepare the list of items which are exempted from GST by GST Council.

20.8 IMPORTANCE AND LIMITATION OF GST

Grand Pa: What is the importance of GST and what are its limitations?

Importance of GST : 1.To create an integrated national market. 2. To remove double taxation system. 3. To eliminate multiple taxations. 4. To make Indian product more competitive in the foreign market. 5. To increase government revenue by bringing all the goods and services under tax.

Limitations of GST are: 1.Perceived as a complex system with set offs and input tax credit.2. Requirement of registration in many states. 3.Business software need to be changed. 4. Some items are not under GST and there are multiple slabs in the GST system.

Fig. 20.14: Importance and Limitations of GST

20.8.1 Importance of GST

The entire country is in a win-win situation with the introduction of GST. The consumers, Government and the stakeholders of the industry are being benefited with GST. The cost of goods and services is lower, goods and services have become competitive and it will also boost the Indian Economy. Some of the benefits of GST are mentioned below:

1.   The main aim of GST is to make entire India a single common market having only one common tax rate and removing different economic barriers.

2.   Almost all the existing indirect taxes such as VAT, CST, Excise Duty, Entertainment tax, luxury taxes etc. of both Central and State Government will be subsumed into a single tax i.e. GST. This tax will be uniformly applicable on all goods and services throughout India. Eventually, GST will

also remove double taxation from the system helping the consumers in paying less tax than before.

3. Initiative of GST will help in reducing the cost of production in the domestic market, which will result in making the product price competitive around the globe. With the help of GST, India's ranking in "Ease of Doing Business" will also improve. It will create more market for the Indian products in the international market which will increase the exports and focus towards growth of Indian economy.

4. GST is expected to bring buoyancy to the Government Revenue by widening the tax base and improving the taxpayer compliance.

5. With the single tax there will be more transparency in the system, which will decrease corruption.

6. Movement of goods can easily be traced through e-way bill which shall facilitate to control tax evasion.

20.8.2 Perceived Limitations of GST

1. It is perceived to be a complex tax system with set offs and input tax credits.

2. As per GST, the seller of goods and services is obligated to register in all the states in which the seller is doing business. Due to this, complexity on the part of the seller increases.

3. Accounting software being used by businesses for filling tax returns may need to be replaced or modified. This will increase the cost and also the training of employees will be required.

4. There are some items not under GST and there are multiple slabs in the GST system.

INTEXT QUESTION 20.8

Answer the following questions by filling in the blanks by choosing the right option from the brackets.

1. Mr. A is a manufacturer and he is liable to pay excise duty and CST in pre-GST era. In post GST era he is liable to pay ....
   (IGST/CGST/SGST)

2. Mr. B is a chartered accountant in Delhi. In pre-GST era, he used to pay service tax; in post GST era service tax has been taken over by GST. Now, service tax comes under ....
   (Central Government/State Government)

3. Mr. C is the owner of a restaurant in Pune. In pre-GST era he used to charge service tax and VAT from the customer. In post GST era he will charge .... (IGST/CGST and SGST)

20.9 NEW TERMS OF GST

Input Tax Credit

Input tax credit means at the time of paying tax on output, the tax payer can reduce the tax he has already paid at the time of purchase of inputs and pay the balance amount to the Government.

For example: When a manufacturer manufactures a product, he needs raw material and labour to manufacture it. When he purchases raw material, he pays taxes and when he uses service of the labour, he pays service tax. On selling, he collects taxes from the customer. It means that he pays taxes on input (purchase) and collects taxes on output(sale). He then adjusts the taxes paid at the time of purchase of input with the amount of taxes collected at the time of sale of output and the balance amount (tax on output – tax on input) has to be paid to the government. This mechanism is called as utilization of input tax credit.

Let's understand it with the help of an example:

Sohan of Maharashtra sells garments to Mohan of Maharashtra for Rs 1,00,000. The prevailing rate of GST is 5%. Mohan pays GST of Rs 5,000 to Sohan. Mohan sells the garments purchased from Sohan to Kavita of Maharashtra after making value addition of Rs 40,000 to his cost of Rs 1, 00,000 (while doing value addition tax paid is not added in the purchase price). Thus,Kavita purchased garments from Mohan for Rs 1,40,000 plus GST. Kavita paid GST of Rs 7,000 (GST rate to be 5%) to Mohan. Total amount charged to Kavita will be 1,47,000.Now, Mohan is liable to deposit the amount of GST charged from Kavita to the Government. Mohan will deposit Rs 2,000 to the Government as he has already given Rs 5,000 to Sohan while purchasing the garments.

Input Tax Machanism

Sells for Rs 1,00,000 + GST

Pays GST Rs 5000

Sells for Rs 1,40,000 + GST

Pays GST Rs 7,000

| Sohan of Maharashtra | Mohan of Maharashtra | Kavita of Maharashtra |

Sohan deposits Rs 5,000 as GST

Mohan deposits Rs 2,000 (Rs 7,000 Rs 5,000)

GOVERNMENT

Govt. gets revenue of RS 7,000 as GST (5,000 from Sohan and 2,000 from Mohan)
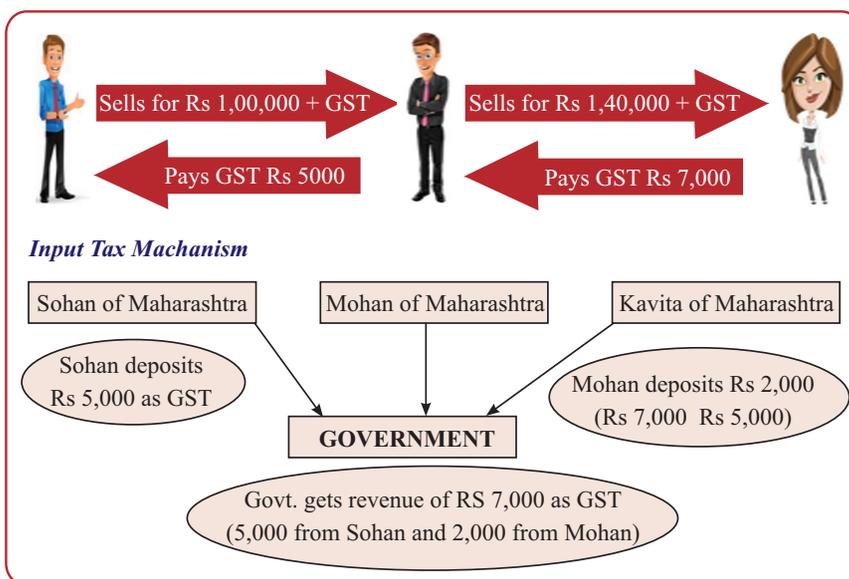
Fig. 20.15: Input Tax Credit

Notes

To avoid double taxation effect, input tax credit is available. It is based on the concept of VAT. Output supplier of goods and services can avail credit of GST charged by input supplier of goods and services.

Benefit of the input tax credit is available only to the registered dealers. The Registered Person shall be entitled to Input Tax Credit in respect of any supply of goods or services or both to him on fulfilling the following conditions:

(i)   He is in possession of a Tax invoice.

(ii) He has received the goods or services or both.

(iii) Tax charged in respect of such supply has actually been paid to the Government.

(iv) He has furnished the return under section 39.

Note: While doing the value addition, GST paid is not to be included.

GST is Destination Based Tax

As GST is based on dual tax system, which means that GST will be collected by both Central Government as well as State Government. Tax can either be collected by the state which manufactures/produces the goods and services or by the state where the goods & services are consumed by the customer. When the tax is collected by the state in which goods & services are consumed, it is known as destination-based tax.

Let's understand with the help of an example:

Karnataka (Seller)   Karnataka (Buyer)

In this case, both buyer and seller belong to the same state. This is intra sale. State GST will therefore be deposited with Karnataka Government.
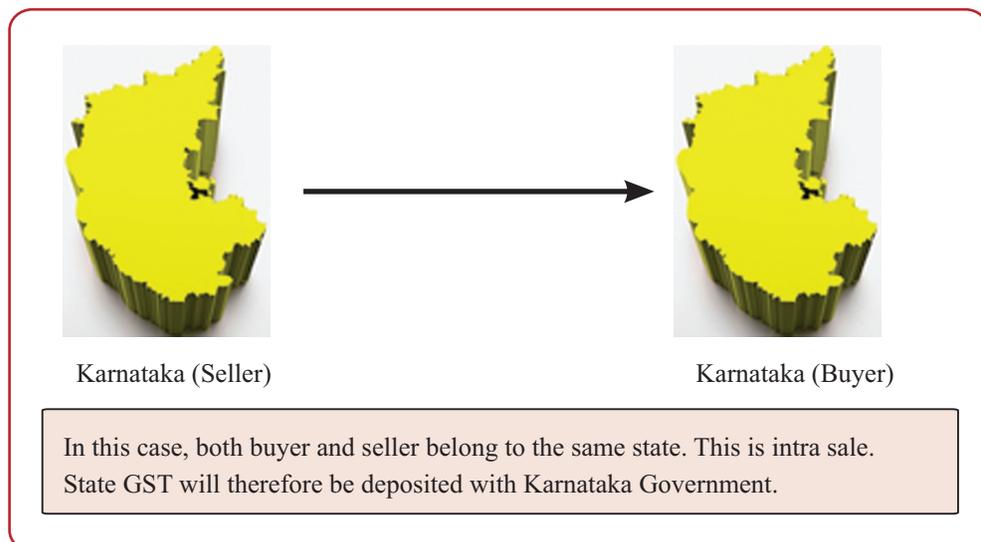
Fig. 20.16: Intra State Sale

Rajesh of Bengaluru sells and delivers cloth to Dharmesh of Mysore having taxable value of Rs 2,00,000. Rajesh has not purchased cloth from any other seller. So, input tax credit is not there. This is an intra state sale as both seller and purchaser are from the same state. If GST is charged @ 5%,total amount of GST charged will be Rs 10,000. Out of this Rs 5,000 will be deposited to the Central Government as CGST and Rs 5,000 will be deposited to Karnataka Government as SGST. Total amount charged from Dharmesh will be Rs 2,10,000. Rajesh will deposit the amount charged as GST to the respective governments.

Dharmesh, in the above case, sells and delivers the same cloth after making value addition of Rs 50,000 to Samarth of Trivandrum. This will now become interstate sale as two states are involved. Seller (Dharmesh) is in Karnataka and buyer (Samarth) is in Kerala. GST will be shown as follows in the tax invoice (bill) issued by Dharmesh.

Taxable value of Supply (2, 00,000 + 50,000) = Rs 2, 50,000

(It should be noted the GST paid by Dharmesh will not be included while calculating taxable value of supply)

Add GST:

IGST @ 5% of Rs 2, 50,000   = Rs 12,500

Total amount charged from Samarth = Rs 2,62,500

In this case Dharmesh will remit IGST to the Central Government as follows:

	IGST (in Rs)
Tax on output	12,500
Less Tax credit	
CGST on input	5,000
SGST on input	5,000
Balance payable by Dharmesh in cash (through internet banking) to Central Government.	2,500

Note: Karnataka (the exporting State) will transfer SGST credit of Rs 5,000 utilized in payment of IGST to the Central Government. This is an internal transfer, the tax payers Dharmesh or Samarth are not supposed to take any action on this account.

Karnataka (Seller) Kerala (Buyer)

In this case both buyer and seller belong to different states. This is interstate sale. Therefore, Dharmesh (seller) will deposit the amount of IGST to Central Government. Central Government will deposit the amount of SGST to Kerala Government (state where the buyer belongs to) as GST is a destination based tax.
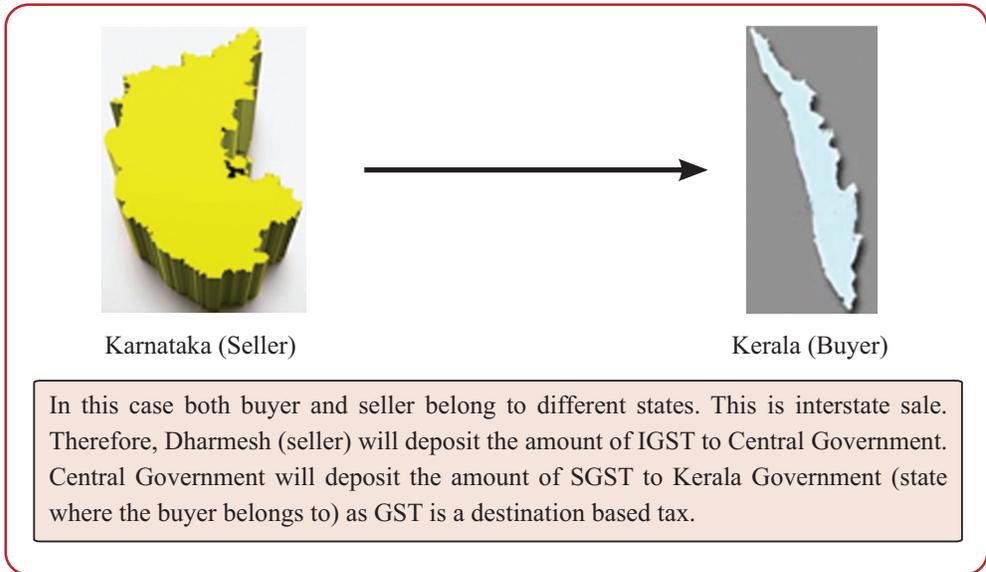
Fig. 20.17: Interstate Sale

INTEXT QUESTIONS 20.9

Read the following questions and fill in the blanks with suitable answer in the grid given below:

Sahin of Delhi is a wholesale dealer of Kohinoor Rice. GST rate for supply is 5 %. He supplies (sells) rice to the dealers mentioned below:

Date of sale and delivery of Rice	Recipient (Buyer) of Kohinoor Rice	Place of supply	Amount
March 5,2018	Kanak	Patna	50,000
March 10, 2018	Harish	Jaipur	60,000
March 20,2018	Sagar	Delhi	80,000
March 30, 2018	Sameer	Pune	80,000

Calculate GST liability for March 2018. Also mention the state where GST will be deposited by Sachin.

20.10 GST REGISTRATION
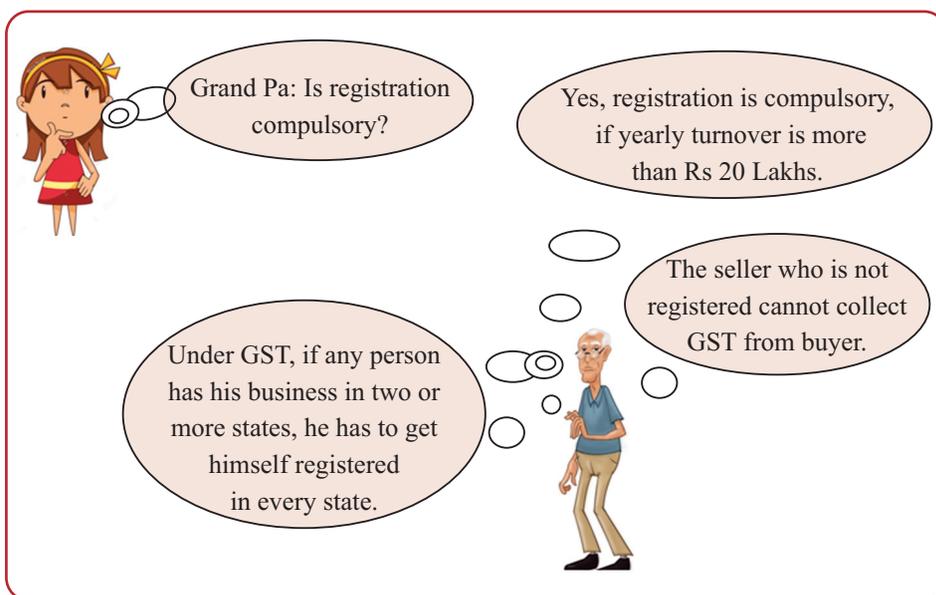
Notes

Fig. 20.18: GST Registration

In the tax system of any economy, the basic requirement for the recognition of the tax payer is his registration. Under GST registration, every business entity is provided with a unique number. This unique number gives the authority to collect tax from the end consumers on behalf of the government and avail the benefit of input tax credit for the taxes on his inward supplies. Without registration, collection of tax from consumers and any claim of input tax credit is not possible.

Once the registration process under GST is completed, the 15-digit alpha numeric GST identification number called as '**GSTIN**' is allotted to the supplier of goods and services. The structure of GSTIN is as follows:

State Code		PAN Number										Entity Code	Check Digit
1	2	3	4	5	6	7	8	9	10	11	12	13 14	15

The first 2 digits of GSTIN are the State Code, next 10 digits are the PAN issued by the income tax 1961 Act, next 2 digits consist of Entity Code and last digit is known as check digit.

Before GST, manufacturer and producer were required to be registered with Central Excise, while traders of the goods needed to be registered either with VAT department or with CST department or both. Similarly, service provider too was required to be registered with the Service Tax department.

Some of the registrations were centralized, such as Excise Duty and others under State Laws like VAT. PAN based registration number were allotted under centralized tax system whereas under state Laws, it was not PAN based.

Under GST, centralized registration is not there. Registrations are to be carried out State wise.

Why Registration is Important

Registration is important for every business entity (taxpayer) to avail the following benefits:

- to be recognized as the supplier of goods and services,
- to be authorized to collect taxes from his consumers on behalf of the Government,
- to claim Input Tax Credit of taxes paid and to utilize the same for payment of taxes due on supply of goods or services,
- to avail uninterrupted flow of Input Tax Credit from suppliers to recipients at the national level.

Who is Liable for Registration?

Who should Register for GST

☞ Businesses with revenue of INR 20 L or any of the following

① Selling in States other than registered state

② Businesses with Contracts of value more than 2.5 L

③ Suppliers via E-commerce platforms

④ E-commerce Businesses

⑤ Agents, Brokers Dealers

⑥ NRIs Doing Business in India (No office)

⑦ Casual Taxable persons (No office, Seasonal Sellers)

⑧ Persons under Reserve Charge

⑨ Distributor of taxable goods or services

⑩ Database providers

Note: Businesses or Persons that generate an annual revenue of 10 lakhs in case of Special Category States - Assam, Nagaland, Jammu and Kashmir, Arunachal Pradesh, Manipur, Meghalaya, Mizorum, Uttarakhand, Tripura, Himachal Pradesh and Sikkim are GST compulsory.

Fig. 20.19: Persons liable for GST Registration

Notes

As per section 22 of GST Act, the following persons are liable for registration:

1. Every person holding the registration license under an earlier law of Central Excise law, Central State tax law, State VAT law and Service tax law shall be liable to be registered under this Act with effect from the appointment day.

2. Every supplier shall be liable to be registered under this Act in the state/ Union Territory from which he is supplying goods and services or both under the following conditions:

    I. If aggregate turnover in any financial year exceeds the threshold limit of **twenty lakh rupees** except in special category states.

    II. If aggregate turnover in any financial year exceeds the threshold limit of **ten lakh rupees** in case of **special category states** Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizorum, Nagaland and Tripura, Sikkim, Himachal Pradesh, Jammu & Kashmir and Uttarakhand.

3. Every taxable person registered under this Act, if transfers his business (whether on account of succession or otherwise) to another person, then the transferee or the successor of the business shall be liable to be registered under the Act from the date of such transfer or succession. In other words, it can be said that when the business is transferred, registration license is not transferred, transferee has to apply for fresh registration.

4. Every small business entity whose turnover in the financial year is below the threshold limit of **twenty lakh rupees** or **ten lakh rupees** as the case may, be can voluntarily opt for registration. After registration, such a person has to follow all the provisions of this Act.

Who is Not Liable for Registration (Section 23)

As per section 23, the persons who are not liable to obtain registration license are as follows: -

1. Any person who is in the agricultural business, to the extent of supply of goods produced from cultivation of land,

2. Any person who is engaged exclusively in the business of supplying goods or services or both that are not liable to tax or wholly exempt from tax under this Act or under the Integrated Goods and Services Tax Act,

3. The Government can also specify the category of persons who are not liable to obtain registration under this Act, but only after the recommendation of the Council.

Persons Not Liable For Registration in GST – Sec 23

Aggregate Turnover → 20 Lakh/10 Lakh → No Registration in following Cases

↓

- Person exclusively engaged in the business of supplying goods/services that are not liable to tax
  ↓
  Both
  ↑
- Person exclusively engaged in the business of supplying goods/services that are wholly exempt from tax

- Agriculturist, to the extent of supply of produce out of cultivation of Land

Sec 23 (2) → The Government may, on the recommendation of the council, by notification, specify the category of persons who may be exempted from obtaining registration under this Act

Fig. 20.20: Persons Not Liable for GST Registration

Note: 1. If the supplier of goods and services crossing the threshold limit of twenty lakh rupees (ten lakh rupees for specific 11 states mentioned above) under GST Law, he has to get himself registered within 30 days from crossing such limit.

2. Casual taxable persons or non-resident taxable persons should get themselves registered at least 5 days before commencement of business.

3. Every person who wants to register must have valid Permanent Account Number (PAN). GST registration is based on PAN.

4. Threshold limit of twenty lakhs or ten lakhs will be calculated on all India basis.

Conclusion

Thus, we conclude from the above discussion that GST is a comprehensive indirect tax imposed on manufacturing, sale and consumption of goods as well as services at the national level. It has replaced almost all the indirect taxes imposed on goods and services separately by Central and State Government of India. It has eliminated the double taxation effect of taxes on production and distribution cost of goods and services making the goods cheaper. This has been done by providing the facility of input tax credit.

INTEXT QUESTIONS 20.10

Read the following questions and choose the best option as answers:

1. Within how many days should a person should apply for registration?

    (a) Within 60 days from the date he becomes liable for registration.

    (b) Within 30 days from the date he becomes liable for registration.

    (c) No time limit.

    (d) Within 90 days from the date he becomes liable for registration.

2. What is the validity period of the registration certificate?

    (a) One year

    (b) Ten years

    (c) Valid till it is cancelled.

    (d) Five years

3. What is the cut off turnover limit for compulsory registration under GST?

    (a) Rs 9 lakhs

    (b) If it exceeds Rs 20 lakhs

    (c) Rs 50 lakhs

    (d) No limit for registration

WHAT YOU HAVE LEARNT

● There are two types of taxes- Direct Tax and Indirect Tax.

● GST in India was introduced on 1st July ,2017.

● Before introduction of GST, India had many indirect taxes such as excise duty, custom duty, VAT, CST, Surcharge &Cess, Service Tax, CAD, Purchase Tax, Entry Tax, Luxury Tax etc.

● After GST all the major taxes have been submerged into one tax i.e. GST.

● GST is a destination-based tax.

● GST is applicable on whole of India (including Jammu & Kashmir).

● Every person whose turnover exceeds Rs 20 lakhs or Rs 10 Lakhs in eleven special category states needs to carry out compulsory registration within 30 days of crossing the said limit.

- GST has removed the cascading effect (double taxation effect)

- GST is based on the principle of VAT. Facility of input tax credit is available under GST.

TERMINAL QUESTIONS

1. If the goods are supplied from Chandigarh to Delhi, which type of tax will be applicable?

2. Which of the following taxes is applicable in the case of supply of services from West Bengal to Haryana.

   (a) CGST   (b) UTGST   (c) SGST   (d) IGST

3. Mr. X, a registered person in GST, is a flower dealer in Delhi. On 5th August 2018, he sells roses for decoration purposes for Rs50,000 to an interior decorator. Is GST applicable?

4. Mr. Y lives in Delhi. He uses Delhi Metro for commuting from one place to another. Delhi Metro charges Rs 20 for 10 Kilometer. Is Mr. Y liable to pay GST.

5. Mr. Z has a business of supplying perfumes in Assam. His annual turnover is Rs 10,00,090. Is he liable for GST registration? Also give your suggestion if his annual turnover is Rs 9,00,000.

6. Mr. P is in the business of manufacture of pan masala. He sells pan masala for Rs 40,000. What rate of GST will be applicable?

7. Aggregate turnover of S Ltd is Rs 35,00,000. It has two branches. Turnover of the Mathura branch is Rs 5,00,000. Turnover of the Madurai branch is Rs 30,00,000. Mathura branch is not subject to GST, as its turnover does not exceed Rs 20,00,000. Do you agree with it? Discuss.

8. Divya is a wholesaler in Shimla. She mainly deals in fabric which is used in manufacture of ladies' garments. Her annual turnover is Rs 45,00,000. Is she liable to registration? How much GST rate is applicable on sale of garments?

9. Rohan is a business man in Bangalore. He has applied for GST registration. His State code is 29. His PAN is AWCHG8548X. Entity code is A Z and check digit is 8. What will be his GSTIN?

10. Roshan provided services to his clients for Rs 2,00,000 p.m. GST charged @ 18%. He paid office rent Rs 40,000 p.m. GST paid on rent is Rs 7,200. He also paid telephone bill of Rs 2,000 p.m. on which GST paid by him was Rs 360. Calculate the amount GST to be deposited by Roshan to government if he is liable to avail input tax credit.

ANSWER TO INTEXT QUESTIONS

Notes

20.1

1. Indirect tax   2. Indirect tax   3. Direct tax

20.2

1. Egypt   2. 1/6th or 1/8th of production
3. Imported goods

20.3

1. Import duty   2. VAT   3. CST
4. CST   5. VAT   6. CST

20.4

1. IGST   2. CGST and SGST   3. IGST
4. IGST   5. CGST and SGST   6. IGST

20.5

GST is not charged

20.6

1. True

2. False. Turnover is calculated on all India basis.

3. 50% of the amount will be deposited to Central Government and 50% to State Government i.e Kerala. Total GST charged is 5% of Rs 5,000 i.e. Rs 250. Rs 125 will be CGST and remaining Rs 125 will be SGST deposited to Kerala Government.

20.7

1. The Union Finance Minister is the Chairman of the GST council

2. Rs 10 Lakhs. As Haridwar is in Uttarakhand and the threshold limit of Uttarakhand is Rs 10 lakhs.

3. List of items on which 0%GST is charged is as follows:

   Fruits and vegetables, cereals, fish(not frozen or processed), meat (other than in frozen state and put up in unit containers), cane jiggery, tender

coconut water, silkworm laying cocoon, raw silk, wool, cotton used in Gandhi Topi, puja samagri, live animals (except horses), electricity etc.

20.8

1. IGST   2. Central Government   3. CGST and SGST

20.9

Computation of GST of Sachin for March 2018

Recipient (Buyer) of Kohinoor Rice	Nature of supply (inter-State or Intra State supply)	State in which SGST will be deposited	IGST @5%	CGST @ 2.5%	SGST @ 2.5%
Kanak	Inter state	Bihar	2,500		
Harish	Inter state	Rajasthan	3,000		
Sagar	Intra state	Delhi		2,000	2,000
Sameer	Inter state	Maharashtra	4,000		

20.10

1. (b) within 30 days from the date of becoming liable for registration

2. (c) valid till it is cancelled

3. (b) Exceeds Rs 20 lakh.

Question Paper Design

Employability Skills and Entrepreneurship
Sr. Secondary Course

Marks: 80   **Duration: 3 hours**

1. Weightage by objectives

Objectives	Marks	Percentage of the total marks (Approx)
Knowledge	24	30
Understanding	32	40
Application + Skills	24	30
Total	**80**	**100%**

2. Weightage by Types of Questions

Type	Number of Question	Total	Estimated time a candidate is expected to require to solve the question
Long answer question	4×5	20	30
Short answer question	6×4	24	50
Very short answer question	13×2	26	70
Multiple choice questions	10×1	10	15
	80 marks	**300 min**	**10 (Reading+Revision)**

3. Weightage by Content

Lesson No.	Lesson Name	Marks
1.	Let us find ourselves!!	5
2.	Connecting the Dots	4
3.	The leader in me	4
4.	From confusion to clarity: Role of Communication	4
5.	Developing the Self	4
6.	Be Well Do Well	4
7.	Leading , Not Bossing	5
8.	Effective Communication: A Life Long Asset	5

9.	Working Smart: Introduction to Computers	4
10.	Spreadsheets	3
11.	Presentation	3
12.	You in the World of Web	4
13	E business	4
14	Cyber security	4
15	Who is an Entrepreneur	4
16	Co-existing within the business ecosystem	4
17	Know your Business Processes	6
18	Know the External Business Environment	4
19	Be an Ethical Entrepreneur	5
		80

4. Difficulty level of the question

Lesson No.	Level	Marks	% age of Marks given
1.	Difficult	35	28%
2.	Average	40	32%
3.	Easy	25	20%
	Total	**80**	**100%**

Sample Question Paper

Employability Skills and Entrepreneurship
Sr. Secondary Course

Marks: 80 **Duration: 3 hours**

1. Which of the following symbols is used to begin a formula in excel?

   A. Plus (+)   B. Equal to (=)

   C. single quote (')   D. Hyphen (-)   1

2. Which of the following view displayed miniature of all the slides of a presentation?

   A. Slide show view   B. Note page view.

   C. Normal view   D. Slide sorter view   1

3. What does ERP stands for?

   A. Enter Resource Plan   B. Entrepreneur Resource Plan

   C. Entering Resource Planning   D. Enterprise Resource Planning   1

4. Which of the following habits disrupt any communication process?

   A. Dismissing the subject   B. Ambient Sounds

   C. Equipment failure   D. Language Difference   1

5. If @ connects the domain name with the username in the email address 'anil@gmail.com', which part is called as the username?

   A. gmail.com   B. anil

   C. .com   D. @gmail.com   1

6. Which channel of e-commerce will Kriti be using if she buys a car through an online portal?

   A. B2B   B. C2C

   C. B2C   D. C2B   1

7. Which of the following terms describe an invitation that is addressed as "Mr. Satish and Rubina"?

   A. Gender sensitive language   B. Gender neutral language

   C. Gender insensitive language   D. Gender offensive language   1

8. Which form of verb will be used to describe an event which started in the past but is still going on?

   A.   Simple Past   B.   Past Perfect

   C.   Past Perfect Progressive   D.   Past continuous   1

9. Which of the following internet services should be used by Sumit's company that needs to simultaneously enter project data from six different cities in a single file?

   A.   E-mail   B.   Cloud Computing

   C.   Crowd sourcing   D.   Search engine   1

10. Which of the following quality processes is being used by each employee of ABD Pvt. Ltd.to ensure continuous improvement and better customer satisfaction?

    A.   The 5S organization technique   B.   Total quality management

    C.   Kaizen   D.   Corporate social responsibility 1

11. List the elements of communication as described in the Albert Mehrabians' model of communication.

                                                                               2

12. "Then….. I wore a shirt and my brother's trouser, cut my hair short and ignored my womanliness. Dress in sarees, be girl. Be wife, they said.…

    (i)   Name the poem from which these lines have been taken and also the author who has written it.

    (ii) Why do you think author wore a shirt and brother's trousers?what did she want to say through it?

                                                                               2

13. State one difference and one similarity between Hacking and Cyber stalking.   2

14. Identify the three phases of Business Incubations which help in fostering Entrepreneurial Ecosystem. State any one requirement of a healthy ecosystem.   2

15. Karin Ahmed is conscientious worker and believes in following the rules of his company strictly. He insists his subordinates to do the same. Give two reasons why he is not considered a wholesome leader.   2

16. Write a short note of about 60 describing the room you are sitting in right now? (Consider the mood of the room and how are people behaving).   2

17. Rewrite the following terms in neutral and bias free language.

    (a)   Deaf   (b)   Middle man

    (c)   Mothering   (d)   Manpower   2

18. $ABII is an example of which type of referencing? Explain with a reason.   2

19. Sujata is creating a presentation in power point, for the people with low vision and basic literacy skills. List any four features that would make her presentation more attractive.   2

20. Illustrate any one element used in measuring each of the following Entrepreneurial component:

    (a) Culture   (b) Research and development

    (c) Markets   (d) Finance   2

21. An export house has received a big order that needs to be delivered in a short period. The owner asks his employees to stay back for 3-4 hours. He also requests them to bring their children in the evening for odd jobs. He informs them that they will be paid some extra amount to for this work.

    Under which act can the employers seek to protect their rights?   2

22. Parveen's clients feel that she doesn't listen attentively during business conversations. What steps can be taken to improve her communication skills.   2

23. Your friend received a business proposal through an email. The company is asking for his account details to initiate the formalities. Explain any two risks involved in such cases.   2

24. Explain the four ways to insert a table in MS-Word.   4

25. Define an entrepreneur? List the skills required to become an effective entrepreneur.   4

26. Suggest eight steps you will take to ensure an environment that respects diversity and is empathetic to the needs of all in your enterprise.   4

27. You are an area manager for a leading telecommunication company. For past few months you observed a downfall in market share in one of your territories. You found out that your supervisor has not been visiting that particular territory with the result dealers were unaware of company's new schemes and offers.

    Write an email to the supervisor expressing your concern on loss of market share and probable reasons for the same. Remember to be a leader and not boss.   4

28. Why is PESTEL analysis important to analyze your business environment? Compare three key social and environmental factors that needs to be analyzed to run a business enterprises successfully.   4

29. Amit and his friends have to make a group project in PowerPoint. They downloaded a similar project from internet and plan to submit it under their names. Since they now have extra time they start troubling others on a social networking site.

    (a) Name the offence they have committed.

(b)　Write one netiquette to be followed for each offence.

(c)　What kind of trouble they can fall into, which may negatively impact their future?　　4

30.　Explain any two from the following quality processes:

(a)　Total quality management (TQM)

(b)　5s Japanese process

(c)　What are administrative and operational process?　　5

31.　Kiran has undergone vocational training in office management and sends the same CV while applying for various jobs. What advice will you give to her to ensure that she is called for interview?　　5

32.　Your friend who has a bedridden mother, has passed her class XII from NIOS with 80% marks she has been giving tuitions for the last three years to supplement family income.

(a)　Considering her situation suggest one business idea she can peruse.

(b)　Based on covey's 4 quadrant module of management, place the various activities she will need to undertake achieve her goalin appropriate sections.　　5

33.　You run a pharmacy at your city. A young boy makes repeated visits with seemingly forged prescriptions demanding medicines with high levels of intoxicants. You suspect foul play.

(a)　Keeping in mind the ethical aspects of running a responsible business, list individual and collective concerns in this matter.

(b)　What action would you take at an individual level? Support your answer with a reason.

(c)　As a responsible person. What steps would you take to further inhibit this growing menace atthe collective level?　　5

Marking Scheme

Employability Skills and Entrepreneurship
Sr. Secondary Course

S.No.	Expected value points	Distribution of Marks	Total Marks
1.	B. Equal to (=)	1	1
2.	D. Slide sorter view	1	1
3.	D. Enterprise Resource Planning	1	1
4.	A. Dismissing a subject prematurely as uninteresting	1	1
5.	B. Anil	1	1
6.	C. B2C	1	1
7.	C. Gender insensitive language	1	1
8.	D. Past continuous	1	1
9.	B. Cloud computing	1	1
10.	C. Kaizen	1	1
11.	Three basic element of communication as per Albert Mehrabian's model of communication are:		
	(i) Spoken words and Intonation (tone)	1	
	(ii) Body Language	1	2
12.	(i) The lines have been taken from the poem "An introduction" by Kamala das	½ ½	
	(ii) Author wore a shirt and brother's trouser to ignore or defy her womanliness or felinity. She wanted to tell the world that men and women are equal and need not be categorized.	1	2
13.	Similarity: Both are cybercrimes.	1	
	Difference: Hacking refers to use computers to make unauthorized access to other computers, whereas cyber staking refers to threaten or harass someone through electronic medium.	1	2

S.No.	Expected value points	Distribution of Marks	Total Marks
14.	The three phases of business Incubation are: 1. Pre-incubation phase 2. Incubation phase 3. Post incubation phase	1½	
	Requirements of a healthy ecosystem are: (Any one) 1. Unique 2. Flexible 3. Effective communication 4. Motivation 5. Financers 6. Remove Barrier	½	2
15.	1. He is not sayustable and does not respond appropriately to specific situation and needs as he is adamant about following the rules.	1	
	2. He does not empathize with special needs of his subordinates and accommodate them specific needs	1	2
16.	Physical description of the room	¼	
	Description of the mood of the room	¼	
	Description of the people in the room	¼	
	Any additional description.	¼	
	Correctness of the sentence structure.	1	2
17.	(a) Deaf → Hearing impaired	½	
	(b) Middle man → Intermediary	½	
	(c) Mothering → Parenting /Nurturing	½	
	(d) Manpower → Workforce/Human resource	½	2
18.	Mixed referencing	1	
	Reason: In $ABII, AB will remain fixed and the row number II will update relatively when the formula will be copied to another cell it happen in mixed referencing .	1	2

S.No.	Expected value points	Distribution of Marks	Total Marks
19.	Music/sound, smart arts, charts, world art, videos, images, font formatting themes etc.		
	Any four.	½ × 4	2
20.	(a) Culture		
	(i) Social organizations		
	(ii) Government and media		
	(iii) Professional Associations		
	Any one	½	
	(b) Research and Development		
	(i) Private research contacts		
	(ii) Laboratories		
	(iii) Universities, schools and colleges		
	Any one	½	
	(c) Markets		
	(i) Consumers		
	(ii) Distribution networks		
	(iii) Domestic and International corporations		
	Any one	½	
	(d) Finance		
	(i) Access to debt and venture capital		
	(ii) Microfinance institutional and banks,		
	(iii) Government grants and financing		
	Any one	½	2
21.	The factories act 1942	½	
	● Working hours and overtime of adults	½	
	● Employment of young persons.	½	
	● Extra wages for overtime double the normal rate of wages.	½	2

S.No.	Expected value points	Distribution of Marks	Total Marks
22.	Preveen must practice active listening	½	
	She must put aside distracting thoughts and avoid being distracted by environmental factors.	½	
	She must use her body language to convey that she's paying attention	½	
	She should summarize the speaker's comments regularly and ask for clarifications.	½	2
23.	1. The mail might be from an unknown source, trying to make unauthorized access his account	1	
	2. If he shares his account details through mail someone could transfer or withdraw money from his account using unfair menas.	1	2
24.	Following methods are used to insert a table in MS-Word.		
	1. Using the Grid	1	
	2. Using insert table option	1	
	3. Using draw table option	1	
	4. Using quick table	1	4
	(The above methods should be explained as well)		
25.	An entrepreneur is a person who notices an opportunity and develops a new product or services to fulfill a unfulfilled need.	1	
	Skills		
	1. Decision making		
	2. Risk taking		
	3. Resource fullness		
	4. Presentations and communication skills		
	5. Relationship management		
	6. Foresightedness	(½ ×6) = 3	4

S.No.	Expected value points	Distribution of Marks	Total Marks
26.	1. Be a good role model respect all		
	2. Encourage team spirit each helping the other and accepting each other		
	3. Design a well defined hierarchy, so that each employee follows and respects it.		
	4. Salary according well defined norms of qualification and experience.		
	5. Deal with everyone with empathy with inclusion		
	6. Teach employees to accept one another keeping the longer goal of the enterprise in mine		
	7. Understand all situations from the employees perspective		
	8. Ensure that your response to the employees is not impulsive or inappropriate	(½ × 8)	4
27.	1. The language of the mail should be expressive and not opinionated. e.g. "On my market visit, I gathered certain information reflecting your absentia from the territory. I would line to discuss the reasons for the same in person. I know this may be unintentional"	1	
	2. Asking supervisor to tell his side of story.	1	
	3. Use of positive words and expressions.	1	
	4. The endnote should be motivating or empathizing	1	4
28.	PESTEL analysis helps the organizations assess the risks associated and use that knowledge to make informed decisions.	1	
	Social factors		
	1. Culture		
	2. Society		
	3. Community	(½ × 3)	
	Environmental factors		
	1. Climate change and weather conditions		
	2. Waste management and pollution		
	3. Global warming	(½ × 3)	4

S.No.	Expected value points	Distribution of Marks	Total Marks
29.	1. Plagiarism and cyber bullying	(½ + ½)	
	2. Respect copyright: copyright laws should not be violated	1	
	No Flaming: Personal remarks or insults should not be done	1	
	3. Legal actions should be taken against them, which may bring then in the list of criminals and affect other formalities.	1	4
30.	Any two processes out of three		
	(a) TQM is continuous effort by management and employees in an organization to improve products/ services and culture for long term loyalty. 8 principles are followed: Customer focus, total employee Involvement, Process centered, integrated system, strategic, continual, fact-based learning and communication.		
	(b) 5s: Japanese process to increase efficacy at work		
	Seiri (sort)		
	Seilon (straighten/set)		
	Seiso (shine/sweep)		
	Seikelsu (standardize)		
	Shitsuke (sustain)		
	(c) Administrative and operational process: used for running business enterprise like purchase order, payments, invoice, audits, management information system (MIS)	(2½ + 2½)	5
31.	1. Recruiters spend on an average 5-7 seconds to look at a CV.	1	
	2. In order to create an impression within a shortime, she should customize her CV as per the post she is applying for.	1	
	3. Most CVs are rejected because of their generic nature.	1	
	4. CV should be tailored in terms of skills required for a particular post.	1	
	5. Chronology of skills should be as per job's shills requirement going from most required to least required.	1	5

S.No.	Expected value points	Distribution of Marks	Total Marks

32.	A. Business idea:
	
	As she needs to take care of her bedridden mother, she could
	
	  (i) set up a nursery school in her house
	
	  (ii) set up a coaching institute in her home
	
	B. Convey 4 quadrant module
	
	I
	
	A. Do it now
	
	  • Gather information about
	
	    (a) course she can peruse to be fulfill the requirement
	
	    (b) Fill up form for admission when deadline
	
	    (c) contact related authorities for the formalities and document required
	
	II
	
	B. Decide when to do it
	
	  • Admission
	
	  • Document required
	
	  • Arrange for help to take care of her mother when she is our in the field
	
	Dump it
	
	  • Not attending family celebrations out of town
	
	III
	
	C. Delegate it urgent not important
	
	  • Ask friends to help in filling in form/application/ sending mail
	
	IV
	
	D. Leave it
	
	  • Not wasting time on whats app/social media
		1
		
		1×4 = 4
			5

S.No.	Expected value points	Distribution of Marks	Total Marks
33.	(i) The concerns may be		
	1. Individual level		
	(a) Forged prescription could pose a legal challenge	¼	
	(b) Giving our intoxicating drugs could damage reputation and goodwill	¼	
	2. Community level		
	(a) Leads to addiction and substance abuse.	¼	
	(b) Leads to loss of community at large	¼	
	(ii) Action at individual level		
	(a) For forged prescription		
	• Seek legal help		
	• Don't accept order		
	• File FIR		
	• Counsel child	1	
	(b) For goodwill/ reputation		
	• Seek legal help		
	• be striker either checking		
	• Train staff	1	
	(iii) Action at collective level		
	(a) Addiction and substance abuse		
	• Business		
	• Schools/collage		
	• Media		
	• Doctor who write prescription	1	
	(b) Loss of community		
	• Seminars		
	• Work with NGOs	1	5

Feed back on Lessons

Lesson No.	Lesson Name	Content			Language		Illustrations		What You Have Learnt	
		Difficult	Interesting	Confusing	Simple	Complex	Useful	Not useful	Very helpful	Not helpful
15.										
16.										
17.										
18.										
19.										
20.										

Feed back on Questions

Lesson No.	Lesson Name	Intext Questions		Terminal Questions		
		Useful	Not useful	Easy	Diff.	V. diff.
15.						
16.						
17.						
18.						
19.						
20.						

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(Employability Skills)

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Final fold and seal

Second Fold

Yours suggestion

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