

Secondary Stage



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NCF 2023

**12**  
CBSE

# Employability Skills

**(Common Book for All Skill Education Subjects)**



**FULLMARKS**

**12**  
CBSE

# **Employability Skills**

**(Common Book for All Skill Education Subjects)**

**Meenu Kumar**



**Full Marks**

*Progressive Educational Publishers*

**Published by:**

## **Full Marks**

4594A/9, Daryaganj, New Delhi-110002

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# PREFACE

The exploration of employability skills is a crucial aspect of today's dynamic professional landscape. Employability skills, often regarded as essential soft skills, are qualities sought after by employers when evaluating potential candidates. These skills empower individuals to perform optimally in their roles, fostering client satisfaction and overall success. An exemplary instance is the ability to articulate thoughts clearly and concisely through written and spoken communication, enhancing client relationships. Moreover, effective self-management techniques are vital for navigating stress associated with deadlines, ensuring timely completion of tasks.

Collaboration, too, plays a pivotal role, requiring individuals to work seamlessly with diverse teams to achieve common objectives the organizations. In the digital era, proficiency in basic information and communication technology is a prerequisite, enabling individuals to retrieve, produce, and exchange information collaboratively over the internet. Beyond conventional skills, students are encouraged to cultivate an entrepreneurial mindset, equipping them with the knowledge and skills to initiate their own ventures, transforming them from job seekers to job creators.

Additionally, the integration of green skills, encompassing technical proficiency and a commitment to sustainability, is imperative for addressing environmental and social challenges. This textbook on 'Employability Skills' focuses on communication, self-management, information and communication technology, entrepreneurial, and green skills. Developed in accordance with a learning outcome-based curriculum, these skills are embedded in the Qualification Packs for diverse job roles under the National Skill Qualification Framework.

This textbook is designed to offer a comprehensive learning experience through a blended approach, incorporating text and video-based interactive e-learning lessons. To facilitate this, access to a computer with an internet connection, a projector, and a sound system is essential. Teachers will guide students in active class participation, encouraging questions, discussions, and completion of exercises and activities. Embrace this educational journey, as it equips you with a diverse skill set to meet the demands of prospective employers or to embark on your entrepreneurial endeavors.

—Publishers



# SYLLABUS

## Unit 1: Communication Skills–IV

### ➤ Learning Outcomes

- Describe the steps to active listening skills
- Demonstrate basic writing skills

### ➤ Theory

- Importance of active listening at workplace
- Steps to active listening
- Writing skills to the following:
  - ✓ Sentence
  - ✓ Phrase
  - ✓ Kinds of Sentences
  - ✓ Parts of Sentence
  - ✓ Parts of Speech
  - ✓ Articles
  - ✓ Construction of a Paragraph

### ➤ Practical

- Demonstration of the key aspects of becoming active listener
- Preparing posters of steps for active listening
- Demonstration and practice of writing sentences and paragraphs on topics related to the subject

## Unit 2: Self-Management Skills–IV

### ➤ Learning Outcomes

- Describe the various factors influencing self-motivation
- Describe the basic personality traits, types and disorders

### ➤ Theory

- Finding and listing motives (needs and desires);
- Finding sources of motivation and inspiration (music, books, activities); expansive thoughts; living fully in the present moment; dreaming big
- Describe the meaning of personality
- Describe how personality influences others
- Describe basic personality traits

- Describe common personality disorders—paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive

### ➤ Practical

- Group discussion on identifying needs and desire
- Discussion on sources of motivation and inspiration
- Demonstrate the knowledge of different personality types

## Unit 3: Information and Communication Technology Skills–IV

### ➤ Learning Outcomes

- Perform tabulation using spreadsheet application
- Prepare presentation using presentation application

### ➤ Theory

- Introduction to spreadsheet application
- Spreadsheet applications
- Creating a new worksheet
- Opening workbook and entering text
- Resizing fonts and styles
- Copying and moving
- Filter and sorting
- Formulas and functions
- Password protection
- Printing a spreadsheet
- Saving a spreadsheet in various formats
- Introduction to presentation
- Software packages for presentation
- Creating a new presentation
- Adding a slide
- Deleting a slide
- Entering and editing text
- Formatting text
- Inserting clipart and images
- Slide layout
- Saving a presentation
- Printing a presentation document

### ➤ **Practical**

- Demonstration and practice on the following:
  - ✓ Introduction to the spreadsheet application
  - ✓ Listing the spreadsheet applications
  - ✓ Creating a new worksheet
  - ✓ Opening the workbook and entering text
  - ✓ Resizing fonts and styles
  - ✓ Copying and moving the cell data
  - ✓ Sorting and Filtering the data
  - ✓ Applying elementary formulas and functions
  - ✓ Protecting the spreadsheet with password
  - ✓ Printing a spreadsheet
  - ✓ Saving the spreadsheet in various formats
- Demonstration and practice on the following:
  - ✓ Listing the software packages for presentation
  - ✓ Explaining the features of presentation
  - ✓ Creating a new presentation
  - ✓ Adding a slide to presentation
  - ✓ Deleting a slide
  - ✓ Entering and editing text
  - ✓ Formatting text
  - ✓ Inserting clipart and images
  - ✓ Sliding layout
  - ✓ Saving a presentation
  - ✓ Printing a presentation document

## Unit 4: Entrepreneurial Skills–IV

### ➤ **Learning Outcomes**

- Identify the general and entrepreneurial behavioral competencies
- Demonstrate the knowledge of self-assessment of behavioral competencies

### ➤ **Theory**

- Barriers to becoming entrepreneur
- Behavioral and entrepreneurial competencies– adaptability/ decisiveness, initiative/perseverance, interpersonal skills, organizational skills, stress management, valuing service and diversity
- Entrepreneurial competencies in particular: self-confidence, initiative, seeing and acting on opportunities, concern for quality, goal setting

and risk taking, problem solving and creativity, systematic planning and efficiency, information seeking, persistence, influencing and negotiating, team building

### ➤ **Practical**

- Administering self-rating questionnaire and score responses on each of the competencies
- Collect small story/ anecdote of prominent successful entrepreneurs
- Identify entrepreneurial competencies reflected in each story and connect it to the definition of behavioral competencies
- Preparation of competencies profile of students
- Games and exercises on changing entrepreneurial behavior and development of competencies for enhancing self-confidence, problem solving, goal setting, information seeking, team building and creativity

## Unit 5: Green Skills–IV

### ➤ **Learning Outcomes**

- Identify the role and importance of green jobs in different sectors

### ➤ **Theory**

- Role of green jobs in toxin-free homes
- Green organic gardening, public transport and energy conservation
- Green jobs in water conservation
- Green jobs in solar and wind power, waste reduction, reuse and recycling of wastes
- Green jobs in green tourism
- Green jobs in building and construction
- Green jobs in appropriate technology
- Role of green jobs in Improving energy and raw materials use
- Role of green jobs in limiting greenhouse gas emissions
- Role of green jobs in minimizing waste and pollution
- Role of green jobs in protecting and restoring ecosystems
- Role of green jobs in supporting adaptation to the effects of climate change

### ➤ **Practical**

- Listing of green jobs and preparation of posters on green job profiles
- Prepare posters on green jobs.

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# UNIT-1

## COMMUNICATION SKILLS-IV



### Learning Outcomes

- Communication
- Listening Skills
- Writing Sentences
- Effective Communication
- Parts of Speech

We all know that we need a medium to convey information/message from one person to another. This medium is known as communication.

In this unit, we will learn about basics of communication and how to make communication effective. Next, we will learn about listening skills. Then, we will learn about parts of speech. At the end of the unit, we will learn how to write sentences and paragraphs.

### Communication

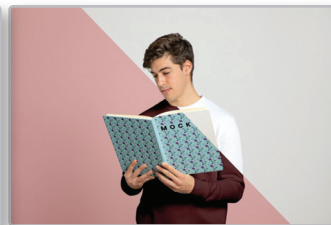
Communication is a two-way process in which information or messages are communicated between individuals through the use of words, symbols, signs, or behaviour. The components of communication that help us comprehend others are speaking, listening, reading, and writing. To learn a language, four fundamental skills must be developed which are listening, speaking, reading, and writing as shown:



Listening



Speaking



Reading

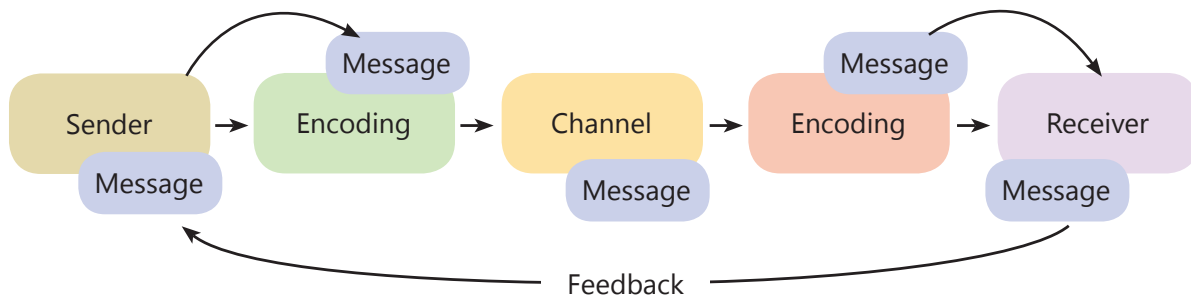


Writing

Speaking more than one language can help a person communicate effectively with people all over the world. Learning English, in addition to the language the person has been exposed to since birth, can assist one communicate with those who understand English. The capacity to communicate effectively is a necessary talent in today's world. To effectively communicate with individuals and customers, communication skills are required.

As shown in the following figure, communication requires a sender who encodes and transmits a message across a channel, and a receiver who decodes the message and provides feedback. Feedback is vital in communication since it allows the sender to determine whether or not the receiver understood the message.





## Brainy Fact

- The smoke signal was the first long-distance communication method.
- Due to their inherent homing ability, pigeons were often used for long-distance communication.
- A woman in Western Australia discovered the oldest known "message in a bottle" in 2018, which is thought to be 132 years old.



## Effective Communication

Effective communication necessitates the ability to communicate messages that are clear, concise and accurate. A straightforward statement provides the exact idea that you want to send to the other person. We have two sentences here. Which of the following do you believe is a clear statement?

**Statement 1:** A student tells his teacher, "I have a football match on 30<sup>th</sup> November at 10 am. Kindly allow me to write the exam the next day."

**Statement 2:** A student tells his teacher, "I have a football match. Kindly allow me to write the exam the next day."

Now, let's consider the replies in each situation.

**Statement 1:** The teacher replied, "Ok. You may write the exam the next day."

**Statement 2:** The teacher replied, "You have already missed many days. If you cannot balance sports and studies, it will be difficult for you to get good grades."

As you can observe in the second statement, there is no need for the teacher to talk about the student's grades in the current scenario. This could have been shared separately or in a different forum like a PTM.

An accurate statement is factual, in the sense that its correctness can be proved. Let us see more examples:

- The metro will arrive late at the Rajiv Chowk station by 5 minutes.
- The metro will arrive late at the Rajiv Chowk station.
- Your application for new job is incomplete: contact number and address is missing.
- Your application for new job is incomplete.

As you can see, quantitative information is mentioned in the first line, that makes the sentence accurate. Our communication must be clear, brief and accurate. Effective communication abilities enable us to convey the message accurately and completely. Confusion, frustration, lost effort, and missed opportunities can all arise from a lack of communication skills.



## Listening Skills

Every effective communication begins with active listening. One of the most fundamental communication abilities is the ability to listen. It is critical to learn to pay whole attention to the person with whom you are conversing. Some of the reasons why listening attentively is crucial are listed below:

- We listen to gather information.
- We listen to comprehend.
- We listen to have fun, learn, develop and sustain relationships.
- We listen to resolve issues.

Messages can be readily misconstrued if the ability to listen attentively is not present. As a result, communication breaks down and the sender of the message may become angry or irritated.



## Active Listening

Active listening is an art that combines the desire to understand with the ability to support and empathise with the speaker. It can have an impact on your job effectiveness, quality of your relationship with others and, as a result, your general well-being. Active listening enables you to comprehend the issues and contribute to developing solutions.



### Importance of Active Listening at Workplace

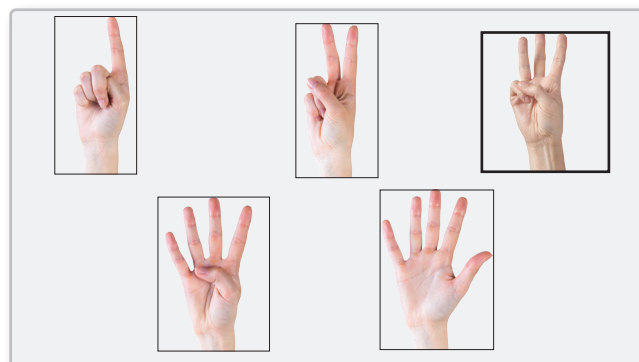
Active listening at workplace helps facilitate better communication. When everyone practices this skill, there is less confusion about work processes, goals, and results. This makes it easier for everyone to get their job done well because they better understand what they need to get done and why they are doing it. Active listening has a positive effect on team culture, too. When coworkers listen to one another, people are more likely to extend empathy and create a more respectful work environment.

The following are some of the factors that influence active listening:

- **Eye Contact:** Eye contact is a must while communicating. It is one of the most important parts of communication. Maintaining eye contact with the person you're speaking to communicates to the speaker, "Yes, I'm talking to you or listening to you." Avoiding eye contact could indicate that you do not want to hear what the person speaking to you is saying. Avoiding eye contact may also depict lack of confidence.



- **Gestures:** These show the speaker whether you are listening or not. While speaking to someone, keep your hands and feet still.





- **Avoiding distractions:** You must first identify the sources of your diversions. To listen properly, you must physically remove all distractions. Reduce the ringtone on your mobile or turn it off while attending a meeting or listening to someone to avoid distraction. Another example is that you should avoid regularly checking your Instagram/Whatsapp messages.



- **Providing feedback:** Feedback can be either positive or negative. However, in both circumstances, one must be respectful so that the person receiving the input doesn't get hurt or insulted.

### Steps to Active Listening

'Active listening' is the best type of listening. It occurs when you hear, comprehend, respond to, and recall what is being spoken. The following are the five steps or phases of active listening.

1. **Receiving:** It includes paying close attention.
2. **Recognition:** It is an informed agreement regarding something or someone.
3. **Remembering:** It refers to the retrieval or recollection of past information.
4. **Evaluating:** It is the process of determining the worth, quantity or quality, significance of something or someone.
5. **Responding:** It is the act of saying or doing anything in response to something spoken or done.

#### How can active listening be ensured?

To ensure active listening, use the acronym 'RESPECT:'

**R** – Remove (distractions)

**E** – Eye contact with the speaker

**S** – Show that you are paying close attention to the speaker through gestures

**P** – Pay attention and concentrate on what the speaker is saying

**E** – Empathise with the speaker's feelings. Empathy is the ability to share another person's feelings or experiences by thinking about what it would be like to be in that person's shoes.

**C** – Clear up any doubts, ask questions.

**T** – Tune in to the speaker's timing, i.e., wait for the speaker to complete before responding.

#### Barriers to Active Listening

You must have now understood the phases of active listening and various factors affecting active listening. Let us now attempt to comprehend how to overcome barriers to active listening.

Factor	How does a factor become a barrier?	How can one overcome the barrier?
<b>Being preoccupied</b>	When you are preoccupied, you may not pay close attention to what someone is saying.	Don't let your emotions take over your thoughts. Phones and digital devices should be kept at a distance.
<b>Audio and visual distractions</b>	In a noisy location, you might not be able to hear the other person clearly.	To avoid misinterpretations and distractions, create a suitable setting.



Factor	How does a factor become a barrier?	How can one overcome the barrier?
<b>Previous experiences or mindset</b>	Based on previous experiences and encounters, you may have established biases or preconceptions.	Avoid establishing biases and maintain objectivity when communicating with people.
<b>Personal considerations</b>	Personal feelings, such as preconceived notions about the other person may influence your listening.	Allow the other person to finish their sentence before responding.

**Inter-Disciplinary**

 **Video Session**

Scan the QR code or visit the following link to watch the following videos:

What Are Communication Skills? Top 10!

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

How Do I Communicate With Greater Clarity, Confidence, and Credibility?

<https://www.youtube.com/watch?v=MiRmyn-hDfU>

Next, write any two ways to improve communication skills.




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 **Reboot**

1. State True or False:

- a. An accurate message should be wordy. \_\_\_\_\_
- b. 'Active listening' is the best type of listening. \_\_\_\_\_
- c. A lack of effective communication skills can lead to frustration. \_\_\_\_\_
- d. Communication requires a receiver who encodes and transmits a message across a channel. \_\_\_\_\_
- e. Based on previous experiences and encounters, you may have established biases or preconceptions. \_\_\_\_\_

2. Fill in the blanks:

- a. In the \_\_\_\_\_ phase of active listening, we determine the worth and significance of the speaker.
- b. Eye Contact is one of the most important parts of \_\_\_\_\_.
- c. Feedback can be either \_\_\_\_\_ or \_\_\_\_\_.
- d. To listen properly, you must physically remove all \_\_\_\_\_.
- e. \_\_\_\_\_ combines a desire to understand with the ability to support and empathise with the speaker.





## Task

Inter-Disciplinary

Students can play this activity to improve communication. Back-to-back is a listening and instruction practice that can help students take in information and distinguish crucial elements. Divide students into pairs and have them sit back-to-back for this activity. Students can take turns acting as describers or drawers. Once the game begins, have the describer describe a complex drawing to their partner, who then attempts to recreate their partner's description on a sheet of paper. After their time limit has expired, you can inspect all of the students' drawings, compare them, and determine which drawing is the best.



## Parts of Speech

Parts of speech are the classifications of words in any language based on their function in a sentence. These are the 'building blocks' of any language. When we speak or write, we utilise sentences to explain ourselves. As a result, sentences are essential.

- A 'sentence' is a combination of words that conveys a complete meaning, thought, or action. For example, Mansi watches cartoons on TV every day.
- A 'collection of words' is a set of words that does not make perfect sense, for example, Mansi watches.

A sentence always starts with a capital letter and ends with a full stop, question mark, or an exclamation mark. For example:

- The teacher teaches Maths in the classroom.
- She dropped the glass.
- I am studying hard for my exams.

A phrase is a set of words that functions as a sentence but lacks a subject and a verb. Phrases are frequently used to describe people, things, or events. Examples:

- **Filled with joy**, the child jumped up and down.
- The man **with the black jacket** is my brother.

Phrases can also clarify how or why something happened by describing verbs or adverbs.

Examples:

- She performed the **dance with a smile on her face**.
- He continued to run **while silently humming a song**.
- He conducted the experiment **to test the seed's sensitivity to outside light**.

## Using Capital Letters

We all know that every sentence starts with a capital letter. If you recall the rules, 'MINTS', it's simple to figure out what to capitalise. MINTS is a simple set of rules that assist you in correctly capitalising words as shown below:

**M-Months**  
 My favourite month is August.

**I-the letter 'I'**  
 Deepa and I are best friends.

**N-Names**  
 (people, places, things)  
 Rachna is going to Agra to see the Taj Mahal.

**T-Titles**  
 My favourite book is Vampire Diaries

**S-Start of Sentences**  
 We are going to see a movie.

## Using Punctuation

In English, there are 15 primary punctuation symbols or signs. Full stop or period, comma, question mark, exclamation mark, apostrophe, colon, semicolon, dash, hyphen, parenthesis, quotation mark, bracket, brace, ellipsis, and bullet point are examples of punctuation.





Comma, Jack is a clever, healthy dog.	Full Stop. Prof. Sharma teaches Design Thinking.	Quotation Mark " " She said, "I am tired."
Question Mark? What is your roll number?	Apostrophe' This is my teacher's book.	Exclamation! Alas! I lost my wallet!

## Basic Parts of Speech

Parts of speech are the various types of words that humans use in sentences. Nouns, pronouns, adjectives, verbs, and adverbs are the basic parts of speech. Let us understand these.

Parts of Speech	Purpose	Example	Sentence
Noun	Person, place, or thing	Agra, monkey	The <b>monkey</b> ran up the tree. I am going to <b>Agra</b> .
Verb	action/doing words	ran, crying	The boy was <b>crying</b> . The cat <b>ran</b> after the mouse.
Adjective	describes a noun	Red, long	He was driving a <b>red</b> car. I have <b>long</b> hair.
Adverb	describes the verb, adjective, or another adverb	above, quickly	The airplane was flying <b>above</b> the clouds. The cat drinks milk <b>quickly</b> .
Pronoun	replaces the noun	she, he, it, you	<b>She</b> is speaking quite gently. <b>You</b> should brush your teeth.

The same word can be used as different parts of speech as shown below:

### ALL

Adjective	<i>All</i> women must vote.
Noun	My father lost his <i>all</i> in speculation.
Adverb	She was <i>all</i> alone in the classroom.
Pronoun	<i>All</i> voted against him in the election.

## Supporting Parts of Speech

Along with the above main parts of speech, several words support them. These are:

Parts of Speech	Example	Sentence
Articles	word that identifies the noun—a, an, the	I carry <b>an</b> umbrella every day. <b>The</b> metro arrived late.
Conjunctions	connecting words—because, and, but, so	I was hungry, <b>so</b> ate the cake.
Prepositions	show relation between words—of, between, under	She is standing <b>under</b> the tree.
Interjections	words express strong emotions—alas, wow	<b>Wow!</b> What a beautiful dress!

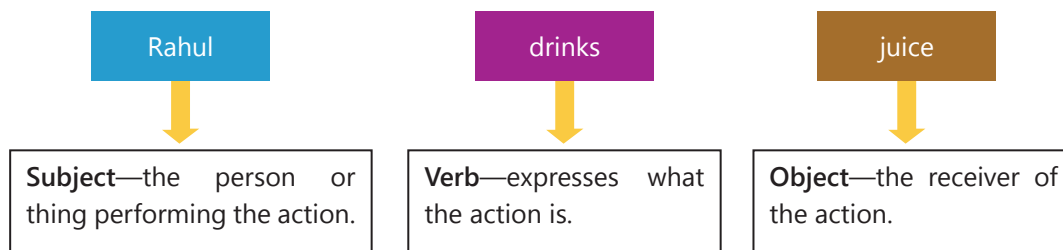


## Writing Sentences

A sentence is a sequence of words that collectively express a complete, meaningful idea. A sentence is constructed by stringing together a series of words. This means that others must understand the sentence. A sentence usually consists of a subject and an object that conveys a statement, question, exclamation, or command. Writing is created by arranging sentences in a logical order that is understandable to the reader.



A sentence is a group of words that makes complete sense. A sentence has different parts as shown below.

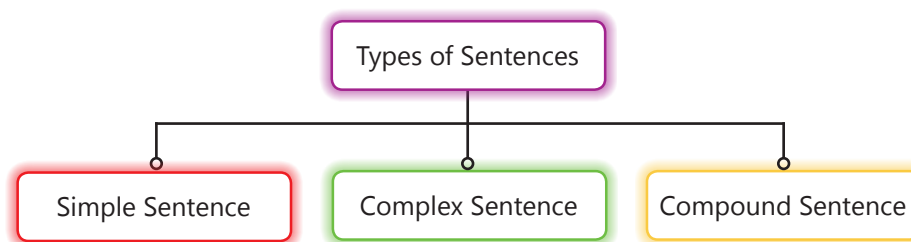


Some other examples are:

Sentence	Subject	Verb	Object
Reema kicks the ball.	Reema	kicks	the ball
He smokes a cigar.	He	smokes	a cigar
Kanika drives the car.	Kanika	drives	the car

### Types of Sentences—Classification I

Given below are different types of sentences.



Let us now learn about each of them in detail.

#### Simple Sentence

A simple sentence is one with only one subject and one predicate or one with only one finite verb. For examples:

- *She speaks loudly.*
- *We won the match.*
- *My brother woke up early in the morning.*

#### Complex Sentence

A complex sentence is one that contains at least one independent clause and one dependent clause. Complex sentences are easy to identify because they frequently use subordinating conjunctions to connect clauses, such as because, since, or until. For examples:

- *Many people enjoyed the movie; however, Rohit did not.*
- *He is happy since he retired.*
- *When my aunt visits, the whole family has fun.*
- *Although she ran very fast, she did not catch the bus.*

#### Compound Sentence

A compound sentence is one that contains at least two independent clauses linked together by a comma, semicolon, or conjunction. An independent clause contains both a subject and verb and constitutes a complete notion. For example:

- *Katniss in 'The Hunger Games' survived in the forest as she was an excellent archer.*
- *She wants to lose weight, yet she eats chocolates daily.*
- *He recently lost his mother, so he is feeling sad.*

#### Types of Objects

The object in a sentence can be either direct or indirect. Let us understand both.

<b>Direct object</b>	<ul style="list-style-type: none"> <li>• a noun or pronoun receiving the action</li> <li>• generally preceded by the verb</li> <li>• does not depend on the indirect object</li> </ul>
<b>Indirect Object</b>	<ul style="list-style-type: none"> <li>• a noun/pronoun that receives the direct object.</li> <li>• generally preceded by prepositions</li> <li>• depends on the direct object</li> </ul>



Let us understand using an example:

**My cousin brought us freshly-picked flowers.**



Some more examples are:

Sentence	Direct Object	Indirect Object
He gave his son a present.	present	son
The little boy drew his teacher a picture.	picture	teacher
My sister bought me some chocolates.	chocolates	me

## Types of Sentences—Classification II

### Active and Passive Sentences

We use both active and passive sentences while speaking. How to distinguish between the two?

Active Sentence	Passive Sentence
Subject + verb + object The subject performs the action on the object. <b>Example:</b> The lion killed the deer. Gargi sings lovely songs.	Object + verb + subject The subject is being acted upon. <b>Example:</b> The deer was killed by the lion. Lovely songs are sung by Gargi.

Some more examples are:

**Active Sentence**  
*The cat killed the pigeon.*  
*Where did you buy this bag from?*  
*Jai made a cake.*

**Passive Sentence**  
*The pigeon was killed by the cat.*  
*From where was this bag bought by you?*  
*A cake was made by Jai.*

## Types of Sentences—Classification III

There are four types of sentences: declarative, interrogative, exclamatory, and imperative as shown in the table:

Declarative Sentence	Interrogative Sentence	Exclamatory Sentence	Imperative Sentence
It conveys information or expresses a fact. It always terminates with a full stop (.). This is the most typical type of sentence.	It always asks a question and ends with a question mark (?).	An exclamatory statement conveys a powerful emotion, such as joy, grief, terror, or wonder. It is always followed by an exclamation mark (!).	These sentences convey an order, instruction, request, or word of advice. It can be terminated with a full stop or an exclamation mark (. or!).
<b>Examples</b> We own a cat. She has finished reading that book.	<b>Examples</b> Are you hungry? Did she pass the exam?	<b>Examples</b> Yippee! I passed the test. Alas! I lost my bag.	<b>Examples</b> Cook the vegetables. Complete this work by tomorrow.

## Paragraph

A paragraph is made up of sentences. When composing a paragraph, make sure all the sentences share the same idea. Make a new paragraph if you want to write something. For example, if you're writing about your school, the first paragraph may include phrases about the name, location, size, and other relevant information. You can use sentences in the following paragraph to describe what you enjoy about your school.

I study in Kendriya Vidyalaya in Ajmer, Rajasthan. It is located near the highway. It is a small school with few excellent teachers. My school has around 200 students.  
 I enjoy going to school and learning new things. After lessons, I go to the playground and play football with my classmates. My school also has a library. It is fantastic!





## At a Glance

- Communication is a two-way process in which information or messages are communicated between individuals through the use of words, symbols, signs, or behaviour.
- To learn a language, four fundamental skills must be developed: listening, speaking, reading, and writing.
- Communication requires a sender who encodes and transmits a message across a channel, and a receiver who decodes the message and provides feedback.
- Feedback is vital in communication since it allows you to determine whether or not the receiver understood the message.
- Our communication must be clear, brief, and accurate.
- Effective communication abilities enable us to convey the message accurately and entirely.
- One of the most fundamental communication abilities is the ability to listen.
- Active listening combines a desire to understand with the ability to support and empathise with the speaker.
- Active listening can have an impact on your job effectiveness, the quality of your relationships with others, and as a result, your general well-being.
- To ensure active listening, use the acronym 'RESPECT'.
- There are many barriers to active listening like biases, being preoccupied, and audio or visual distractions.
- Parts of speech are the classifications of words in any language that are based on their function inside a sentence.
- A 'sentence' is a combination of words that conveys a complete meaning, thought, or action.
- In English, there are 15 primary punctuation symbols or signs.
- Nouns, pronouns, adjectives, verbs, and adverbs are the basic parts of speech.
- A sentence usually consists of a subject and an object that conveys a statement, question, exclamation, or command.
- Sentences can be simple or complex, active or passive, declarative or interrogative or exclamatory or imperative.
- When composing a paragraph, make sure all the sentences share the same idea.

## Exercise



### Solved Questions

#### SECTION A (Objective Type Questions)

#### Quiz

##### A. Tick (✓) the correct option.

1. Which of the following is NOT a step of active listening?  
a. Evaluate  b. Receiving  c. Feedback  d. Post
2. Which of the following is a barrier to active listening?  
a. Eye contact  b. Being preoccupied   
c. Gestures  d. Avoiding distractions
3. MINTS is a simple set of rules that assist you in correctly \_\_\_\_\_ the words.  
a. capitalising  b. punctuating  c. joining  d. interjecting
4. Hearing is \_\_\_\_\_.  
a. active  b. passive  c. Neither (a) nor (b)  d. Both (a) and (b)





5. Which one of the following aptly defines a sentence?
  - a. A combination of words
  - b. A group of similar words
  - c. A combination of words that conveys a complete meaning
  - d. None of the above
6. **Assertion (A):** Active listening is an art that combines a desire to understand with the ability to support and empathise with the speaker.  
**Reason (R):** Active listening can have an impact on your job effectiveness.
  - a. Both A and R are true and R is the correct explanation of A.
  - b. Both A and R are true but R is not the correct explanation of A.
  - c. A is true but R is false.
  - d. A is false but R is true.
7. "When will aunt Suman visit us?" is a \_\_\_\_\_.
  - a. Declarative Sentence
  - b. Imperative Sentence
  - c. Exclamatory Sentence
  - d. Interrogative Sentence
8. What does P in 'RESPECT for active listening' stand for?
  - a. Popularity
  - b. pin your ears back
  - c. pay attention and concentrate on what the speaker is saying
  - d. pay money to the speaker
9. Which among the following involves listening, speaking, writing, or transferring information in any other form to understand others?
  - a. Communication
  - b. Concentration
  - c. Talking
  - d. Emailing
10. Communication requires a \_\_\_\_\_ who encodes and transmits a message across a channel, and a receiver who decodes the message and provides \_\_\_\_\_.
  - a. sender, information
  - b. sender, feedback
  - c. feedback, sender
  - d. source, feedback
11. You work at the front desk of a telecom company. A customer approaches you while you are working. The customer has a query regarding a bill. What would you do? [NCERT]
  - a. Not pay attention to the customer
  - b. Keep the work aside and help the customer
  - c. Continue doing your work while talking inattentively to the customer
  - d. Ask the customer to talk to someone else
12. Which of the following can be a barrier to active listening? [NCERT]
  - a. Noisy environment
  - b. Not maintaining an eye contact with the speaker
  - c. Not being attentive
  - d. All of the above

**B. Fill in the blanks.**

1. \_\_\_\_\_ is important in communication as it helps to understand whether the receiver has understood the message or not.
2. In English, there are \_\_\_\_\_ primary punctuation symbols or signs.
3. \_\_\_\_\_ are the classifications of words in any language that are based on their function inside a sentence.
4. The \_\_\_\_\_ stage of active listening refers to the retrieval or recollection of past information.
5. 'R' in RESPECT stands for \_\_\_\_\_.

**C. State whether the following statements are true or false.**

1. Complex sentences are easy to identify because they frequently use independent conjunctions. \_\_\_\_\_
2. A sentence usually consists of a subject and an object. \_\_\_\_\_



3. While practicing active listening, we should not ask questions to clear doubts as it disturbs the speaker. \_\_\_\_\_
4. Feedback must always be negative. \_\_\_\_\_
5. Phones and digital devices should be kept at a distance while practicing active listening. \_\_\_\_\_

## SECTION B (Subjective Type Questions)

### A. Answer the following questions:

1. Define simple and complex sentences. Also, give examples.

**Ans.** A simple sentence is one with only one subject and one predicate or one with only one finite verb. Example: She loves dancing.

A complex sentence contains at least one independent clause and one dependent clause. Example: Most students had read the book; however, Aditi had not.

2. What are the non-verbal cues of active listening?

**Ans.** i. Keep eyes on the speaker ii. Sit still and do not interrupt  
iii. Raise your hand to ask any question/clarify doubts

3. Differentiate between hearing and listening.

**Ans.** Hearing is merely the act of perceiving sound with the ear. Listening, on the other hand, is something you intentionally choose to do. Listening necessitates concentration of your brain to process meaning from words and sentences.

4. Why is active listening crucial in the workplace?

**Ans.** Active listening allows others to feel more at ease while sharing information with us. People will be more interested in interacting with us frequently if we display our capacity to honestly listen to what others have to say. This can help to create new opportunities.

5. Identify the following as simple, compound and complex sentences:

- i. Alisha and Jassi went to the park in the evening. ii. Subhi went to the garden and plucked some flowers.
- iii. The house was so beautiful that Dad decided to buy it. iv. Anjali can stay or leave.
- v. Although it was a sunny day, we did not go for a picnic.

**Ans.** i. Alisha and Jassi went to the park in the evening. (Simple)  
ii. Subhi went to the garden and plucked some flowers. (Compound)  
iii. The house was so beautiful that Dad decided to buy it. (Complex)  
iv. Anjali can stay or leave. (Compound)  
v. Although it was a sunny day, we did not go for a picnic. (Complex)

6. What are the five phases of active listening?

**Ans.** The following are the five phases of active listening.

- a. **Receiving:** It includes paying close attention.
- b. **Recognition:** It is an informed agreement regarding something or someone.
- c. **Remembering:** It refers to the retrieval or recollection of past information.
- d. **Evaluating:** It is the process of determining the worth, quantity or quality, significance of something or someone.
- e. **Responding:** It is the act of saying or doing anything in response to something spoken or done.

7. What do you understand by Feedback? Why is it necessary in communication?

**Ans.** Feedback is vital in communication since it allows the sender to determine whether or not the receiver understood the message. Feedback can be either positive or negative. However, in both circumstances, one must be respectful so that the person receiving the input doesn't get hurt or insulted.

8. What is communication?

**Ans.** Communication is a two-way process in which information or messages are communicated between individuals through the use of words, symbols, signs, or behaviour. The components of communication that help us comprehend others are speaking, listening, reading, and writing. To learn a language, four fundamental skills must be developed: listening, speaking, reading, and writing.

9. Explain any two factors that influence active listening?

**Ans.** Following are the factors that influence active listening:

- **Eye Contact**

Eye contact is a must while communicating. It is one of the most important parts of communication. Maintaining eye contact with the person you're speaking to communicates to the speaker, "Yes, I'm talking to you



or listening to you." Avoiding eye contact could indicate that you do not want to hear what the person speaking to you is saying. Avoiding eye contact may also depict lack of confidence.

• **Avoiding distractions**

You must first identify the sources of your diversions. To listen properly, you must physically remove all distractions. Reduce the ringtone on your mobile or turn it off while attending a meeting or listening to someone to avoid distraction. **Another example is that you should avoid regularly checking your Instagram/Whatsapp messages.**

**B. Competency-based/Application-based questions:**

Misha is working as an assistant to a fashion designer. Her duty is to provide dress materials that her boss requests. Misha puts her heart and soul into her work seeing to it that her boss gets all quality materials on time. However, her boss does not give her any feedback and criticizes Misha all the time. As a result, now Misha has become demotivated. What advice will you give to Misha's boss.

Ans. Misha's boss should do the following things:

- Give timely feedback to Misha
- Give specific instructions in case Misha has not understood her request.
- Maintain eye contact while talking to Misha
- Build rapport with Misha



## Unsolved Questions

### SECTION A (Objective Type Questions)

**Quiz**

**A. Tick (✓) the correct option.**

1. Which of these sentences is capitalised correctly? [NCERT]

a. I am Hungry. <input type="radio"/>	b. Divya and Sunil are reading. <input type="radio"/>
c. The bucket is full of water. <input type="radio"/>	d. She lives in Delhi. <input type="radio"/>
2. Which of these sentences is punctuated correctly? [NCERT]

a. Where are you going? <input type="radio"/>	b. I have a pen a notebook and a pencil. <input type="radio"/>
c. I am so happy to see you! <input type="radio"/>	d. This is my house. <input type="radio"/>
3. Which of these sentences has/have both indirect and direct objects? [NCERT]

a. I am working on a presentation. <input type="radio"/>	b. She bought a blue pen. <input type="radio"/>
c. The girls played cricket. <input type="radio"/>	d. He wrote a letter to his sister. <input type="radio"/>
4. Which of the following factors do not improve active listening? [CBSE Sample Paper, 2022]

a. Eye contact <input type="radio"/>	b. Being pre-occupied <input type="radio"/>
c. Gestures <input type="radio"/>	d. Giving feedback <input type="radio"/>
5. 'MINTS' is a set of simple rules that helps in \_\_\_\_\_ words correctly. [CBSE Sample Paper, 2022]

a. Capitalise <input type="radio"/>	b. Punctuation <input type="radio"/>
c. Conjunction <input type="radio"/>	d. Interjection <input type="radio"/>

**B. Fill in the blanks.**

1. An \_\_\_\_\_ sentence conveys a powerful emotion, such as joy, grief, terror, or wonder.
2. To learn a language, four fundamental skills must be developed: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
3. A \_\_\_\_\_ is a group of sentences.
4. Our communication must be clear, brief, and \_\_\_\_\_.
5. A \_\_\_\_\_ sentence contains at least one independent clause and one dependent clause.

**C. State whether the following statements are true or false.**

1. An imperative sentence ends with a question mark.



2. MINTS is a simple set of rules that assist you in correctly capitalising words. \_\_\_\_\_
3. Communication is a one-way process. \_\_\_\_\_
4. Maintain eye contact with the speaker during active listening. \_\_\_\_\_
5. Effective communication skills can lead to frustration. \_\_\_\_\_

### SECTION B (Subjective Type Questions)

#### A. Answer the following questions:

1. List any three characteristics of an active listener.
2. Describe any two parts of speech with examples.
3. List the barriers to active listening.
4. Identify the following statements as declarative, imperative, interrogative and exclamatory:
  - i. Bring me a glass of water.
  - ii. My sister bakes delicious cakes.
  - iii. How beautiful is the painting!
  - iv. Would you like to have a glass of fresh juice?
  - v. He has hurt his left hand.
5. List any two advantages of active listening.
6. Explain how gestures and feedback is necessary for effective communication.
7. Differentiate between active and passive sentence using examples.
8. To ensure active listening, use the acronym 'RESPECT'. Explain in detail.

#### B. Competency-based/Application-based questions:

Ishaan is working in a multinational company. He is working from home today. He has to attend a very important meeting where he must listen and jot points. What should Ishaan do to listen effectively?

### Previous Years' Questions

1. Which of the following is one of the steps of Active Listening? [2022]
 

a. Contact <input type="radio"/>	b. Absorb <input type="radio"/>
c. Feedback <input type="radio"/>	d. Trust <input type="radio"/>

Ans. b. Absorb

2. \_\_\_\_\_ is the act of conveying meanings from one entity or group to another through the use of mutually understood signs, symbols, and semiotic rules. [2022]
 

a. Dancing <input type="radio"/>	b. Teaching <input type="radio"/>
c. Walking <input type="radio"/>	d. Communication <input type="radio"/>

Ans. d. Communication



### Lab Activity

Communication

1. Distribute sheets of paper to students. Tell all students to keep their eyes closed and not ask any questions. Give step-by-step instructions to fold the paper into an origami shape of your choice. Now all students will open their eyes and look at the shapes they created.
  - a. Are the shapes different even though you gave the same instructions?
  - b. Ask the students if they could have done better if they had kept their eyes open and were allowed to ask questions?
2. Make a poster to depict Teacher–Student conversation using the acronym RESPECT. Display the poster in the classroom and discuss with other students of the class.







## Class Activity

Experiential Learning

### Activity 1

**Group discussion:** Factors affecting active listening

[CBSE Handbook]

**Material required:** Notebook, pen, etc.

#### Procedure

- Form groups of three students each.
- Each group selects any one of the factors (as given in Table 1.2), which acts as a barrier to active listening.
- Discuss how it can affect or become a barrier to active listening in the following situations.
  - (i) Family gathering for a wedding ceremony
  - (ii) At a busy retail store
  - (iii) Team discussion during sports day at school
  - (iv) Birthday celebration of a friend
- Each group shares its experiences and ways to overcome these barriers.

### Activity 2

**Poster making:** Active listening

[CBSE Handbook]

**Material required:** Chart paper, pencil, sketch pens, etc.

#### Procedure

- Make a poster on either of the below mentioned scenarios using the acronym RESPECT, which you have studied in this Session for practising active listening.
  - (i) Depicting a conversation between two friends
  - (ii) Parent–child conversation

Creativity

## Answers

### Exercise (Section A)

A. 1. d    2. b    3. a    4. b    5. c    6. b    7. d    8. c    9. a    10. b  
11. b    12. d

B. 1. feedback    2. 15    3. Parts of speech    4. remembering    5. removing distractions

C. 1. False    2. True    3. False    4. False    5. True



## UNIT-2

# SELF-MANAGEMENT SKILLS-IV



### Learning Outcomes

- Optimism (Positive Attitude) and Motivation
- Being Result-oriented
- Stress Management
- Self-Awareness

Self-management, often known as 'self-control', is the ability to effectively control one's emotions, thoughts, and behaviour in a variety of settings. This includes encouraging oneself and striving toward personal and academic objectives.

Students with great self-management abilities do better in specific areas such as arriving on time for class, paying attention, respecting teachers, parents, and elders, working with discipline, and so on. It enables a person to do better in school or job. To achieve effectiveness at work and in life, one must be able to manage and improve oneself in a variety of abilities such as punctuality, discipline, problem-solving, and work habits. To effectively control oneself, one must cultivate the following skills:

- **Positive thinking:** believing that one is capable of accomplishing one's goals.
- **Result orientation:** the ability to think big and work towards attaining the desired or pre-determined results.
- **Self-awareness:** being aware of one's personality traits, knowing one's weaknesses and maximising one's strengths.



### Optimism (Positive Attitude) and Motivation

Motivation and positive thinking can assist us in overcoming our challenges and taking on new objectives. Similarly, optimism, which is a mental attitude that expresses a belief or hope, can result in positive and desired consequences. It enables us to realise our ambitions, persevere in our pursuit of success, and live a happy life with a positive attitude.

*Optimism is essential to achievement and it is also the foundation of courage and true progress.* —Nicholas M. Butler

#### Motivation

The term "motivation" is derived from the word "motive." Thus, the essence of motivation is guiding behaviour toward a specific objective or goal. An individual's motivation might arise from within (intrinsic motivation) or be motivated by people or events outside of themselves (extrinsic motivation).

#### Intrinsic Motivation

It covers activities for which there is no obvious reward but that provides happiness and fulfilment. People are internally motivated to accomplish something because it gives them pleasure. They believe it is significant or what they are learning is significant. Motive or goal-related incentives can fulfil a person's needs.

#### Extrinsic Motivation

It occurs as a result of external rewards or incentives. For example, employees who are hired on a contractual basis for an extended period may become dissatisfied and quit the organisation as a result of a lack of motivation or incentives.



## A Positive Outlook

A cheerful attitude makes people happy and aids in the formation and maintenance of relationships. It can even improve one's chances of success. Furthermore, it might assist the individual in making better selections. For people who retain a positive or optimistic attitude in life, events and obstacles are more likely to succeed than those who have a negative attitude. A positive mindset contributes to better mental and physical health.

### Methods for Fostering a Positive Attitude

It takes time and work to cultivate a happy mindset. The following are some strategies for maintaining a positive attitude:

- Begin your day with a morning ritual. Say positive affirmations, smile frequently, and consider the chores to be completed during the day.
- Fill the mind with positive thoughts by reading encouraging books, listening to music with uplifting lyrics, watching inspiring movies, and so on.
- Take the initiative. A proactive individual determines how to feel regardless of what is going on around him/her or what the day might bring.
- Concentrate on what is constructive and beneficial. Do not approach life with 'issues.' Approach it with a 'solutions' mindset.
- Failure teaches us valuable lessons. Consider what could have been done better and strive toward those goals.
- Learn to concentrate on the current moment. Anxiety over past and future occurrences is the main source of negativity.
- Strive to achieve your ambitions and desires. Keep a positive attitude and work hard to attain your goals.



Think Positive



Talk Positive



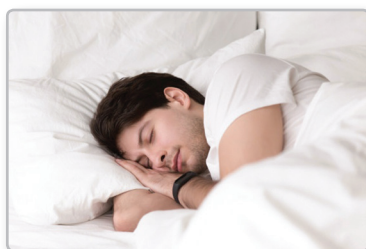
Feel Positive

Here are some additional strategies to help you keep a positive attitude in the long run:

- **Physical activity and fresh air:** Students must maintain a healthy lifestyle. Yoga, meditation, and deep breathing techniques all assist to increase blood circulation and calm the body. Going on a stroll or playing in the park allows one to obtain a lot of fresh air, that aids in being more active.



- **Healthy and Balanced Diet:** A healthy and balanced diet is essential for a healthy body and mind. Eating a well-balanced meal that includes daal, roti, green vegetables, and fruits gives the energy you need to go through the day.



- **Organise your academic life:** By keeping class notes organised, completing projects on time, and staying on top of all deadlines, you may significantly minimise stress. When you are not worried, you may direct your thoughts to attain your objectives.



- **Adequate sleep:** A decent night's sleep of at least seven hours is required so that the mind and body may be rejuvenated and helps to perform better the next day.



- **Vacations with family and friends:** Visiting a relative's home, such as grandparents' home, or a different location during summer vacations may help one break the tedious routine and return rejuvenated.



A positive attitude is extremely valuable in a student's life. The learner will face a variety of challenges in life, and being optimistic will help the youngster to persevere. The most typical scenario would be at the presentation of exam results. Exam results are not always as expected for students. However, it is critical not to give up hope, to accept the result gracefully, and to prepare harder with a good mindset for the next exam.

Even during an ideal job interview, a candidate may not be chosen on the first try. All ambitions, however, can be realised with a positive mentality and consistent work. Hence, a person must learn to have a positive attitude or cheerful demeanour in all aspects of life.



## Brainy Fact

When happy thoughts occur, brain growth occurs through reinforcement and the formation of new synapses.



## Stress Management

We keep hearing the term stress. So, what does this term mean? Stress is defined as the condition of being agitated, irritated, and helpless. There are moments when we feel that nothing is functioning well, that we are unable to attain our objectives, and that we are lost.

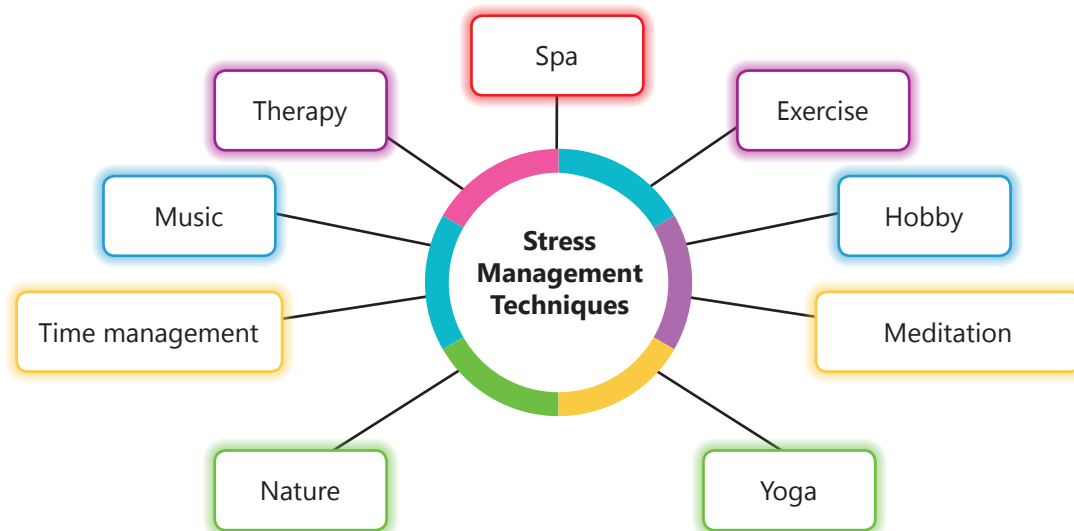
Managing and controlling our emotions at such moments might help us sail through. Some methods for dealing with stress are listed below.

- Maintain a good attitude and examine what is going wrong in a given circumstance. Once the problem is understood, it is simple to resolve.
- Keep an accomplishment sheet and record even minor accomplishments.
- Keep your mind in the current moment. We feel unhappy and powerless when we think about past problems.
- Seek consolation from friends and family.
- Practice meditation and yoga.
- Check your accomplishment sheet whenever you sense negative ideas creeping over.



## Other Stress Management Techniques


There are various ways to manage stress. Some of them are:





By effectively controlling stress and having a positive attitude, one may conquer any problem and achieve new heights in their work. Effective stress management aids in the maintenance of a good work-life balance.

**Experiential Learning**

 **Video Session**

Scan the QR code or visit the following link to watch the video: Stress - What is Stress - Why Is Stress Bad - What Causes Stress - How Stress Works

<https://www.youtube.com/watch?v=dERu8051t4w>

After watching the video, answer the following questions:


1. Write any two causes of stress.  

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2. Suggest any two stress management techniques.  

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## **Being Result-oriented**

Result orientation refers to a person's capacity to recognise what outcomes are essential and what activities must be done to obtain them. It involves concentrating on the outcome of an activity. When you know what you want to achieve, you can concentrate on the steps necessary to get there. As a result, result orientation refers to an individual or organisation that focuses on the end result rather than the method employed to create a product or provide a service. An ideal employee is proactive and result-oriented. The individual must constantly take appropriate actions to reach the goals or targets that have been established.

### **How do you become result-oriented?**

Following are some ways to become result-oriented:

- **Establish precise goals:** Establishing precise goals is essential and is the first action that must be taken to fulfil the goals.
- **Create an action plan:** An action plan specifies how you intend to proceed as well as the manner in which a person or organisation will satisfy the objectives. It describes the actions to be done in detail to attain the goal. As a result, it is made up of multiple parts. Each action, process, or modification should include the following details:
  - a. *What* changes will occur as a result of the actions?
  - b. *Who* will implement the changes?
  - c. *When* will the changes be implemented?
  - d. *How* long will the changes be in effect?
  - e. *What* resources are required to implement the changes?
  - f. *Who* should be informed and *what information* should be communicated?
- **Use the appropriate resources and tools:** It is necessary to assess the resources and tools required to accomplish the desired goals, as well as their availability. For example, your wish is to score 90% in the school board exam. Do you have the material you'll need to study for the exams? If not, where and how can you obtain them?
- **Communicate with mentors and peers:** When it comes to defining realistic objectives, it is necessary to consult with teachers, seniors, and mentors.
- **Create a calendar:** A calendar must be created in order to track progress at regular intervals.
- **Work hard:** It is necessary to work hard and believe in one's dreams.

### **Goal Setting**

Setting goals helps us understand what we want, how to get them, and how to assess our progress. To write a goal, we must first comprehend its purpose and aim. Let's attempt to figure out how to define a goal:

- Determine the aim, for example, client happiness, speeding up the delivery process, and so on.



- How would the aim make a difference? For example, would it boost consumer happiness, raise demand for a product or service, speed up the delivery process, and result in higher product loyalty and quality?
- To set goals, use the term SMART. Let's look at what each letter in SMART means:

<b>S</b>	<b>Specific</b> Be Clear. Set real deadlines using real numbers.
<b>M</b>	<b>Measurable</b> Measurable goals can be tracked, allowing you to see their progress
<b>A</b>	<b>Attainable</b> Know if your goal is attainable and work towards achieving it.
<b>R</b>	<b>Realistic</b> Avoid unnecessary stress. Make the goal realistic.
<b>T</b>	<b>Time-bound</b> Give yourself a deadline.

The following are some examples of results-oriented goals:

- A student may establish a goal of getting high marks in an exam.
- A runner may set a goal to run six kilometres every day.
- A traveller may attempt to reach a destination in two hours.



## Brainy Fact

In 1981, George T. Doran, Arthur Miller, and James Cunningham created the SMART goal-setting technique. The article "There's an S.M.A.R.T. Way to Write Management Goals and Objectives" appeared in Management Review volume 70, issue 11.



## Self-Awareness

Understanding one's own needs, desires, habits, qualities, behaviours, and feelings is what self-awareness is all about. Let's attempt to explain this with a short narrative:

*Once upon a time, a pregnant lion was very sick. She dies shortly after giving birth. Unsure of what to do, the infant wanders into an adjacent field and joins a herd of sheep. When the mother sheep notices the cub, she decides to nurture it as her own. As a result, the lion cub grows up with the other sheep and begins to think and act like a sheep. It'd bleat like a sheep and eat grass!*

When we are not conscious of ourselves, we end up going in a direction that we are unsure about. As a result, it is critical that we are self-aware. When a person becomes self-aware, he or she becomes aware of everything and begins to look at things or circumstances objectively. It is crucial to our understanding of ourselves, our relationships with others, and our understanding of the world around us.



### Steps to Take to Become Self-Aware

- The first stage in developing self-awareness is to become more conscious of one's emotions.
- The second stage in developing self-awareness is to develop a practise of journaling one's feelings.
- The third stage in practising self-awareness is to broaden one's practise of aspects of life besides one's feelings.

### Sources of Motivation and Inspiration

The following are the sources of our motivation and inspiration:

**Books:** Books are our best friends. They expand our horizon of thought. They help us visualize as unknown and uncharted territories beyond our capacities.

**Music:** Music is the language of the soul. A good inspiring piece touches everybody's heart and can help create miracles.

**Expansive thoughts:** Thinking and discussing big and positive ideas motivates us to reach our highest potential.



**Dreaming big:** Dreaming big is a journey not a destination. Dreaming big helps us to be mentally prepared to take that big leap forward.

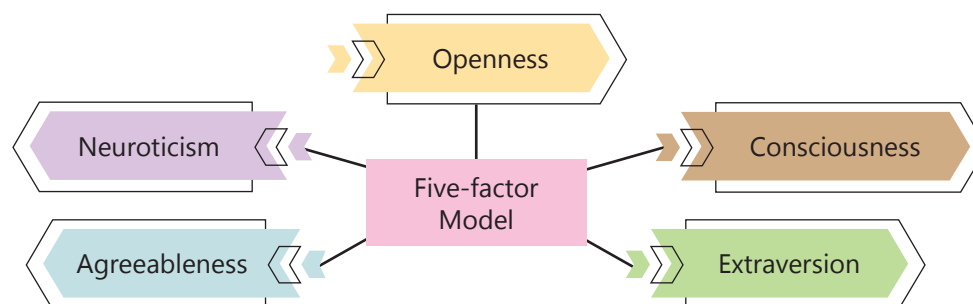
**Living fully in the present moment:** Living in the present moment means letting go of the past and not waiting for the future. It means living your life consciously, aware that each moment you breathe is a gift.

## Personality and Personality Characteristics

Personality is a collection of ideas, feelings, and behaviours that distinguishes one individual from another. Personality characteristics are characterised as generally long-lasting patterns of thoughts, feelings, and behaviours that separate individuals. Thus, personality development is the formation of an organised pattern of behaviours and attitudes that distinguishes a person. Personality development is the result of a continual interplay between temperament, character, and environment. Culture also has a significant impact on how people develop.

One's personality also has an impact on one's relationship with others. A cheerful personality can contribute to improved performance, enhanced productivity, and pleasant interpersonal connections.

An individual's personality may be described using five characteristics. These five dimensions are also known as the 'Big Five Factors', and the concept is known as the 'Five Factor Model', or FFM.



Let us now learn about these 'Big Five Factors' in detail:

- **Openness:** Individuals who are open to new experiences are often creative, curious, energetic, adaptable, and adventurous. An open-minded individual is someone interested in learning new things, meeting new people, and making new friends, as well as travelling to new areas.
- **Conscientiousness:** People who listen to their conscience are self-disciplined, do their work on time, put others first, and are concerned about the sentiments of others.
- **Extraversion:** Extroverts are people who enjoy connecting with others and are often sociable. A confident and extrovert person is someone who can readily make friends and make any gathering interesting.
- **Agreeableness:** Individuals with this feature are often friendly, empathetic, cooperative, warm, and caring. They are able to adapt to any scenario. People who aid and care for others, for example, are often liked.
- **Neuroticism:** Neuroticism is a personality trait characterised by a tendency for worry, self-doubt, despair, shyness, and other unpleasant emotions. People who have trouble meeting other people and worry excessively display indicators of neuroticism.

## Personality Disorders

Personality disorders are characterised by undesirable and inflexible long-term habits of thought and behaviour. A personality disorder is a style of thinking, feeling, and acting that deviates from social standards and produces long-term pain. There are mainly three groups of personality disorders. Let us learn about them.

### Group A: Suspicious

People in this group are always suspicious and mistrustful of others, even when there is no need to be. Deepa, for example, is a housewife. For the past two years, she has a maid working at her home. Despite having CCTV cameras installed around the house, Deepa is constantly distrustful of the maid. She is always following her and keeping an eye on her moves. Deepa and her maid are both stressed as a result of this.

Following are different types of personality disorders developed in people showing suspicious behaviour:

- **Paranoid personality disorder:** It is characterised by suspicion towards others, especially friends, family members, and lovers. People with this disease frequently harbour grudges against others.
- **Schizoid personality disorder:** The word "schizoid" refers to the natural propensity to shift one's attention away from the exterior world and onto one's inner existence. A person suffering from schizoid personality disorder is remote and aloof, with an inclination towards introspection and fantasising. The individual appears to be emotionally frigid and displays little interest in building personal ties.



## Group B: Emotional and Impulsive Behaviour

This personality disorder is distinguished by fluctuating emotions and behaviours, that results in poor and unstable relationships, emotional instability, and sense of worthlessness. Prashant, for example, is a high school student. When he receives bad grades, he becomes unhappy and clashes with his buddies. He also does not attempt to learn from his mistakes. His parents and instructors have attempted to talk to him, but he feels furious, worthless, and as a result, yells at them.

Following are different types of personality disorders developed in people showing emotional and impulsive behaviour:

- **Antisocial personality disorder:** It is characterised by a disdain for social rules and duties. They are irritable and aggressive, and they behave rashly. They have a lack of shame and fail to learn from their mistakes. They may lie, steal, abuse, and may develop an addiction to alcohol or narcotics.
- **Borderline personality disorder:** People with borderline personality disorder lack a sense of self-worth, resulting in feelings of emptiness and anxieties of abandonment. A pattern of emotional instability, aggressive outbursts, and impulsive behaviour exists. Suicidal ideation and self-harm are widespread in persons with this personality disorder. They may struggle to cope with stressful situations.
- **Histrionic personality disorder:** People with histrionic personality disorder sometimes try to attract attention by being too theatrical. They are highly sensitive to criticism or rejection and are readily swayed by others.
- **Narcissistic personality disorder:** Narcissistic personality disorder is characterised by the belief that one is more important than others. They lack empathy for others and prefer to glorify their own accomplishments.

## Group C: Anxious

This personality condition is characterised by emotions of worry, anxiety, or dread that can interfere with one's regular activities. Adarsh, for example, is an old man. He remains at home with his family. He makes it a point to wash his hands at least 20 times every day. Even after washing his hands, he believes they are dirty and continues to massage or wash them. He does not communicate with his children, friends and does not engage in any family activities.

Following are different types of personality disorders developed in people showing anxious behaviour:

- **Avoidant personality disorder:** People with this disorder are socially incompetent, unappealing, or lacking, and they are always afraid of being embarrassed, criticised, or rejected. They avoid social situations and frequently suffer emotions of inadequacy, inferiority, or unattractiveness.
- **Dependent personality disorder:** People with this illness have a lack of self-confidence and a strong need to be looked after. They require a great deal of assistance in making daily decisions and entrust crucial life decisions to the hands of others. They are highly dependent on others for their emotional and physical needs and, as a result, hate being alone.
- **Obsessive-compulsive personality disorder:** People with this illness are obsessive about following rules and regulations. They are distinguished by an overbearing desire for orderliness, perfectionism, and attention to detail. They are highly uncomfortable when they are unable to attain perfection. They may even overlook personal connections in order to finish a project.



### Task

Find information about how you can help someone with a personality disorder. Present these findings through a PowerPoint presentation.

## Methods for Overcoming Personality Disorders

Following are the methods to overcome personality disorders:

- Speak with someone. It is usually beneficial to express your emotions.
- Take care of your physical health. A healthy body may aid in the maintenance of a healthy mind.
- Increase your confidence in your ability to deal with challenging situations.
- Take up a hobby, such as music, dance, or painting. These have a healing effect.
- Maintain a positive attitude by using terms like 'challenges' instead of 'problems.'





## At a Glance

- Self-management, often known as 'self-control', is the ability to effectively control one's emotions, thoughts, and behaviour in a variety of settings.
- To achieve effectiveness at work and in life in general, one must be able to manage and improve oneself in a variety of abilities, such as punctuality, discipline, problem solving, and work habits.
- Motivation and positive thinking can assist us in overcoming our challenges and taking on new objectives.
- An individual's motivation might arise from within (intrinsic motivation) or be motivated by people or events outside of themselves (extrinsic motivation).
- A cheerful attitude makes people happy and aids in the formation and maintenance of relationships. It can even improve one's chance of success.
- Yoga, meditation, and deep breathing techniques assist in increased blood circulation and calms the body.
- A person will face a variety of challenges in life, and will help him/her to persevere.
- Stress is defined as a condition of being agitated, irritated, and helpless.
- Effective stress management aids in the maintenance of a good work-life balance.
- Result orientation refers to a person's capacity to recognise what outcomes are essential and what activities must be done to obtain them.
- The individual must constantly take appropriate actions to reach the goals or targets that have been established.
- Setting goals helps us understand what we want, how to get them, and how to assess our progress.
- Understanding one's own needs, desires, habits, qualities, behaviours, and feelings is what self-awareness is all about.
- Personality is a collection of ideas, feelings, and behaviours that distinguishes one individual from another.
- Personality characteristics are characterised as generally long-lasting patterns of thoughts, feelings, and behaviours that separate individuals.
- A personality disorder is a style of thinking, feeling, and acting that deviates from social standards and produces long-term pain.

## Exercise



### Solved Questions

#### SECTION A (Objective Type Questions)

#### Quiz

#### A. Tick (✓) the correct option.

1. People are \_\_\_\_\_ motivated to accomplish something because it gives them pleasure.  
a. externally  b. internally  c. Both (a) and (b)  d. None of these
2. In SMART goals, M refers to \_\_\_\_\_.  
a. measure  b. meaning  c. measurable  d. material
3. A person suffering from \_\_\_\_\_ disorder appears to be emotionally frigid and displays little interest in building personal ties.  
a. schizoid personality disorder  b. dependent personality disorder   
c. antisocial personality disorder  d. narcissistic personality disorder
4. \_\_\_\_\_ is crucial in our understanding of ourselves, our relationships with others, and our understanding of the world around us.  
a. self-understanding  b. Pre-planning  c. self-awareness  d. Positive attitude





5. Which of the following is NOT a basic personality trait?
 

a. Emotional stability <input type="radio"/>	b. Open-mindedness <input type="radio"/>
c. agreeableness <input type="radio"/>	d. Obsessive-compulsive personality <input type="radio"/>
6. \_\_\_\_\_ and positive thinking can assist us in overcoming our challenges and taking on new objectives.
 

a. Personality trait <input type="radio"/>	b. Adaptability <input type="radio"/>	c. Motivation <input type="radio"/>	d. Stress <input type="radio"/>
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7. A \_\_\_\_\_ is a style of thinking, feeling, and acting that deviates from social standards and produces long-term pain.
 

a. personality disorder <input type="radio"/>	b. motivation <input type="radio"/>
c. stress <input type="radio"/>	d. depression <input type="radio"/>
8. Which of the following is NOT the correct way to manage stress?
 

a. Practice Yoga and meditation <input type="radio"/>	b. Eat junk food like burgers, pizzas for comfort <input type="radio"/>
c. Talk to your family and friends <input type="radio"/>	d. Get adequate sleep <input type="radio"/>
9. Amit is contesting in College President election. He is arrogant, loves to glorify his achievements and ignores the suggestions of his friends. Which type of personality disorder is this?
 

a. Antisocial personality disorder <input type="radio"/>	b. Borderline personality disorder <input type="radio"/>
c. Histrionic personality disorder <input type="radio"/>	d. Narcissistic personality disorder <input type="radio"/>
10. In SMART goals, T stands for Time Bound. This means \_\_\_\_\_.
 

a. Set realistic goals <input type="radio"/>	b. Set a deadline and adhere to it <input type="radio"/>
c. Track your goals <input type="radio"/>	d. Avoid unnecessary stress <input type="radio"/>
11. Which of the following is not a parameter to describe an individual's personality? [NCERT]

a. Self-confidence <input type="radio"/>	b. Openness <input type="radio"/>	c. Neuroticism <input type="radio"/>	d. Agreeableness <input type="radio"/>
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**B. Fill in the blanks.**

1. A person will face a variety of challenges in life, and keeping \_\_\_\_\_ will help the youngster to persevere.
2. \_\_\_\_\_ is defined as a condition of being agitated, irritated, and helpless.
3. Effective \_\_\_\_\_ aids in the maintenance of a good work-life balance.
4. \_\_\_\_\_ refers to a person's capacity to recognise what outcomes are essential and what activities must be done to obtain them.
5. \_\_\_\_\_ motivation occurs as a result of external rewards or incentives.

**C. State whether the following statements are true or false.**

1. Understanding one's own needs, desires, habits, qualities, behaviours, and feelings is what self-control is all about. \_\_\_\_\_
2. One's personality also has an impact on one's relationships with others. \_\_\_\_\_
3. A person will face a variety of challenges in life, and keeping optimistic will help the youngster to persevere. \_\_\_\_\_
4. A narcissist is someone who can readily make friends and make any gathering interesting. \_\_\_\_\_
5. Personality disorders are characterised by undesirable and inflexible long-term habits of thought and behaviour. \_\_\_\_\_

**D. Match the following.**

- |                      |                           |
|----------------------|---------------------------|
| 1. Narcissist        | a. healthy diet and yoga  |
| 2. Stress Management | b. control one's emotions |
| 3. Positive attitude | c. lack of empathy        |
| 4. S in SMART        | d. overcome challenges    |
| 5. Self-Management   | e. specific               |



## SECTION B (Subjective Type Questions)

### A. Answer the following questions:

1. Name any two sources of motivation.  
**Ans.** Books and music
2. What is the purpose of self-motivation?  
**Ans.** Self-motivation is important because:
  - It increases an individual's energy and activity.
  - It leads to the initiation and persistence of certain activities.
  - It affects cognitive processes and learning strategies used to perform similar tasks.
3. What are the two types of motivation? Explain using examples.  
**Ans.**
  - i. **Intrinsic Motivation:** An individual expresses a desire to do his or her job without any external reward. For example, if someone loves music and is passionate about learning it, then due to intrinsic motivation, the person is willing to attend music classes, that gives him or her immense pleasure.
  - ii. **Extrinsic Motivation:** It occurs when we feel pressurised by outside forces to perform an activity either to receive a reward or to avoid punishment. For example, an intrinsically motivated student will self-study, complete homework, while an extrinsically motivated student will complete lessons to avoid punishment or to receive rewards.
4. What are the different factors that shape personality?  
**Ans.** Personality is shaped through family, culture, society, education and other environmental factors.
5. Explain any two personality disorders.
  - **Obsessive-compulsive personality disorder:** People with this illness are obsessive about following rules and regulations. They are distinguished by an overbearing desire for orderliness, perfectionism, and attention to detail.
  - **Paranoid personality disorder:** It is characterised by suspicion towards others, especially friends, family members, and lovers. People with this disease frequently harbour grudges against others.
6. What is an action plan?  
**Ans.** An action plan specifies how you intend to proceed as well as the manner in which a person or organisation will satisfy the objectives. It describes the actions to be done in detail to attain the goal. As a result, it is made up of multiple parts.
7. List 4 ways to overcome a personality disorder.  
**Ans.** Following are the methods to overcome personality disorders:
  - Speak with someone. It is usually beneficial to express your emotions.
  - Take care of your physical health. A healthy body may aid in the maintenance of a healthy mind.
  - Take up a hobby, such as music, dance, or painting. These have a healing effect.
  - Maintain a positive attitude by using terms like 'challenges' instead of 'problems.'
8. What is the Five Factor Model? Explain any 2 factors of this model.  
**Ans.** An individual's personality may be described using five characteristics. These five dimensions are also known as the 'Big Five Factors', and the concept is known as the 'Five Factor Model', or FFM.
  - **Consciousness:** People who listen to their conscience are self-disciplined, do their work on time, put others first, and are concerned about the sentiments of others.
  - **Extraversion:** Extroverts are people who enjoy connecting with others and are often sociable. A confident and extrovert person is someone who can readily make friends and make any gathering interesting.
9. When a person becomes self-aware, he or she becomes aware of everything and begins to look at things or circumstances objectively. List the steps of becoming self-aware.  
**Ans.** The steps are to become self-aware are:
  - The first stage in developing self-awareness is to become more conscious of one's emotions.
  - The second stage in developing self-awareness is to develop a practise of journaling one's feelings.
  - The third stage in practising self-awareness is to broaden one's practise of aspects of life besides one's feelings.
10. Agrim does not like following rules. He never stops at a red light, frequently gets into arguments with his friends and becomes quite aggressive. What kind of personality disorder is Agrim suffering from? Define this personality disorder.  
**Ans.** Agrim is suffering from anti-social personality disorder. It is characterised by a disdain for social rules and duties. They are irritable and aggressive, and they behave rashly. They have a lack of shame and fail to learn from their mistakes. They may lie, steal, abuse, and may develop an addiction to alcohol or narcotics.



**B. Competency-based/Application-based questions:**

Niti wants to succeed in life. She wants to have it all – money, fame and prosperity. What would be your advice to Niti?

Ans. Niti should cultivate the following skills

- Positive thinking: believing that one is capable of accomplishing one's goals.
- Result orientation: the ability to think big and work towards attaining the desired or pre-determined results.
- Self-awareness: being aware of one's personality traits, knowing one's weaknesses and maximising one's strengths.



**Unsolved Questions**

**SECTION A (Objective Type Questions)**

**Quiz**

**A. Tick (✓) the correct option.**

- Which of the following is characterised by an extreme feeling of self importance? [NCERT]
 

a. Narcissistic personality disorder	<input type="radio"/>	b. Borderline personality disorder	<input type="radio"/>
c. Dependent personality disorder	<input type="radio"/>	d. None of the above	<input type="radio"/>
- Ravi has feelings of emptiness, abandonment and suicide. What type of personality disorder is this? [NCERT]
 

a. Borderline	<input type="radio"/>	b. Dependent	<input type="radio"/>	c. Avoidant	<input type="radio"/>	d. Obsessive	<input type="radio"/>
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- Mona is helping her sister overcome a personality disorder. What should she do? [NCERT]
 

a. Talk to her sister	<input type="radio"/>	b. Engage her in hobbies	<input type="radio"/>
c. Help her build confidence	<input type="radio"/>	d. All of the above	<input type="radio"/>
- Which of the following sentences shows intrinsic motivation? [CBSE Sample Paper, 2022]
 

a. Reema helps others as it gives her satisfaction.	<input type="radio"/>
b. Rajesh serve in a restaurant for extra income.	<input type="radio"/>
c. Sunil planted maximum trees to get the first prize in a plantation drive.	<input type="radio"/>
d. Saksham visits old age home for his Social Science project.	<input type="radio"/>
- What is the meaning of R in 'SMART' in goal setting? [CBSE Sample Paper, 2022]
 

a. Right	<input type="radio"/>	b. Rigid	<input type="radio"/>	c. Realistic	<input type="radio"/>	d. Reasonable	<input type="radio"/>
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**B. Fill in the blanks.**

- \_\_\_\_\_ and positive thinking can assist us in overcoming our challenges and taking on new objectives.
- We do things because it gives us rewards like money, fame, etc. This type of motivation is called \_\_\_\_\_.
- The 'R' in SMART goals refers to \_\_\_\_\_.
- \_\_\_\_\_ plays an important role in how we understand ourselves.
- An individual's personality may be described using five characteristics, also called the \_\_\_\_\_ model.

**C. State whether the following statements are true or false.**

- The first step for practising self-awareness is understanding one's emotions. \_\_\_\_\_
- An arrogant attitude makes people happy and aids in the formation and maintenance of relationships. \_\_\_\_\_
- A person can increase his confidence and ability to deal with challenging situations. \_\_\_\_\_
- A person suffering from dependent personality disorder avoids social situations and frequently suffers emotions of inadequacy, inferiority, or unattractiveness. \_\_\_\_\_
- Extraversion is a personality trait characterised by a tendency for worry, self-doubt, despair, shyness, and other unpleasant emotions. \_\_\_\_\_



## SECTION B (Subjective Type Questions)

### A. Answer the following questions:

1. List the meanings of SMART goals.
2. Differentiate between avoidant and dependent personality disorder.
3. List any four stress management techniques.
4. Briefly explain the Five Factor model.
5. List four techniques for increasing/developing self-motivation.
6. What is stress? List two steps to overcome stress.
7. List three ways of fostering a positive attitude.
8. What are 'SMART' goals?
9. Why is 'Self-Management' important?

### B. Competency-based/Application-based questions:

Samarth works hard for every exam but is not getting the desired results. Now, he is losing hope. What advice would you give him so that Samarth continues to work hard?

## Previous Years' Questions

1. Narcissistic personality disorder is characterized by which of the following condition(s): [2023]
- i. People have an inflated sense of their own/importance.
  - ii. A deep need for excessive attention.
  - iii. Admiration and lack of empathy.
  - iv. Introvert

Ans. a. Only i  b. Both i and ii  c. i, ii and iii  d. i, ii, iii and iv   
c. i, ii and iii

2. "S" in acronym SMART in Goal setting stands for: [2023]
- a. Strong
  - b. Segment
  - c. Specific
  - d. Special

Ans. c. Specific

3. With reference to 'Five Factor Model', mention any four parameters that describe an individual's personality. [2023]

Ans. a. Openness                      b. Consciousness                      c. Extraversion                      d. Agreeableness

4. Define any two of the following personality disorders: [2023]

a. Avoidant                      b. Dependent                      c. Histrionic

Ans. a. Avoidant personality disorder: People with this type of disorder are socially inept, unappealing or inferior, and constantly fear being embarrassed, criticised or rejected. They avoid meeting others and often experience feelings of inadequacy, inferiority or unattractiveness.

b. Dependent personality disorder: People with such a disorder are characterized by lack of self-confidence and an extra need to be looked after. They need a lot of help in making everyday decisions and surrender important life decisions to the care of others. They are heavily dependent on other people for their emotional and physical needs, and thus, usually, avoid being alone.

c. Histrionic personality disorder: People with histrionic personality disorder frequently try to gain more attention by being overly dramatic. They are extremely sensitive to criticism or disapproval and can be easily influenced by others.

5. Which of the following is not true for self-motivation? [2022]

a. They are focused on their goals and objectives.

b. It is the ability to do what needs to be done without the influence or thrust from other people or situations.



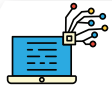
- c. Self-motivated individuals practice selfishness.
- d. Self-motivated people have elevated spirit and are full of positivity.

Ans. c. Self-motivated individuals practice selfishness.

6. Which of the following is not a basic personality trait? [2022]

- a. Emotional stability
- b. Extraversion
- c. Agreeableness
- d. Violent

Ans. d. Violent



## Lab Activity

Communication

Each student must do the following activities:

1. Describe himself/herself using just 5 words.
2. Describe what is your 'spark/passion'? Do you know someone who is completely into their 'spark/passion'. Describe what do you see?
3. Select any one of the following situations and discuss the personality disorders associated with the situation:
  - a. Sunita studies in a public school. She disregards the rules set by the school, is irritable and does not talk much with either her friends or family.
  - b. Arun has been feeling fearful and empty for the last few days. He even tried to harm himself.



## Class Activity

Communication

**Group practice:** Constructing sentences

[CBSE Handbook]

**Material required:** Notebook, pen, etc.

**Procedure**

- Form pairs of students.
- List the five basic parts of speech that you have learnt in this Session.
- Select one of them and form two simple sentences, which use these parts of speech. For example, if you have chosen adjectives, form two sentences that have adjectives. For each part of speech, a volunteer reads out the sentences the group has framed.
- The other students say if it is correct or not.

## Answers

**Exercise (Section A)**

- A.** 1. b    2. c    3. a    4. c    5. d    6. c    7. a    8. b    9. d    10. b    11. a
- B.** 1. optimistic                      2. Stress                      3. stress management                      4. Result orientation                      5. Extrinsic
- C.** 1. False                      2. True                      3. True                      4. False                      5. True
- D.** 1. c    2. a    3. d    4. e    5. b





## About the Book

Employability Skills is a crucial aspect of today's dynamic professional landscape. These essential soft skills are qualities sought after by employers when evaluating potential candidates. These skills empower individuals to perform optimally in their roles, fostering client satisfaction and overall success. Beyond conventional skills, students are encouraged to cultivate an entrepreneurial mindset, equipping them with the knowledge and skills to initiate their own ventures, transforming them from job seekers to job creators.

This textbook on 'Employability Skills' focuses on communication, self-management, information and communication technology, entrepreneurship, and green skills. Developed in accordance with a learning outcome-based curriculum, these skills are embedded in the Qualification Packs for diverse job roles under the National Skill Qualification Framework.

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