

Employability Skills

Textbook for Class X



171074

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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Foreword

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

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

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

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

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

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

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

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

New Delhi
September 2020

HRUSHIKESH SENAPATY
Director
National Council of Educational
Research and Training

About the Textbook

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

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

The textbook aims to provide learning experience through a blended approach of text and video-based interactive e-learning lessons. Running these e-learning lessons in classrooms would require a computer with Internet connection, projector and sound system, which the school should

provide to the teachers and students. The teachers will guide you to actively participate in class — asking and answering questions and following the instructions to complete the exercises and activities.

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Professor and Head
Curriculum Development and Evaluation Centre
and NSQF Cell,
PSS Central Institute of Vocational Education, Bhopal

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Do You Know

According to the 86th Constitutional Amendment Act, 2002, free and compulsory education for all children in 6-14 year age group is now a Fundamental Right under Article 21-A of the Constitution.

EDUCATION IS NEITHER A PRIVILEGE NOR FAVOUR BUT A BASIC HUMAN RIGHT TO WHICH ALL GIRLS AND WOMEN ARE ENTITLED

*Give Girls
Their Chance !*



Unit 1



Communication Skills



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INTRODUCTION

In the present time, a thorough knowledge of language with communication skills is very important in any occupation or business. As a student, you may study any language, but it is important that you are able to read, write, speak and listen well in order to communicate properly. Speaking more than one language can help you to communicate well with people around the world. Learning English can help you to communicate with people who understand English besides the mother tongue i.e., the language one has been exposed to since birth.



SESSION 1: METHODS OF COMMUNICATION

The word 'communication' comes from the Latin word *commūnicāre*, meaning 'to share'.

Being able to communicate effectively is one of the most important life skills. Communication skills are

NOTES

needed to communicate effectively with people and customers. This module aims to help you improve your communication skills.

Clear and concise communication is of immense importance in work and business environment as there are several parties involved. Various stakeholders, like, customers, employees, vendors, media, etc., are always sending important information to each other.

Communication has three important parts:

- 1. Transmitting**—The sender transmits the message through one medium or another.
- 2. Listening**— The receiver listens or understands the message.
- 3. Feedback**—The receiver conveys their understanding of the message to the sender in the form of feedback to complete the communication cycle.

Let us look at an example below in an outlet of a bookstore:

Customer (to a retail associate): Do you have the textbook of *Beauty Therapist*, published by National Council of Educational Research and Training?

Salesperson : Let me check.

In the above conversation, the *information* is being *transmitted orally* by the *customer*. The *salesperson* is the *listener* in this case. The discussion about book is the *message*.

Salesperson: Yes, we have the textbook of *Beauty Therapist*.

Customer: Please give me one copy of the textbook. I want to purchase it.

In the above conversation, the *receiver's response* (i.e., the salesperson) is the *feedback*. This is an example of a communication between the customer and the salesperson.

The process of conveying a message is complete only when the person receiving it has understood the message in its entirety. In this case, the customer understood that the book store has the textbook and they can get a copy of the same.

Communication Process and Elements

Let us see the process of communication in detail.

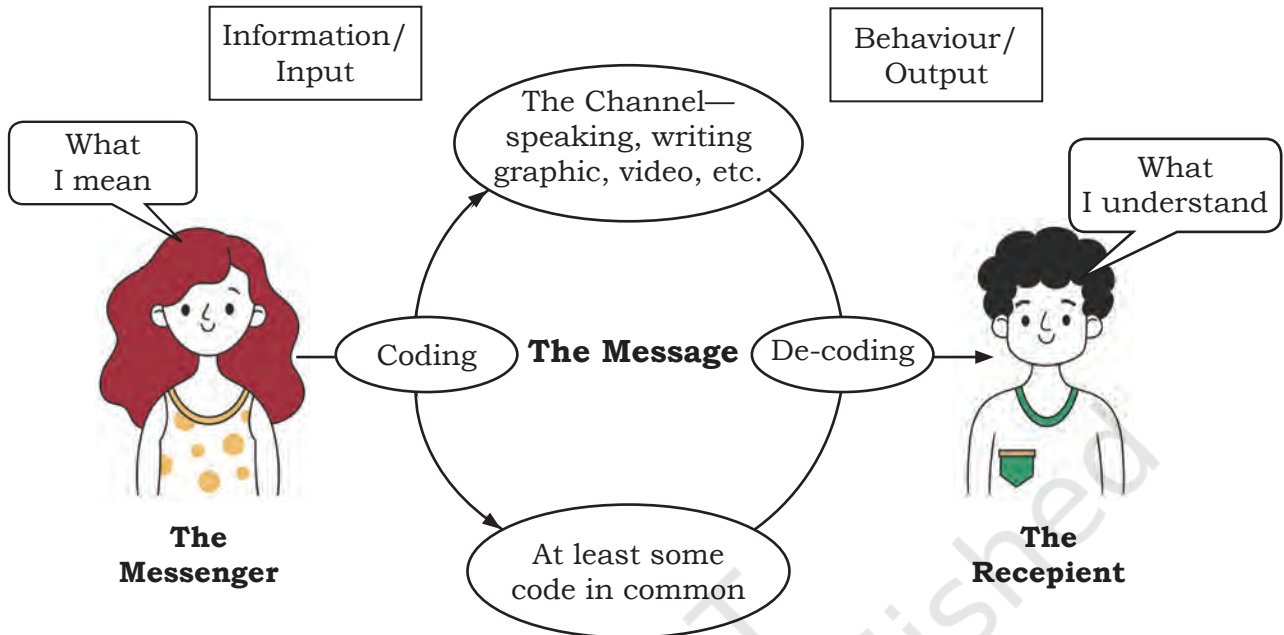


Fig. 1.1: Communication Process

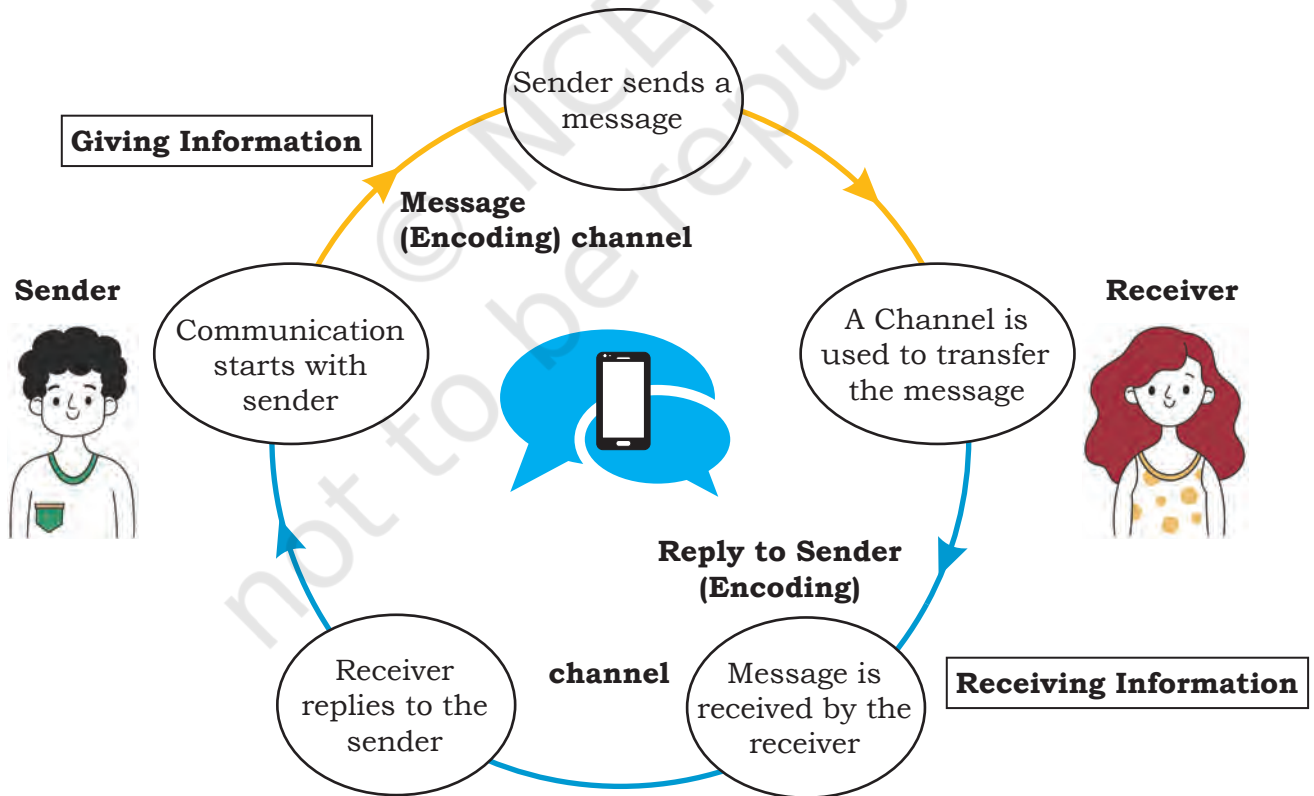






Figure 1.2: Elements of Communication

The various elements of a communication cycle are:
Sender: the person beginning the communication.
Message: the information that the sender wants to convey.
Channel: the means by which the information is sent.
Receiver: the person to whom the message is sent.
Feedback: the receiver's acknowledgement and response to the message.

We are constantly use some form of communication or another to send a message across. Without the different methods of communication available today, it would be challenging to carry out business as proficiently as it is done today and with the same swiftness. Some common methods of communication are given in Table 1.1.

Table 1.1: Methods of Communication

Method	Description	Pictorial Description
Face-to-face informal communication	There is nothing better than face-to-face communication. It helps the message to be understood clearly and quickly. Also, since body language can be seen in this case; it adds to the effectiveness of the communication.	
e-mail	e-mail can be used to communicate quickly with one or many individuals in various locations. It offers flexibility, convenience and low-cost.	
Notices/Posters	It is effective when the same message has to go out to a large group of people. Generally used for where email communication may not be effective. For example, 'Change in the lunch time for factory worker,' or 'XYZ Clothing will remain closed for customers on Sunday.'	
Business Meetings	Communication during business meetings at an organisation are generally addressed to a group of people. It can be related to business, management and organisational decisions.	

Other Methods

There can be various other methods like social networks, message, phone call for communication, newsletter, blog, etc.



Choosing the right method of communication depends on

- target audience
- costs
- kind/type of information
- urgency/priority

The methods of communication you choose could affect your relationship with peers, supervisors and customers.

It is, therefore, vital that you spend considerable time and consider all factors choosing the right methods to aid you in your tasks.

Practical Exercises

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

Initial Thinking Activity

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

Activity 1

Role Play on Communication

Procedure

- Form groups with four students in each group.
- The situation is that a student is Sales Executive at a toy store and he or she is supposed to communicate to customers about the various types of toys available with the store for different age group.
- The other students will reach the Sales Executive one by one and ask different types of questions related to toys.
- Develop a script for the role play and act on the same.
- Discuss what you all learned from this activity.

Activity 2

Identifying Elements of the Communication Cycle in Activity 1

Material required

Paper and pencil

Procedure

- Each student will draw a communication cycle.
- The entire class will then discuss how each element affected communication during Activity 1.

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter(s) (a), (b), (c) or (d) that best answer(s) the question. (Note: There can be more than one correct choice)

1. Which of the following is NOT an element of communication within the communication process cycle?
(a) Channel
(b) Receiver
(c) Sender
(d) Time
2. You need to apply leave at work? Which method of communication will you use?
(a) e-mail
(b) Poster
(c) Newsletter
(d) Blog
3. By which action can senders send their messages?
(a) Gestures
(b) Speaking
(c) Reading
(d) Writing

B. Subjective question

1. Make a chart highlighting all the methods of communication. Use markers and colours to highlight differences amongst all.

What Have You Learnt?





After this session, you will be able to

- identify the different communication elements.
- explain the communication process along with all the communication elements.
- list the various methods of communication.

SESSION 2: VERBAL COMMUNICATION

Verbal communication includes sounds, words, language, and speech. Speaking is one of the most effective and commonly used way of communicating. It helps in expressing our emotions in words. By improving your verbal communication skills you will build rapport, and have a better connect. Table 1.2 lists the important forms of verbal communication.

Table 1.2: Verbal Communication

Type of Verbal Communication	Examples	
Interpersonal Communication	<p>This form of communication takes place between two individuals and is thus a one-on-one conversation. It can be formal or informal.</p> <p><i>Examples</i></p> <ol style="list-style-type: none"> 1. A manager discussing the performance with an employee. 2. Two friends discussing homework. 3. Two people talking to each other over phone or video call. 	
Written Communication	<p>This form of communication involves writing words. It can be letters, circulars, reports, manuals, SMS, social media chats, etc. It can be between two or more people.</p> <p><i>Examples</i></p> <ol style="list-style-type: none"> 1. A manager writing an appreciation e-mail to an employee. 2. Writing a letter to grandmother enquiring about health. 	 
Small Group Communication	<p>This type of communication takes place when there are more than two people involved. Each participant can interact and converse with the rest.</p> <p><i>Examples</i></p> <ol style="list-style-type: none"> 1. Press conferences 2. Board meetings 3. Team meetings 	

Public Communication

This type of communication takes place when one individual addresses a large gathering.

Examples

1. Election campaigns
2. Public speeches by dignitaries



Advantages of Verbal Communication

It is an easy mode of communication in which you can exchange ideas by saying what you want and get a quick response. Verbal communication also enables you to keep changing your interaction as per the other person's response.

Disadvantages of Verbal Communication

Since verbal communication depends on written or spoken words, sometimes the meanings can be confusing and difficult to understand if the right words are not used.

Mastering Verbal Communication

Most people tend to get nervous while speaking in front of a large group, or even while speaking to their teachers, managers or supervisors. However, if you focus on the points given in Table 1.3, you can enhance and master your verbal communication skills.

Table 1.3: Mastering Verbal Communication

Think Before You Speak	<ul style="list-style-type: none">• Think about your topic.• Think about the most effective ways to make your listeners understand the topic.• Write or note down whatever you plan to say.
Concise and Clear	<ul style="list-style-type: none">• Speak clearly, loudly and at moderate speed.• Be sure the information you want to share is to the point.• Do not repeat the same sentences.
Confidence and Body Language	<ul style="list-style-type: none">• Be confident.• Maintain eye contact, stand straight and be attentive.• Be friendly.

Practical Exercise

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

Initial Thinking Activity

After watching the video in the e-Learning lesson for this topic write down why do you think Tina's directions were misunderstood? How would you have given directions on the phone?

Activity 1

Group-Practice: Role Play of a Telephonic Conversation

Material required

Notebook, pen

Procedure

- Form groups with three students in each group.
- Write a phone conversation based on a given scenario of a student calling a university academic coordinator to know about study courses and admission procedure.
- One student acts as caller and the other as receiver.
- Read out the conversation by enacting the roles.
- The third student gives feedback based on the 7Cs of communication (clear, concise, concrete, correct, coherent, complete and courteous).

Activity 2

Group-Practice on Public Speaking

Material required

Notebook, pen

Procedure

- Form groups with three students in each group.
- Within the group, choose a topic for a short speech. For example, Importance of Punctuality, Healthy Food Habits, etc.
- Each person should make a speech to the others in the group; who then give feedback based on whether the person was able to communicate properly.
- One student from the group volunteers to give the same speech in front of the class.

Check Your Progress**A. Multiple choice questions**

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the questions.

1. Which of the following is an example of oral communication?
 - (a) Newspapers
 - (b) Letters
 - (c) Phone call
 - (d) e-mail

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2. What are the types of words we should use for verbal communication?
 - (a) Acronyms
 - (b) Simple
 - (c) Technical
 - (d) Jargons
3. Why do we use e-mails?
 - (a) To communicate with many people at the same time.
 - (b) To share documents and files.
 - (c) To talk to each other in real-time.
 - (d) To keep a record of communication.

B. Subjective question

1. List the different types of verbal communication. Include examples for each verbal communication type.

What Have You Learnt?

After completing this session, you will able to

- describe different types of verbal communication.
- list the advantages and disadvantages of verbal communication.

SESSION 3: NON-VERBAL COMMUNICATION

Non-verbal communication is the expression or exchange of information or messages without using any spoken or written word.

In other words, we send signals and messages to others, through expressions, gestures, postures, touch, space, eye contact and para language. In this session,



Figure 1.3: Non-verbal Communication

you will learn about the importance of different types of non-verbal communication skills and also know the correct body language to be used for communication.

Importance of Non-verbal Communication

In our day-to-day communication

- 55% communication is done using body movements, face, arms, etc.
- 38% communication is done using voice, tone, pauses, etc.
- only 7% communication is done using words.

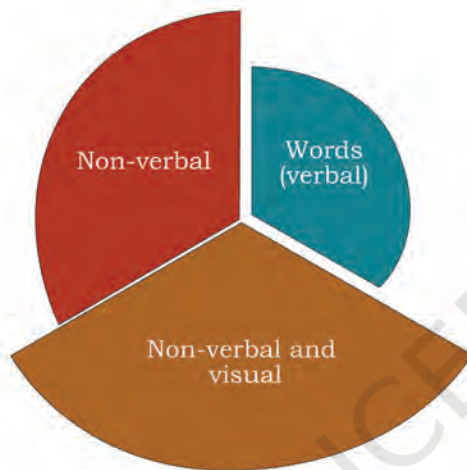



Figure 1.4: Methods of Communication

As we can see in Figure 1.4, around 93% of our communication is non-verbal. Certain examples of communicating with tone of voice and body language are shown in Table 1.4.

Table 1.4: Non-verbal Communication




Non-Verbal Communication		
Gestures	<ul style="list-style-type: none"> • Raising a hand to greet or say goodbye • Pointing your finger at someone 	
Expressions	<ul style="list-style-type: none"> • Smiling when you are happy • Making a sad face when you are sad 	





Body Language	Postures by which attitudes and feelings are communicated. Standing straight, showing interest.	
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- Our message becomes more effective if we use the right gestures while communicating.
- If we know about non-verbal communication, we can understand our audience's reaction and adjust our interaction accordingly.
- Using the right gestures and postures is a sign of professionalism and etiquette.
- If verbal messages are obstructed by noise or distance, etc., we can use our hand movements to exchange messages. For example, placing a finger on the lips indicates the need for silence while nodding the head is the same as saying 'yes'.

As mentioned in Table 1.5, let us learn about some of the ways in which we communicate non-verbally.

Table 1.5: Types of Non-verbal Communication



Type	What it means	How to use effectively?
Facial Expressions 	Our expressions can show different feelings, such as Happiness, Sadness, Anger, Surprise, Fear, etc.	<ul style="list-style-type: none"> • Smile when you meet someone. • Keep your face relaxed. • Match your expressions with your words. • Nod while listening.
Posture 	Postures show our confidence and feelings. For example, a straight body posture shows confidence while a slumped posture is a sign of weakness.	<ul style="list-style-type: none"> • Keep your shoulders straight and body relaxed. • Sit straight while resting your hands and feet in relaxed position. • While standing, keep your hands by your sides.
Gestures or Body Language 	Gestures include body movements that express an idea or meaning. For example, raising a hand in class to ask a question and biting nails when nervous.	<ul style="list-style-type: none"> • Keep your hands open. • Avoid pointing your finger at people. • Tilt your head a bit to show that you are attentive.

<p>Touch</p> 	<p>We communicate a great deal through touch. For example, a firm handshake to display confidence and pat on the back to encourage someone.</p>	<ul style="list-style-type: none"> • Shake hands firmly while meeting someone. • Avoid other touch gestures during formal communication.
<p>Space</p> 	<p>Space is the physical distance between two people. The space between two persons while communicating, generally depends on the intimacy or closeness between them.</p>	<ul style="list-style-type: none"> • Maintain proper space depending on the relationship, which could be formal or informal or the closeness with the person with whom you are talking.
<p>Eye Contact</p> 	<p>The way we look at someone can communicate a lot. Eye contact shows that we are paying attention to the person as opposed to looking away, which can make the other person feel ignored.</p>	<ul style="list-style-type: none"> • Look directly at the person who is speaking. • Avoid staring; keep a relaxed look. • Maintain eye contact with intermittent breaks.
<p>Paralanguage</p> 	<p>How we speak affects our communication and includes the tone, speed and volume of our voice. For example, talking fast may show happiness, excitement or nervousness while speaking slow may show seriousness or sadness.</p>	<ul style="list-style-type: none"> • Use a suitable tone and volume • Maintain a moderate speed while talking

Visual Communication

Visual communication proves to be effective since it involves interchanging messages only through images or pictures and therefore, you do not need to know any particular language for understanding it. It is simple and remains consistent across different places. Some common types of visual communication are shown in Table 1.6.

Table 1.6: Examples of Visual Communication

Visual Communication: Exchanging Information through Images			
<p>Under construction</p>		<p>No pets allowed</p>	

No parking zone		No entry	
Danger warning		Radiation/biohazard warning	
Under CCTV surveillance		No mobile phone	

Practical Exercises

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

Initial Thinking Activity

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

Activity 1

Group-Practice: Role-play on Non-verbal Communication

Material required

Notebook, pen

Procedure

- Form groups with three students in each group.
- Prepare the script for the role play, based on the given scenario. For example, a hearing impaired salesperson is attending a female customer at an apparel store.
- Act it out in front of your group.
- One group volunteers to act before your whole class. Discuss how students used non-verbal communication. Was this communication effective?

Activity 2

Group-Practice: How to Avoid Body Language Mistakes

Material required

Notebook, pen

Procedure

- In the same group of three students as above, discuss what are the Dos and Don'ts of avoiding miscommunication because of body language.
- Each student should write down a list of these Dos and Don'ts. (Prepare the lists as homework, if there is less time left to complete the task in class).

Activity 3

Individual-Practice: Comparing Methods of Communication

Material required

Notebook, pen

Procedure

- Discuss the three methods of communication (Verbal, Non-verbal and Visual).
- Ask each student to write a list of the advantages and disadvantages of each method.
- Practice: In all your conversations at home and school, pay attention to the non-verbal signs others are using. Practice using the non-verbal methods you learnt here in the right manner.

Check Your Progress**A. Multiple choice questions**

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. Which of these is a positive (good) facial expression?
 - (a) Frowning while concentrating
 - (b) Maintaining eye contact
 - (c) Smiling continuously
 - (d) Rolling up your eyes
2. What does an upright (straight) body posture convey or show?
 - (a) Pride
 - (b) Professionalism
 - (c) Confidence
 - (d) Humility
3. Which of these is NOT an appropriate non-verbal communication at work?
 - (a) Keeping hands in pockets while talking
 - (b) Talking at moderate speed

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- (c) Sitting straight
 - (d) Tilting head a bit to listen
4. Which of the following statement is true about communication?
- (a) 50% of our communication is non-verbal
 - (b) 20% communication is done using body movements, face, arms, etc.
 - (c) 5% communication is done using voice, tone, pauses, etc.
 - (d) 7% communication is done using words
5. Put a X mark against the actions below which are examples of bad non-verbal communication.
- Laughing during formal communication
 - Scratching head
 - Smiling when speaking to a friend
 - Nodding when you agree with something
 - Standing straight
 - Yawning while listening
 - Sitting straight
 - Maintaining eye contact while speaking
 - Biting nails
 - Firm Handshake
 - Clenching jaws
 - Looking away when someone is speaking to you
 - Intense stare

B. Subjective question

1. Draw any five common signs used for Visual Communication. Explain what each conveys and where did you see it?

What Have You Learnt?

After completing this session, you will be able to

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

SESSION 4: COMMUNICATION CYCLE AND IMPORTANCE OF FEEDBACK

Feedback is an important part of the communication cycle. For effective communication, it is important that the sender receives an acknowledgement from

the receiver about getting the message across. While a sender sends information, the receiver provides feedback on the received message. Translated to the work environment, when you observe someone perform their work and then, communicate with them to help improve their performances, you are giving feedback. Feedback can be positive or negative. A good feedback is always

- specific
- helpful
- kind

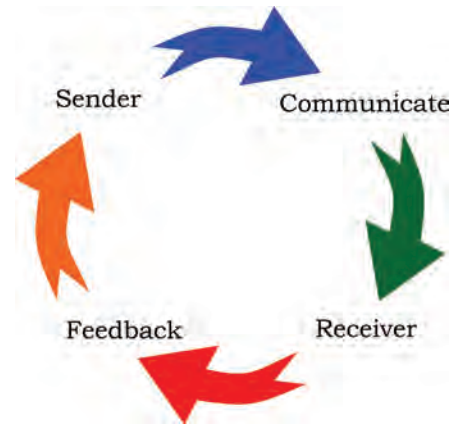

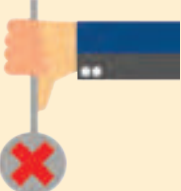



Figure 1.5: Communication Cycle

Table 1.5: Types of Feedback

Type of Feedback	Examples	
Positive Feedback	<ul style="list-style-type: none"> • I noticed you finished the work perfectly. Great job! • I really appreciate you taking that call. Can you please also share the details? 	 <p>POSITIVE FEEDBACK</p>
Negative Feedback	<ul style="list-style-type: none"> • You keep forgetting to smile at the hotel guests when you talk to them. • You take really long to reply to e-mails! Are you always so busy? 	 <p>NEGATIVE FEEDBACK</p>
No Feedback	<ul style="list-style-type: none"> • It is also a feedback in itself which indicates disagreement of ideas. 	

Feedback

Feedback, if shared properly, can help reinforce existing strengths and can increase the recipient's abilities to

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rectify errors. It can have a long-term effect in managing and achieving goals.

A good feedback is one that is:

- **Specific:** Avoid general comments. Try to include examples to clarify your statement. Offering alternatives rather than just giving advice allows the receiver to decide what to do with your feedback.
- **Timely:** Being prompt is the key, since feedback loses its impact if delayed for too long.
- **Polite:** While it is important to share feedback, the recipient should not feel offended by the language of the feedback.
- **Offering continuing support:** Feedback sharing should be a continuous process. After offering feedback, let recipients know you are available for support.

Importance of Feedback

Feedback is the final component and one of the most important factors in the process of communication since it is defined as the response given by the receiver to the sender. Let us look at certain reasons why feedback is important.

- **It validates effective listening:** The person providing the feedback knows they have been understood (or received) and that their feedback provides some value.
- **It motivates:** Feedback can motivate people to build better work relationships and continue the good work that is being appreciated.
- **It is always there:** Every time you speak to a person, we communicate feedback so it is impossible not to provide one.
- **It boosts learning:** Feedback is important to remain focussed on goals, plan better and develop improved products and services.
- **It improves performance:** Feedback can help to form better decisions to improve and increase performance.

Practical Exercise

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

Activity 1

Role Play on Providing Feedback

Material required

Notebook, pen

Procedure

- Form groups with five students in each group.
- Two volunteers in the group should act out a role play of a hotel staff. For example, Volunteer A can act as a front desk executive and Volunteer B as a guest enquiring availability of rooms.
- After the role play, remaining members of group will give constructive feedback to both the volunteers.

Activity 2

Group-Practice on Constructive Feedback

Material required

Notebook, pen

Procedure

- Form groups with five students in each group.
- Each member in the group should write down three sentences showing how feedback should NOT be given.
- Then, each group forms a circle. One person in the circle starts by saying a sentence or feedback. The next person in the circle tries to make the feedback more constructive.
- Keep repeating until all written feedback have constructive alternatives.

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. Which of these are examples of positive feedback?
 - (a) Excellent, your work has improved.
 - (b) I noticed your dedication towards the project.
 - (c) You are always doing it the wrong way.
 - (d) All of the above

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2. Which of these are examples of negative feedback?
 - (a) I hate to tell you this but your drawing skills are poor.
 - (b) You can surely improve your drawing.
 - (c) This is a good drawing but you can do better.
 - (d) None of the above
3. Which of the following are effective components of a good feedback?
 - (a) Detailed and time consuming
 - (b) Direct and honest
 - (c) Specific
 - (d) Opinion-based

B. Subjective question

1. What do you mean by feedback? Let's take a scenario. Radha is your co-worker. Together you are making a report on how to manage the waste in your store. Since she has not finished her part of the report on time, the whole report has got delayed and the manager has given you both a warning. Write down the feedback you would like to give your co-worker on managing time. Try to keep the feedback specific and polite.

What Have You Learnt?

After completing this session, you will be able to

- identify how and when to give feedback.
- explain the importance of feedback.
- use suitable words and phrases when giving or receiving feedback.

SESSION 5: BARRIERS TO EFFECTIVE COMMUNICATION

What is Effective Communication?

We now know that there are different methods of communication: non-verbal, verbal and visual. However, all these methods can only be effective if we follow the basic principles of professional communication skills. These can be abbreviated as 7 Cs i.e., Clear, Concise, Concrete, Correct, Coherent, Complete and Courteous. These are further explained in Figure 1.6.

Absence of any of these 7Cs can lead to miscommunication. Let us take a closer look at certain barriers to effective communication.

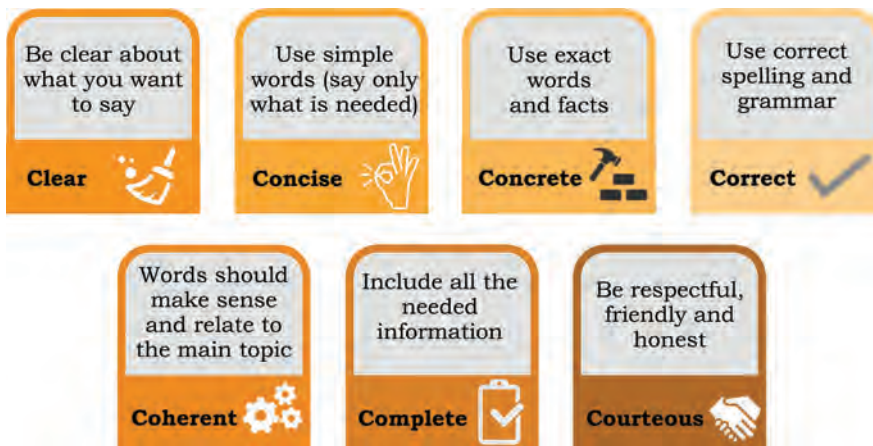


Figure 1.6: 7Cs of Effective Communication

Barriers to Effective Communication

Physical Barriers

Physical barrier is the environmental and natural condition that act as a barrier in communication in sending message from sender to receiver (Figure 1.7). Not being able to see gestures, posture and general body language can make communication less effective. For example, text messages are often less effective than face-to-face communication.



Figure 1.7: Barriers to Effective Communication

Linguistic Barriers

The inability to communicate using a language is known as language barrier to communication. Language barriers are the most common communication barriers, which cause misunderstandings and

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misinterpretations between people. For example, slang, professional jargon and regional colloquialisms can make communication difficult.

Interpersonal Barriers

Barriers to interpersonal communication occur when the sender's message is received differently from how it was intended. It is also very difficult to communicate with someone who is not willing to talk or express their feelings and views. Stage fear, lack of will to communicate, personal differences can create interpersonal barriers to communication.

Organisational Barriers

Organisations are designed on the basis of formal hierarchical structures that follow performance standards, rules and regulations, procedures, policies, behavioural norms, etc. All these affect the free flow of communication in organisations and therefore, need to be suitably managed. Superior-subordinate relationships in a formal organisational structure can be a barrier to free flow of communication. Also, sometimes due to the stringent rules, the employees find it difficult to communicate with their peers too.

Cultural Barriers

Cultural barriers is when people of different cultures are unable to understand each other's customs, resulting in inconveniences and difficulties. People sometimes make stereotypical assumptions about others based on their cultural background, this leads to difference in opinions and can be a major barrier to effective communication.

Although there are certain barriers to effective communication, you can always overcome these barriers by following some best practices of effective communication that are listed here.

Ways to Overcome Barriers to Effective Communication

- Use simple language
- Do not form assumptions on culture, religion or geography

- Try to communicate in person as much as possible
- Use visuals
- Take help of a translator to overcome differences in language
- Be respectful of other's opinions

Practical Exercise

Activity 1

Role Play on Barriers to Effective Communication.

Material required

Notebook, pen

Procedure

- Form groups with five students in each group.
- Two volunteers from the group should act out a role play of a salesperson in a shopping mall. For example, Volunteer A can act as a sales executive, and Volunteer B as a customer enquiring about a television set. The customer is from a foreign country.
- Enact the communication barriers or challenges the customer or salesperson may face while interacting with each other.

Activity 2

Group practice: Overcoming Barriers

Material required

Notebook, pen

Procedure

- Form groups with five students in each group.
- Each member in a group should write down three ways to overcome barriers to effective communication. The group members will then stand in a circle. Each student should say aloud one point each; till all the ways have been discussed.

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter(s) (a), (b), (c) or (d) that best answers the question.

1. Which of these is NOT a common communication barrier?
 - (a) Linguistic barrier
 - (b) Interpersonal barrier

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- (c) Financial barrier
 - (d) Organisational barrier
2. Which of these are ways to overcome communication barriers?
- (a) Respecting each other's differences
 - (b) Using a translator
 - (c) Not communicating at all
 - (d) Using your own language for comfort

B. Subjective question

1. Write down the common communication barriers you may come across when you move to a new city or country.

What Have You Learnt?

After completing this session, you will be able to

- identify the common barriers to effective communication.
- list ways to overcome barriers to effective communication.

SESSION 6: WRITING SKILLS — PARTS OF SPEECH

Writing skills are part of verbal communication and include e-mails, letters, notes, articles, SMS/chat, blogs, etc. In all these forms of written communication, we use sentences to express ourselves. Sentences are important because they help to clearly present the message. We all know that a sentence is a group of words that communicates a complete thought. For example, Pooja goes to school. On the other hand, a group of words, which does not make complete sense, is known as a phrase. For example, Pooja goes. A sentence always begins with a capital letter, and it always ends with a question mark, full stop or exclamation mark. In this session, we will cover all these topics in detail. But first, read aloud the examples given below:

- When will you complete your homework?
- I completed it yesterday.
- That is good!

Capitalisation

We know that all sentences begin with capital letters. However, there are certain other points in a sentence where we should use capital letters. 'TINS' is a set of

simple rules that help you capitalise words correctly. Each letter in the word TINS refers to one capitalisation rule as shown in Table 1.7.

Table 1.7: Capitalisation Rules

Alphabet	T	I	N	S
What it shows:	Titles	word 'I'	Names	Starting letter of sentences
Rule	Capitalise the first letter in the titles used before people's names.	Capitalise the letter 'I' when it is used as a word (Pronoun).	Capitalise the first letter in the names of people, places, days and months.	Capitalise the first letter in every sentence.
Example	Dr Malik and Mr Pandey were invited to the party.	He said that I should accompany him to the mall.	The summer break is starting this Friday and will continue till the end of June. Suresh is planning to visit London next year.	The little girl lost her book.

Punctuation

Certain set of marks, such as full stop, comma, question mark, exclamation mark and apostrophe are used in communication to separate parts of a sentence for better clarity of message. Some common punctuation marks and their rules are shown here in Table 1.8.

Table 1.8: Punctuation Marks

Punctuation name	Sign	Use	Example
Full stop	.	<ul style="list-style-type: none"> Used at the end of a sentence. Used with short form of long words. 	Omar is a professor. His students call him Prof. Omar.
Comma	,	<ul style="list-style-type: none"> Used to indicate a pause in the sentence. Used to separate two or more items in a row. 	After getting down from the bus, I walked towards my school. The grocery store had fresh kiwis, strawberries and mangoes.
Question mark	?	<ul style="list-style-type: none"> Used at the end of a question. 	Where is your book?
Exclamation mark	!	<ul style="list-style-type: none"> Used at the end of a word or a sentence to indicate a strong feeling. 	What a beautiful dress! Hooray! We won the match.

Apostrophe	(')	<ul style="list-style-type: none"> Used followed by an 's' to show possession or belonging. Used with shortened form of words in informal speech. 	<p>That is Shobha's cat.</p> <p>Are these Rahim's colour pencils?</p> <p>Let's go for the movies today.</p> <p>She isn't coming to school today.</p>
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Basic Parts of Speech

The part of speech indicates how a particular word functions in meaning as well as grammatically within the sentence. Some examples are nouns, pronouns, adjectives, verbs and adverbs as shown in Figure 1.8.

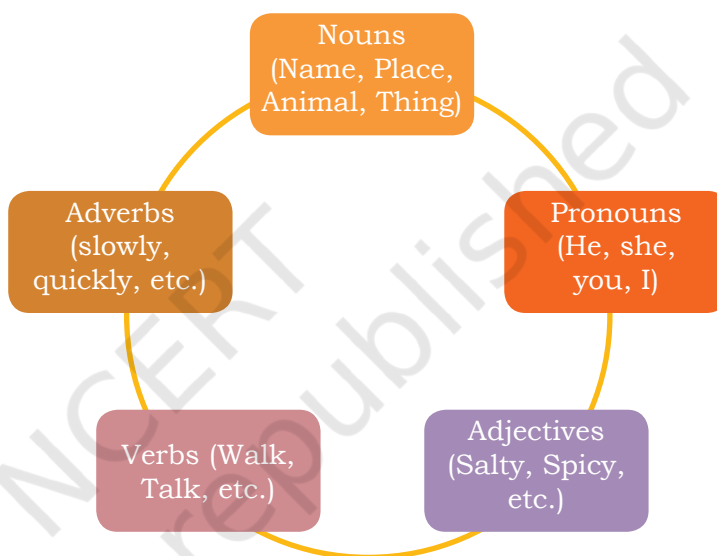


Figure 1.8: Parts of Speech

Table 1.8: Parts of Speech

Parts of speech	What they do	Example sentence	Example words
Noun	Words (naming words) that refer to a person, place, thing or idea.	Kavita bought a book. 'Kavita' and 'book' are nouns.	Tiger Truth India Raj January
Pronoun	Words used in place of a noun	Kavita bought a book. She has a great book collection. 'She' is used in place of the noun Kavita.	I You They Us She He

Adjectives	Words that describe other words.	Kavita bought a best-selling book. Best-selling is an adjective that describes the noun book.	Large Red Naughty Weak One-foot
Verbs	Words that show action	Kavita buys a new book every month. Buys is the verb that tells about Kavita's actions.	Run Eat Think Sit
Adverbs	Words that add meaning to verbs by answering How? How often? When? and Where?	Kavita quickly read her book. 'Quickly' tells us how Kavita did the action.	Easily Always Before Fast Carefully

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

Hooray! Shyam and his team won the exciting match yesterday.

We already know that Shyam, team and match are nouns. 'Exciting' is an adjective here because it describes the noun match, the word won is a verb because it shows an action and the word 'yesterday' is an adverb because it describes when they won the match.

But what about the remaining words in this sentence: Hooray, the, and? Such supporting words are used to join the main parts of speech together and also to add information to the sentences. Let us now look at some types of these supporting words.

Supporting Parts of Speech Types

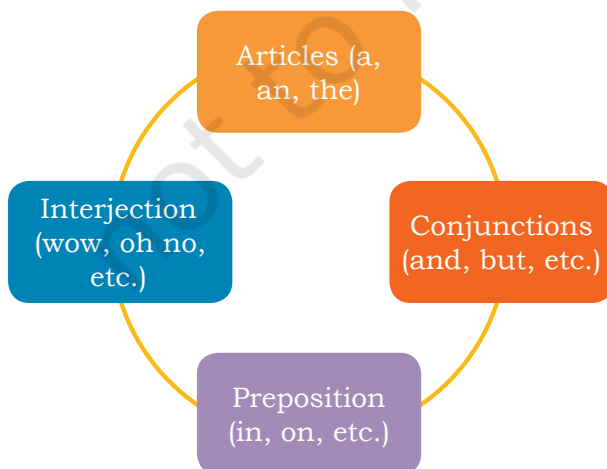


Figure 1.9: Supporting Parts of Speech

Some supporting words are shown in Figure 1.9. Let us learn more about them using Table 1.10.

Table 1.10: Supporting Parts of Speech

Supporting Parts of Speech	Use	Example
Articles (a, an, the)	Generally used before nouns. An—used before words with a vowel sound A—used before nouns with a consonant sound The—Refers to specific or particular words	Wow! The boy was taken by surprise because he saw a bird flying over his head.
Conjunctions (and, but, because)	Joins two nouns, phrases or sentences	Wow! The boy was taken by surprise because he saw a bird flying over his head.
Prepositions (on, over, in, under)	Connects one word with another to usually answer the questions ‘where’, ‘when’ and ‘how’.	Wow! The boy was taken by surprise because he saw a bird flying over his head.
Interjections (Wow!, Help!)	Expresses strong emotions, such as happiness, surprise, anger or pain.	Wow! The boy was taken by surprise because he saw a bird flying over his head.

Practical Exercise

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

Initial Thinking Activity

After watching the initial video in the e-learning lesson for this topic, write down what do you think was wrong with Seema’s letter?

Activity 1

Identifying Parts of Speech

Material required

Notebook, pen

Procedure

- Form groups with five students in each group.
- In the paragraph given below (taken from ‘La Bamba’— a short story; Gary Soto pp. 115), identify the different parts of speech and write them down accordingly.

“manuel walked on stage and the song started immediately glassy-eyed from the shock of being in front of so many

people manuel moved his lips and swayed in a made-up dance step he couldn't see his parents but he could see his brother mario who was a year younger thumb-wrestling with a friend mario was wearing manuel's favourite shirt he would deal with Mario later. He saw some other kids get up and head for the drinking fountain and a baby sitting in the middle of an aisle sucking her thumb and watching him intently."

- This paragraph contains examples of the parts of speech you learnt about in this lesson.
- Identify as many of these parts of speech as you can and mark them. Discuss what was difficult in this activity.
- Write the paragraph with correct capitalisation and punctuation. One of the groups will volunteer and present to the class what they have marked. They write out the paragraph on the board with proper punctuation. The other students will share if it is correct.

Activity 2

Pair Activity: Sentence Construction

Material required

Notebook, pen

Procedure

- Form pairs of students.
- List out nine parts of speech that you learnt in the lesson. Select any three of them and create five simple sentences which use these parts of speech.
- For each part of speech, a volunteer reads out their sentences. The other students share if it is correct.

Activity 3

Group Practice: Identify Name, Place, Animal, Thing

Material required

Notepad and pens

Procedure

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

Discussion

The class discussion will highlight different words that are used to name a person, place, animal, thing, or feeling and their role in a sentence as parts of speech. The discussion will also highlight the role of action words as parts of speech

Check Your Progress





A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

- In which of the following, the underlined word is an adjective?
 - Radha has a red dress.
 - I can speak French.
 - The Girl on the Train* is a best-seller.
 - Abdul can swim fast.
- Which of these sentences is capitalised correctly?
 - Ravi and i are going to the movies.
 - Salim is visiting India in july.
 - The Tiger is a strong animal.
 - She is arriving on Monday.
- Which of these sentences are punctuated correctly?
 - When is the party.
 - I had bread omelette and a Banana for breakfast.
 - I am so excited about my first foreign trip!
 - This is Abdul's notebook.
- In which of these sentences can you find an adverb?
 - Divya drinks milk every day.
 - Sanjay gifted me a new pen.
 - I opened the door lock.
 - Sita is 5-feet tall.

B. Fill in the blanks

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

Nouns	Verbs
Boy, Ms Sen, Rahim, Children, Cat, Students	Swimming, Driving, Writing, Teaching, Eating, Playing
 <p>a. The _____ is _____.</p>	 <p>b. The _____ are _____.</p>
 <p>c. The _____ are _____.</p>	 <p>d. _____ is _____ the car.</p>



e. _____ is
_____.



f. The _____ is
_____.

C. Subjective question

1. Identify the conjunctions and prepositions from the list below and write these in the correct box.

Over, Because, Under, And, Since, In, At, Although, Or, Up, On, Beside

Conjunction	Preposition

What Have You Learnt?

After completing this session, you will be able to

- use capitalisation and punctuation rules for sentences.
- identify the basic parts of speech.
- explain the usage of the different parts of speech.
- identify the supporting parts of speech.

SESSION 7: WRITING SKILLS — SENTENCES

Parts of a Sentence

We all know that almost all English sentences have a subject and a verb while some also have an object.

Subject: Person or thing that performs an action.

Verb: Describes the action.

Object: Person or thing that receives the action.

Let us see the different parts of the sentence in Figure 1.10.

Read aloud the example sentences shown in Table 1.11 and understand which is the subject, verb and object.

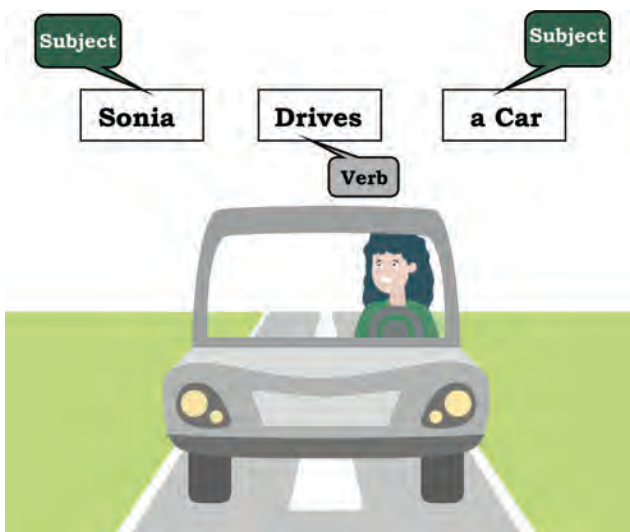


Figure 1.10: Parts of a Sentence

Table 1.11: Parts of a Sentence

Sentence	Subject	Verb	Object
He swam in the lake.	He	swam	the lake
She rode the bicycle.	She	rode	the bicycle
He threw the ball.	He	threw	the ball
The dog chased the cat.	Dog	chased	the cat

Types of Objects

In a sentence, there can be two types of objects — Direct and Indirect. The objects provided in the above examples are called direct objects since they are directly ‘acted on’ by the verb. On the other hand, an indirect object answers questions, such as ‘to/ for who.’

For example, in the sentence “She bought a bicycle for her son.” The verb is ‘bought’.

What did she buy? A bicycle. For who? For her son. Here, ‘bicycle’ is the direct object and ‘her son’ is the indirect object. Some sentences only have direct objects while some have both direct and indirect objects.

Read aloud the examples given in Table 1.12 and practice finding the direct and indirect objects.

Table 1.12: Direct and Indirect Objects

Sentence	Verb	Verb+What?	Verb+by whom/to whom?	Direct Object	Indirect Object
Ravi repaired his car.	repaired	car		Car	
The children played football.	played	football		Football	
The parents sent him a postcard.	sent	postcard	him	Postcard	him
He bought his daughter a computer.	bought	computer	his daughter	Computer	His daughter

Types of Sentences

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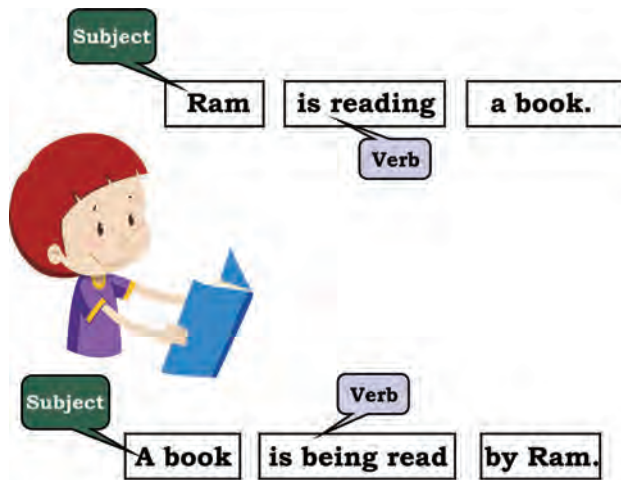


Figure 1.11: Types of sentences

Active and Passive Sentences

Read aloud the sentence shown in Figure 1.11. What is the difference between the two sentences?

1. Radha is reading a book.
2. A book is being read by Radha.

The action (verb) in both sentences is reading a book. But the 'subject' of both sentences is different. In the first sentence, the subject (Radha) does the action. In the second sentence, the subject (a book) receives the action. Read the sentences in Figure 1.12 again.

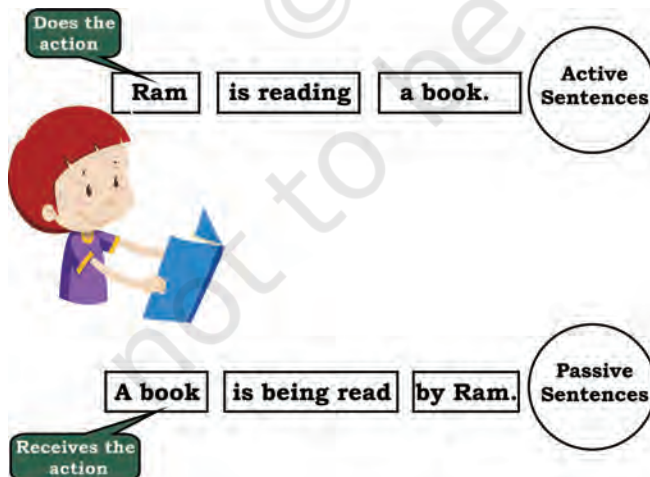


Figure 1.12: Active and Passive Sentences

Sentences where the subject does an action are known to be in the **Active** voice, whereas sentences in which the subject receives an action are known to be in the **Passive** voice.

Read aloud some more active and passive voice examples given in Table 1.12.

Table 1.12: Active and Passive Sentences

Active Voice	Passive Voice
Ali changed the flat tire.	The flat tire was changed by Ali.
I will clean the house every Saturday.	The house will be cleaned by me every Saturday.
Ravi painted the entire house.	The entire house was painted by Ravi.

So, now we know that there are active voice and passive voice sentences. Besides these, we also have other types of sentences which are based on the purpose that the sentences serve while communicating.

Read aloud the sentences in Figure 1.13. How do you think they differ from each other?



Figure 1.13: Examples of types of sentences

Each of these sentences has a different purpose. Also, notice how each sentence in Figure 1.13 ends.

Read the examples in Figure 1.14 to understand the different types of sentences.



Figure 1.14: Types of sentences—Description

Table 1.13: Types of Sentences

Types of Sentences			
Statement or Declarative Sentence	Question or Interrogative Sentence	Emotion/Reaction or Exclamatory Sentence	Order or Imperative Sentence
<ul style="list-style-type: none"> Provides information or states a fact. Always ends with a 'full-stop' ('.'). 	<ul style="list-style-type: none"> Asks a question. Always ends with a question mark ('?'). 	<ul style="list-style-type: none"> Expresses a strong emotion. Always ends with an exclamation mark ('!'). 	<ul style="list-style-type: none"> Shows an order, command, request or advice. Can end with a full stop or an exclamation mark ('.' or '!').
Read aloud the related examples			
Blue is my favourite colour	Do you want tea or coffee?	This is the best day of my life!	Please lower your voice.
The farewell party begins in two hours.	Is it raining?	Oh, my goodness, we won!	Respond immediately.
You're a good man, Raj.	Have you had lunch?	I can't wait for the party!	Meet me at the office at 10am.

Paragraph

By now, you have understood how to form correct sentences by identifying the various components that

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make up a sentence. Just as a group of words form a sentence, a group of sentences forms a paragraph. However, to qualify as a paragraph, all the sentences within it must have a common idea or theme.

For example, if you are writing about your best friend, the first paragraph can be of sentences about the name, age, personality, friendship duration and other such details. In the next paragraph you can use sentences to describe what qualities you like about your best friend and how valuable your friendship is.

My mother is my best friend. She loves me a lot and cares for me. When I am in any kind of trouble, I seek her help and support. She gives me sound advice, and does all she can to comfort me and make me happy.

My mother always wishes me well, and prays for my good health, happiness and success. I cannot thank my mother enough for all that she does for me. I am grateful to God for giving me such a wonderful mother. I love my mother, and hope I can make her proud.

Practical Exercise

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

Initial Thinking Activity

After watching the initial video in the e-learning lesson for this topic write down if you think that Sanjay and Dia were able to make correct sentences?

Activity 1

Pair-work: Making Sentences

Material required

Notebook, pen

Procedure

- Form pairs of students.
- First, write down five sentences that contain direct objects.
- Then, write down five other sentences that contain both direct and indirect objects.
- Use different colours to mark the different parts of each sentence. (Subject, Verb, Object). One volunteer shows their list to class, who correct them, if needed.

Activity 2

Pair-work: Active and Passive Voice

Material required

Notebook, pen

Procedure

- With same pairs as above, write a paragraph on the topic 'My Favourite Movie.'
- The paragraph should have at least two sentences in active voice and two sentences in passive voice.
- One volunteer reads out their paragraph to the class. The class gives feedback on it.

Activity 3

Individual Work: Types of Sentences

Material required

Notebook, pen

Procedure

- Each student will make a list of minimum 12 sentences.
- These should have at least three sentences of each type—declarative, interrogative, exclamatory and imperative.
- For each type of sentence, different volunteers read out their sentences to the class.
- The class gives feedback on the correctness of the sentences.

Check Your Progress**A. Multiple choice questions**

1. Identify the object, verb and subject in the sentence, 'The car crashed into a tree.'
 - (a) Object: a tree; Verb: crashed; Subject: the car
 - (b) Object: The car; Verb: crashed; Subject: a tree
 - (c) Object: crashed; Verb: the tree; Subject: the car
 - (d) Object: crashed; Verb: the car; Subject: the tree
2. Identify the indirect object in the sentence, 'The band played music for the audience.'
 - (a) The band
 - (b) played
 - (c) music
 - (d) audience
3. Which of these is an imperative sentence?
 - (a) Switch off the fan.
 - (b) Sheila has gone to the market.
 - (c) Where are my pen colours?
 - (d) Oh no! I missed my flight.

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4. Which of these sentences is in active voice?
 - (a) A movie is being watched by them.
 - (b) The car was repaired by Raju.
 - (c) He is reading a book.
 - (d) The thief was being chased by a policeman.

B. Subjective questions

1. Write two sentences of each type of sentence—statement, question, exclamatory and order.
2. Which is your favourite food, dish or cuisine? Write two paragraphs about your favourite food, dish or cuisine. Each paragraph should have a minimum of five sentences. Make sure you follow all the rules about sentences and paragraphs you have learnt.
3. Practice speaking in active and passive voice with your classmates. Also, try to identify the different parts of sentences while you speak.

What Have You Learnt?

After completing this session, you will be able to

- identify the different parts of a sentence.
- list the differences between active and passive voice.
- identify and use different types of sentences.
- describe the important elements of a paragraph.

Employability Skills - Class 10

Unit 1: Communication Skills, Session 1: Methods of Communication

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter(s) (a), (b), (c) or (d) that best answer(s) the question. (Note: There can be more than one correct choice)

1. Which of the following is NOT an element of communication within the communication process cycle?
 - (a) Channel
 - (b) Receiver
 - (c) Sender
 - (d) Time
2. You need to apply leave at work? Which method of communication will you use?
 - (a) e-mail
 - (b) Poster
 - (c) Newsletter
 - (d) Blog
3. By which action can senders send their messages?
 - (a) Gestures
 - (b) Speaking
 - (c) Reading
 - (d) Writing

B. Subjective question

1. Make a chart highlighting all the methods of communication. Use markers and colours to highlight differences amongst all.

Employability Skills - Class 10

Unit 1: Communication Skills, Session 2: Verbal Communication

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the questions.

1. Which of the following is an example of oral communication?
 - (a) Newspapers
 - (b) Letters
 - (c) Phone call
 - (d) e-mail

2. What are the types of words we should use for verbal communication?
 - (a) Acronyms
 - (b) Simple
 - (c) Technical
 - (d) Jargons
3. Why do we use e-mails?
 - (a) To communicate with many people at the same time.
 - (b) To share documents and files.
 - (c) To talk to each other in real-time.
 - (d) To keep a record of communication.

B. Subjective question

1. List the different types of verbal communication. Include examples for each verbal communication type.

Employability Skills - Class 10

Unit 1: Communication Skills, Session 3: Non-verbal Communication

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. Which of these is a positive (good) facial expression?
 - (a) Frowning while concentrating
 - (b) Maintaining eye contact
 - (c) Smiling continuously
 - (d) Rolling up your eyes
2. What does an upright (straight) body posture convey or show?
 - (a) Pride
 - (b) Professionalism
 - (c) Confidence
 - (d) Humility
3. Which of these is NOT an appropriate non-verbal communication at work?
 - (a) Keeping hands in pockets while talking
 - (b) Talking at moderate speed
 - (c) Sitting straight
 - (d) Tilting head a bit to listen
4. Which of the following statement is true about communication?
 - (a) 50% of our communication is non-verbal
 - (b) 20% communication is done using body movements, face, arms, etc.
 - (c) 5% communication is done using voice, tone, pauses, etc.
 - (d) 7% communication is done using words

5. Put a X mark against the actions below which are examples of bad non-verbal communication.

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

B. Subjective question

1. Draw any five common signs used for Visual Communication. Explain what each conveys and where did you see it?

Employability Skills - Class 10

Unit 1: Communication Skills, Session 4: Communication Cycle and Importance of Feedback

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. Which of these are examples of positive feedback?
 - (a) Excellent, your work has improved.
 - (b) I noticed your dedication towards the project.
 - (c) You are always doing it the wrong way.
 - (d) All of the above
2. Which of these are examples of negative feedback?
 - (a) I hate to tell you this but your drawing skills are poor.
 - (b) You can surely improve your drawing.
 - (c) This is a good drawing but you can do better.
 - (d) None of the above
3. Which of the following are effective components of a good feedback?
 - (a) Detailed and time consuming
 - (b) Direct and honest
 - (c) Specific
 - (d) Opinion-based

B. Subjective question

1. What do you mean by feedback? Let's take a scenario. Radha is your co-worker. Together you are making a report on how to manage the waste in your store. Since she has not finished her part of the report on time, the whole report has got delayed and the manager has given you both a warning. Write down the feedback you would like to give your co-worker on managing time. Try to keep the feedback specific and polite.

Employability Skills - Class 10

Unit 1: Communication Skills, Session 5: Barriers to Effective Communication

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter(s) (a), (b), (c) or (d) that best answers the question.

1. Which of these is NOT a common communication barrier?
 - (a) Linguistic barrier
 - (b) Interpersonal barrier
 - (c) Financial barrier
 - (d) Organisational barrier
2. Which of these are ways to overcome communication barriers?
 - (a) Respecting each other's differences
 - (b) Using a translator
 - (c) Not communicating at all
 - (d) Using your own language for comfort

B. Subjective question

1. Write down the common communication barriers you may come across when you move to a new city or country.

Employability Skills - Class 10

Unit 1: Communication Skills, Session 6: Writing Skills — Parts of Speech

Check Your Progress





A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. In which of the following, the underlined word is an adjective?
(a) Radha has a red dress.
(b) I can speak French.
(c) *The Girl on the Train* is a best-seller.
(d) Abdul can swim fast.
2. Which of these sentences is capitalised correctly?
(a) Ravi and i are going to the movies.
(b) Salim is visiting India in july.
(c) The Tiger is a strong animal.
(d) She is arriving on Monday.
3. Which of these sentences are punctuated correctly?
(a) When is the party.
(b) I had bread omelette and a Banana for breakfast.
(c) I am so excited about my first foreign trip!
(d) This is Abdul's notebook.
4. In which of these sentences can you find an adverb?
(a) Divya drinks milk every day.
(b) Sanjay gifted me a new pen.
(c) I opened the door lock.
(d) Sita is 5-feet tall.

B. Fill in the blanks

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

Nouns	Verbs
Boy, Ms Sen, Rahim, Children, Cat, Students	Swimming, Driving, Writing, Teaching, Eating, Playing
	
a. The _____ is _____.	b. The _____ are _____.
	
c. The _____ are _____.	d. _____ is _____ the car.



e. _____ is
_____.



f. The _____ is
_____.

C. Subjective question

1. Identify the conjunctions and prepositions from the list below and write these in the correct box.

Over, Because, Under, And, Since, In, At, Although, Or, Up, On, Beside

Conjunction

Preposition

Employability Skills - Class 10

Unit 1: Communication Skills, Session 7: Writing Skills—Sentences

Check Your Progress

A. Multiple choice questions

1. Identify the object, verb and subject in the sentence, 'The car crashed into a tree.'
 - (a) Object: a tree; Verb: crashed; Subject: the car
 - (b) Object: The car; Verb: crashed; Subject: a tree
 - (c) Object: crashed; Verb: the tree; Subject: the car
 - (d) Object: crashed; Verb: the car; Subject: the tree
2. Identify the indirect object in the sentence, 'The band played music for the audience.'
 - (a) The band
 - (b) played
 - (c) music
 - (d) audience
3. Which of these is an imperative sentence?
 - (a) Switch off the fan.
 - (b) Sheila has gone to the market.
 - (c) Where are my pen colours?
 - (d) Oh no! I missed my flight.

4. Which of these sentences is in active voice?
- (a) A movie is being watched by them.
 - (b) The car was repaired by Raju.
 - (c) He is reading a book.
 - (d) The thief was being chased by a policeman.

B. Subjective questions

1. Write two sentences of each type of sentence — statement, question, exclamatory and order.
2. Which is your favourite food, dish or cuisine? Write two paragraphs about your favourite food, dish or cuisine. Each paragraph should have a minimum of five sentences. Make sure you follow all the rules about sentences and paragraphs you have learnt.
3. Practice speaking in active and passive voice with your classmates. Also, try to identify the different parts of sentences while you speak.

Unit 2



Self-management Skills

INTRODUCTION

Self-management, also referred to as 'self-control,' is the ability to control one's emotions, thoughts and behaviour effectively in different situations. This also includes motivating oneself, and setting goals. People with strong self-management skills are better in doing certain things better than others. Therefore, employers too strongly prefer people with good self-management skills.

Basics of Self-management

To perform well at work and life in general, you must be able to manage and improve yourself in various skills including discipline and timeliness, goal-setting, problem solving, teamwork, professionalism, etc. Once you develop your personality and abilities in these areas, you will be able to succeed in personal as well as professional life.



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Figure 2.1 Self-management

Following are some of the skills you must master to succeed in life:

- **Self-awareness:** Ask for honest feedback. Gather insights on your personality and work-specific proficiencies. Think about your daily interactions and how you handled situations well or could have handled them differently.
- **Responsibility:** Taking responsibility for your tasks is very important. Taking ownership is the step towards self-development. For example, if you have been assigned a task by a teacher; ensure you take complete ownership. Even if you are unable to complete the task on time, you must report it and then correct it.
- **Time Management:** Prioritise the things you have to do. Remove waste and redundancy from work. Make a time table and follow it diligently.
- **Adaptability:** Stay current with best practices and read up on new information always. Prepare yourself for new changes, so that you can transition seamlessly.

SESSION 1: STRESS MANAGEMENT

Stress and Stress Management

Have you ever felt worried that you will not pass in an exam? Do you feel pressurised when people around you bring up certain topics for discussion (issues that you are not comfortable with)? Do you fear that you will be unsuccessful in life? If yes, then you are going through stress. Stress motivates you to achieve more but when you are under stress for a prolonged period of time, it can cause health problems and mental troubles as well.

What is Stress?

Stress can be defined as our emotional, mental, physical and social reaction to any perceived demands or threats. These demands or threats are called stressors. Stressors are the reason for stress.



Figure 2.2 Stress

For example,

- you are too close to the exams but feel unprepared.
- you are experiencing a loss of someone close in the family.
- you are worried about what people would think of you if you don't dress well or cannot speak confidently.
- you are stressed due to lack of sleep.

Stress Management

Stress is a part of everyday life. There are many instances when stress can be helpful. A fire alarm is intended to cause stress that alerts you to avoid danger. The stress created by a deadline to finish a paper can motivate you to finish the assignment on time. But when experienced in excess or for a long period of time, stress has the opposite effect. It can harm our emotional and physical health, and limit our ability to function well at home, in school and within our relationships.

Managing stress is about making a plan to be able to cope effectively with daily pressures. The ultimate goal is to strike a balance between life, work, relationships, relaxation and fun. By doing this, you are able to deal with daily stress triggers and meet these challenges head on.

Always keep in mind the ABC of stress management

A: Adversity or the stressful event

B: Beliefs or the way you respond to the event

C: Consequences or actions and outcomes of the event

Stress management can help you to

- have a joyful life.
- focus and complete tasks on time.
- be a happy person as you are stress free.
- be more energetic and spend quality time with your friends and family.

Three Steps to Manage Stress

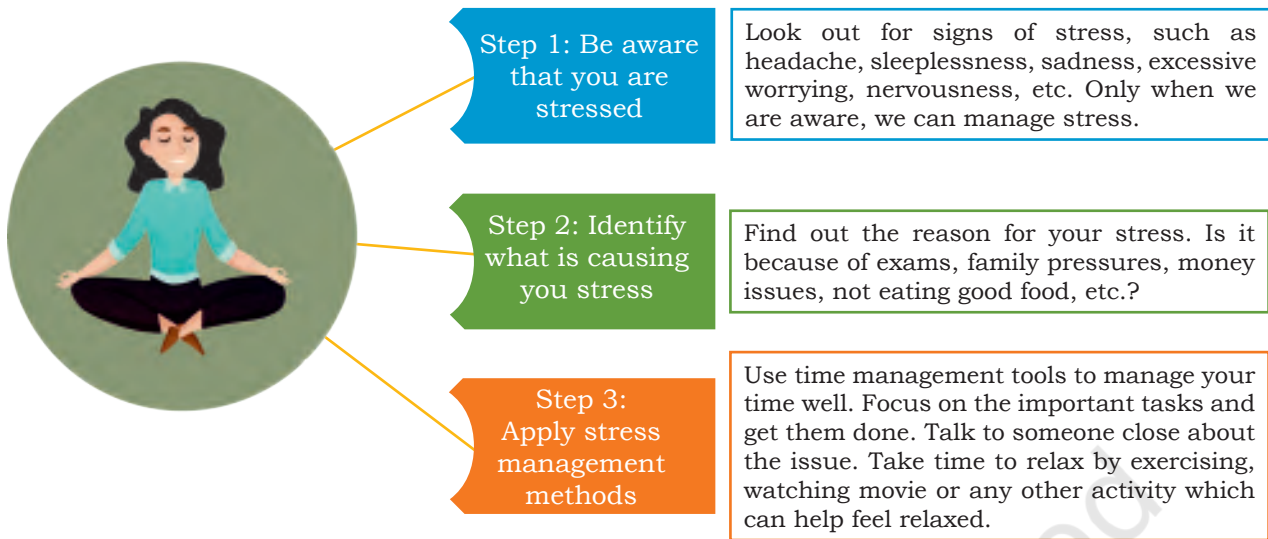


Figure 2.3 Managing stress

Management Techniques

Here are a few simple stress management techniques.

- **Time management:** Proper time management is one of the most effective stress-relieving techniques.
- **Physical exercise and fresh air:** A healthy lifestyle is essential for students. Stress is generally lower in people who maintain a healthy routine. Doing yoga, meditation and deep breathing exercises help in proper blood circulation and relaxes the body. Even taking a walk or playing in the park will help you get a lot of fresh oxygen, which will help you become more active.
- **Healthy diet:** Having a healthy diet will also help you reduce stress. Eating a balanced diet, such as Dal, Roti, vegetables and fruits will give you the strength to do your daily work efficiently.
- **Positivity:** Focussing on negative aspects of life will add more stress. Instead, learn to look at the good things and stay positive. For example, instead of feeling upset over a scoring less in a test, try to maintain a positive attitude and look at ways to improve the next time.

- **Organising academic life; no delaying:** By keeping class notes organised, finishing in assignments on time, and keeping track of all deadlines, stress can be reduced to a great extent.
- **Sleep:** We should get a good night's sleep for at least 7 hours so that your brain and body gets recharged to function better the next day.
- **Holidays with family and friends:** Going to a relative's place, such as your grandparents' house or a new place during your summer vacations can help you break from the normal routine and come back afresh.

Ability to Work Independently

If you can become a calm and relaxed person, you will be able to have the ability to work independently, which means.

1. becoming self-aware, self-monitoring and self-correcting.
2. knowing what you need to do.
3. taking the initiative rather than being told what to do.
4. recognising your mistakes and not blaming others.
5. having the ability and the will to learn continuously.

Emotional Intelligence

Emotional intelligence is the ability to identify and manage one's own emotions, as well as the emotions of others. It is generally said to include at least three skills:

- **Emotional awareness:** the ability to identify and name one's own emotions.
- **Harnessing emotions:** the ability to harness and apply emotions to tasks like thinking and problem solving.
- **Managing emotions:** the ability to regulate one's own emotions when necessary and help others to do the same.

Knowing how to manage one's emotions is critical for all of us. You can manage stress, keep your brain

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active and open minded, and easily overcome failures if you can keep your emotions in check. Emotional intelligence can also help you have better relations with your friends and family.

Let us take an example. Ravi and his best friend, Shiv, have been practising for the annual school dance competition. They are both performing solo. On the day of the competition, Shiv won. Ravi felt extremely sad and dejected. He shouted at Shiv unnecessarily, cried and also did not talk to his parents for 3–4 hours. On the contrary, if Ravi would have been emotionally intelligent, he would have accepted defeat gracefully, and done better in the next competition.

Being emotionally intelligent enhances your chances of success and a balanced life.

Some steps to manage emotional intelligence are as given below.

- **Understand your emotions:** Observe your behaviour and note the things you need to work on. You can then work on the things you need to improve.
- **Rationalise:** Do not take decisions abruptly; be rational in your thinking.
- **Practise:** Do meditation and yoga to keep yourself calm.

Practical Exercise

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

- After watching the video 'Have you faced this situation?' in the e-learning lesson, discuss what you have learnt from the video. Do you think Priya was worried that she will not meet her goal? What would you do differently in her situation?
- After watching the video 'Managing Stress at Work' in the e-learning lesson, discuss the various stress management techniques that were used in the video by Gaurav to improve his situation.

Activity 1

Role Play on Avoiding Stressful Situation

Material required

Pen, notepad or sheets of paper

Procedure

- Form groups of three.
- Choose any one situation from below.
- Prepare a skit (role play) and perform within your groups.
- Two members will perform the skit and one member will observe and share feedback.

Situation 1

You have missed your school bus and you are getting late. What will you do? Will you panic or call for help or try to find a way?

Situation 2

You have to perform your best in the next cricket or badminton match so you get a chance to play for your school at the national level cricket or badminton tournament. You have been anxious (worried or stressed). Will you lose your sleep worrying about it or will you go to the field and practice?

Activity 2

Self-reflection

Material required

Pen or pencil

Procedure

- Complete the below table by listing the situation(s) that can cause stress and what will you do to avoid stress in such situations.
- Use the stress management techniques shared in the lesson to complete the exercise.

Stress Causing Situation(s)	Stress Management Techniques

Activity 3

Benefits of taking a holiday

Material required

Pen or pencil

Procedure

- Write an essay to describe the place and your experience during a holiday trip or summer camp.
- Highlight how the trip helped you de-stress.

Check Your Progress

A. Subjective questions

1. Describe stress and stress management in your own words.
2. List your favorite stress management technique and elaborate why you find it the most effective.

What Have You Learnt?

After completing this session, you will be able to

- define stress management.
- identify the steps for managing stress.
- create a list of personal stressful situation and ways to handle them.

SESSION 2: SELF-AWARENESS— STRENGTH AND WEAKNESS ANALYSIS

Being self-aware means that you can identify your strengths and weaknesses. Self-awareness, therefore, will help you in converting your weakness into strength and strength into an exceptional talent. Analysing your strengths and weaknesses helps you to attain success in life. However, strength and weakness analysis begins with knowing yourself first.

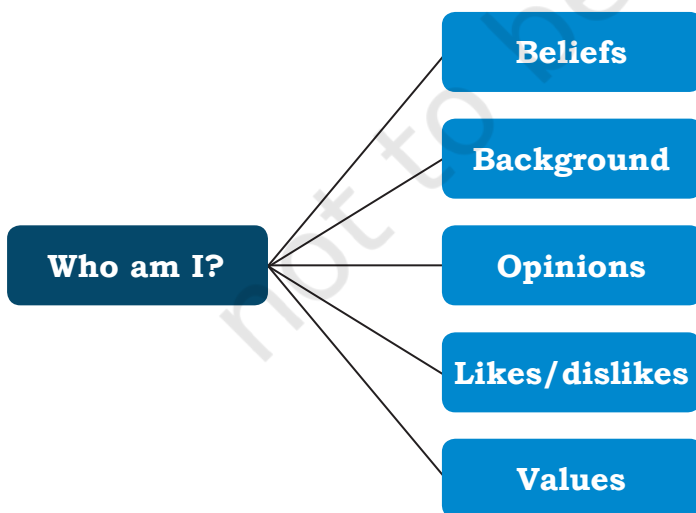


Figure 2.4 Knowing Yourself

Knowing Yourself

Understanding who you are, what you like or dislike, what are your beliefs, what are your opinions, what is your background, what you do well and what you do not do well is important because only then can you actually measure your strengths and weaknesses (see Figure 2.4).

Strength and Weakness Analysis

Understanding who you are means looking outside your usual

characteristics, such as your name, qualification and interpersonal relationships. In other words, being self-aware actually means knowing your inner strengths, hidden talents, skills and even weaknesses. Let us look at how we define strengths and weaknesses.



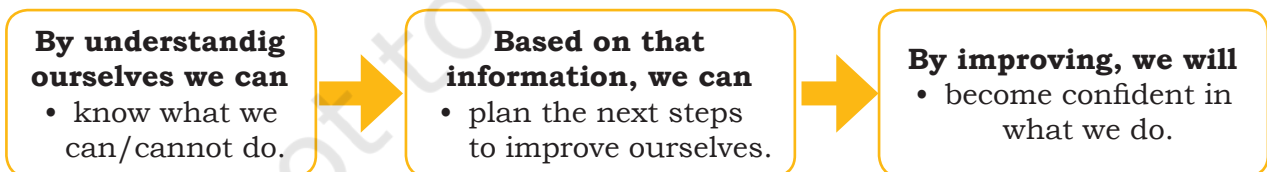
Figure 2.5 Strength and Weakness

Examples of strengths

- I am good at creative writing.
- I am confident of speaking in front of an audience.
- I play guitar very well.

Examples of weaknesses

- I find it difficult to solve mathematics problems.
- I would like to speak English fluently.
- I do not like to lose in any game or sports.



Techniques for Identifying your Strengths and Weaknesses

Finding Strengths (or abilities)

- Think of anything that you are always successful at.

- Think about what others like in you.
- Take out time and think about what you do well.

Finding Weaknesses

- Point out the areas where you struggle and the things you find difficult to do.
- Look at the feedback others usually give you.
- Be open to feedback and accept your weaknesses without feeling low about it. Take it as an area of improvement.

You can find your strengths and weaknesses once you find answers to the questions given here.

- How am I different from others?
- What do I do better than others?
- What do other people admire in me?
- What makes me stand out?
- Where do I worry and struggles?
- Where, how and why do others perform better than me?
- What advice for improvement do I often receive from others?

Difference between Interests and Abilities (Strengths)

Table 2.1: Difference between Interests and Abilities

S.No	Interests	Abilities
1.	Things that you like to do in your free time that make you happy.	An acquired or natural capacity
2.	Things you are curious about or would do even if no one asked you to do it.	Enable you to perform a particular job or task with considerable proficiency.
3.	Things you want to learn or would like to do in the future.	

When your interests do not match your abilities, you can either improve your abilities or follow some other path. For example, you may like music, but you may not be good at singing. In that case, do not try to become a singer!

Practical Exercise

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

Initial Thinking Activity

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

Activity 1

Pair Activity: Aim in Life

Material required

Pen, notepad or sheets of paper

Procedure

- Form pairs of students.
- Each student will make a list of things that they can do well based on the given format.
- Share your notes with your partner.
- One volunteer from the pair comes and reads, in front of the class.

Here is the format for you to fill in

I am	
I can (abilities)	
I will (plan)	
My aim is	

Activity 2

Individual Activity: Interests and Abilities Worksheet

Material required

Student textbooks, pen

Procedure

- Each student has to complete the given worksheet, containing a list of statements and questions.
- Each student has to be real and honest when filling the worksheet as it is for their own understanding of themselves.
- If they are not real and honest, they will get incorrect results about their own interests and abilities.

Worksheet - My Interests and Abilities

I am happiest when	
My idea of a perfect day	

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Five things I really enjoy doing	
Three things I like to do every day	
I am most passionate about	
Ideas or issues I care deeply about	
If I had the talent or ability, I would	
If I could choose any job, it would be	
The three activities that I love to do?	
How often do I do them?	
What stops me from doing the activities more often?	
What specific changes do I need to make in order to engage in these activities more frequently?	

Check Your Progress

1. Fill in the table given below to prepare an action plan to build upon your strengths and overcome your weaknesses.

Strengths	Weakness	Action plan to build upon your strengths and overcome your weaknesses

What Have You Learnt?

After completing this session, you will be able to

- identify your own strengths and weaknesses.
- explain how to build on your strengths and overcome your weaknesses.
- identify your interests.

SESSION 3: SELF-MOTIVATION

Have you heard of the story of the hare and tortoise? Who won that race in spite of being slow? The tortoise. The key to win was that the tortoise never thought less of itself and stayed motivated even though it was lagging behind. But slowly and gradually it crossed all hurdles and continued the race without being demotivated.

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

Here are some examples of self-motivation.

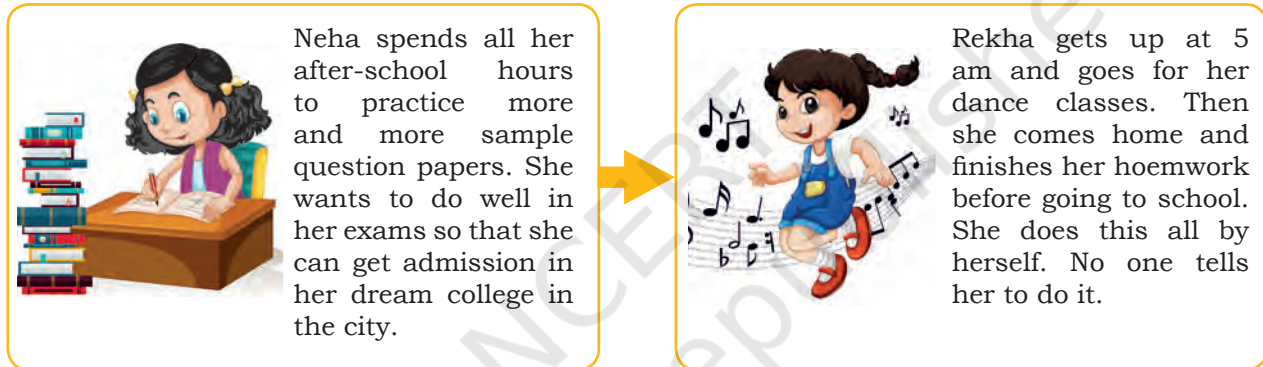


Figure 2.6 Self-motivation

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

Types of Motivation



Internal Motivation: LOVE

We do things because they make us happy, healthy and feel good. For example, when you perform on your annual day function and you learn something new, such as dancing, singing, etc., you feel good.



External Motivation: REWARD

We do things because they give us respect, recognition and appreciation. For example, Suresh participated in a 100m race and won a prize. This motivated him to go for practice every morning.

Qualities of Self-motivated People

There are some typical behaviours seen in self-motivated people which are as given below.



Know what they want from life



Are focussed



Know what is important



Are dedicated to fulfill their dreams

Figure 2.7: Qualities of self-motivated people

Mr E Shreedharan, Former Managing Director, Delhi Metro Rail Corporation Ltd, was a self-motivated and energetic person. With his dedication and respect for others, he motivated his team to work hard and achieve results.

Mahashay Dharmapal Gulati, the founder of Mahashian Di Hatti (MDH) Private Limited started with a small shop in Karol Bagh but with his focus, dedication and clear ideas, MDH (Spice Company) became one of the most popular brands in India besides having a good reputation all over the world.

Building Self-motivation

There are four steps for building self-motivation, which are as given below.

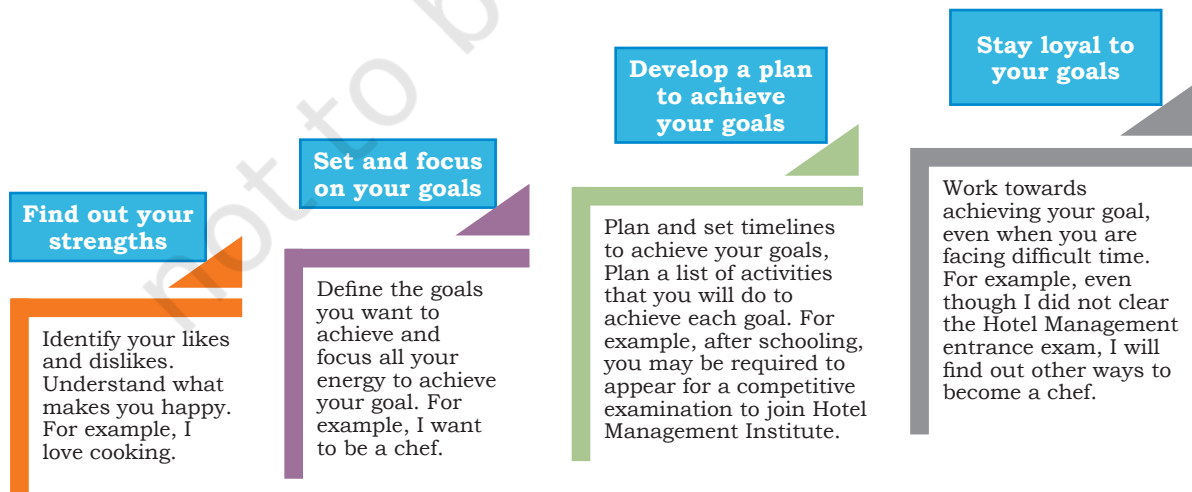


Figure 2.8: Building self-motivation

Practical Exercise

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

Initial Thinking Activity

- After watching the initial video in the e-learning lesson for this topic why do you think that Shyam was unable to complete his work?
- Also, watch the video on 'Becoming Self-motivated and Commitment' in the e-learning lesson and discuss how Nikhil motivated Sheela using the Hare and Tortoise story. Discuss your learnings in the class.

Activity 1

Staying Motivated (Group Discussion)

Material required

Pen, notepad or sheets of paper, chart paper

Procedure

- Form groups of three.
- Choose any one of the following situation and write down the steps you would take to motivate yourself.
 - Your teacher gives you feedback on the essay you had written. There are a lot negative remarks. What will you do to motivate yourself to improve the essay?
 - Your father has given you the responsibility of arranging for a birthday party for your little sister who is turning 3 years old. You do not want to do this task. How will you motivate yourself to do the work?

Activity 2

Self Reflection

Material required

Pen or pencil

Procedure

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

Reasons for not being motivated	Ways to overcome
For example: People make fun of the way I speak English.	For example: I will learn to speak English correctly by attending classes after school.

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter(s) (a), (b), (c) or (d) that best answers the question.

1. What makes you complete work or studies without others cheering you?
 - (a) Self-confidence
 - (b) Communication
 - (c) Self-motivation
 - (d) Self-esteem
2. Which of the following are types of motivation?
 - (a) Internal
 - (b) Intermediate
 - (c) External
 - (d) Extensive
3. Ravi works hard to get the best student award at the end of year. What type of motivation is this?
 - (a) Internal
 - (b) External
 - (c) Both internal and external
 - (d) Not any specific type of motivation

What Have You Learnt?

After completing this session, you will be able to

- explain the meaning of self-motivation.
- identify types of motivation.
- list the qualities of self-motivated people.
- list the steps to build self-motivation.

SESSION 4: SELF-REGULATION — GOAL SETTING

Goals and Setting SMART Goals

A man was travelling and stopped at an intersection. He asked an elderly man, “Where does this road take me?” The elderly person asked, “Where do you want to go?” The man replied, “I don’t know.” The elderly people said, “Then take any road. What difference does it make?” How true is that? When we do not know where we are

going, any road will take us there. So in life, we need to have a clear vision of what we will do and where we want to go.



Goal setting is a very essential factor in your personal life. The process of goal setting in your life helps you decide on how to live your life, where you want to be, and how you want to be in the future.

Goals: They are a set of dreams with a deadline to get them, for example, saving pocket money to buy a favourite mobile phone by a particular date.

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

Goals allow you to separate out what's important. It helps you to focus on the end result instead of less important work. This will make you successful in your career and personal life.

How to Set Goals?

We can use SMART method to set goals. SMART stands for:

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

Not a specific goal: "I would learn to speak English."

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

- **Measureable:** A measureable goal answers the questions "How much?", "How many?" and "How do I know that I have achieved results?"

NOTES

Not measurable goal: “I want to be rich.”

Measurable goal: “I want to have 5 times more money than what I have today in my hand at the end of this year.”

- **Achievable** : Breaking down big goals into smaller parts will make the goal achievable.

Bigger Goal: “I want to become a teacher in my school.”

Breaking it into smaller goals:

- Complete higher secondary
 - Complete Graduation
 - Complete B.Ed.
 - Apply for jobs in the teaching field
- **Realistic** : A realistic goal would be something that we want to achieve and can work towards.

Example of unrealistic goal: “I will read my entire year’s syllabus in one day and get good marks.”

Realistic goal: “I spend 3 hours every day of the year after school to revise my subjects to get good marks in the exams.”

- **Time bound** : A SMART goal should have a timeframe by when the goal needs to be achieved. This encourages us to take actions to completely fulfill the goals.

Not a time bound goal: “I want to lose 10 kg someday.”

Time bound goal: “I want to lose 10kg in the next 6 months.”

Practical Exercise

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

- After watching the initial video ‘Introduction’ in the e-learning lesson, discuss the in the class: Why did Amit feel he was not prepared for the future?
- After watching the video ‘Setting SMART Goals’ in the e-learning lesson, discuss what you have learnt from the video.

Activity 1

SMART Goal or Not (Group Work)

Materials required

Pen, notepad or sheets of paper

Procedure

- Indicate whether the below mentioned goals are SMART or not. If they are SMART goals then tick mark against each aspect of SMART.

Goals	Specific (Yes or No)	Measurable (Yes or No)	Achievable (Yes or No)	Realistic (Yes or No)	Time bound (Yes or No)
I want to earn INR 1 crore in my first job.					
I want to become a teacher after my post-graduation.					
I want to travel to many places.					

Activity 2

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

Material required

Pen, notepad or sheets of paper

Procedure

- Form groups of four. Work individually in your group and complete the below table. Once completed, share with your group and seek feedback on your goals. Share your feedback when other members of the groups are presenting their goals.

Short-term Goals (What are your goals in the next 6 months to 2 years?)	Long-term Goals (What are your goals in the next 5 years?)
1.	1.
2.	2.
3.	3.

Activity 3

Self Reflection

Material required

Pen or pencil

Procedure

- Complete the table below by writing how you will make sure that the goals you set for yourself are SMART. Use the tips shared in the lesson for doing this.

SMART Goals	How will make sure the goals are SMART
Specific	
Measurable	
Achievable	
Realistic	
Time-bound	

Check Your Progress**A. Subjective questions**

1. What is Goal Setting?
2. In SMART goals, what does 'S' stand for? Explain.
3. What is the best way to work on long-term goals?

What Have You Learnt?**After completing this session, you will be able to**

- explain the meaning of 'Goal Setting.'
- identify the benefits of 'Goal Setting.'
- create short-term and long-term goals using SMART method.

SESSION 5: SELF-REGULATION — TIME MANAGEMENT**Time Management and Its Importance**

Sameer was a very lazy boy and always used to postpone things. His father tried to make him understand the value of time. Sameer promised his father that he would never postpone his tasks. One day, he won the first prize in a singing competition. He was asked to collect the

prize the same day. He didn't care and went to collect the prize the next day. But the prize was now useless for him, as it was a ticket to a circus show for the previous day. That day Sameer learnt an important lesson — the importance of doing things on time.



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

Example and Non-example of Time Management

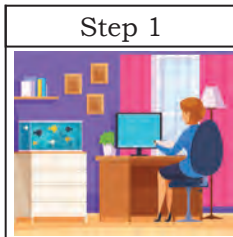
Sameera is always punctual at school. She has a regular schedule that she follows everyday. She plans for study and play time in advance.

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

Time management is the thinking skill that helps you to

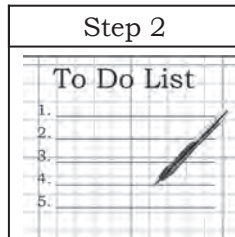
- complete tasks on time.
- make a daily timetable.
- make a good guess at how long it will take you to do something.
- submit homework and assignments on time.
- not waste time during the day.

Four Steps for Effective Time Management



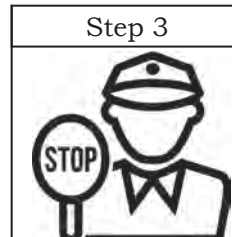
Organise

- We plan our day-to-day activities.
- We make a timetable that we follow.
- We keep our surroundings and study table clean and mess free.
- We put things back where they belong.
- It helps us save time!



Prioritise

- We make a to-do list that has all our activities and we rank them in the order of importance. For example, you may rank doing homework as the most important task. It helps us to get the most important task done first and also to track what is pending.



Control

- We have a control over our activities and time.
- We avoid time wasters like chatting on the phone, surfing gossip sites, etc., and focus on more important things.



Track

- We identify and note where we have spent our time. This will help us analyse if we have used our time effectively or not. It also helps us to identify time-wasting activities

Tips for Practicing the Four Steps for Effective Time Management

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

Practical Exercise

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

After watching the video 'Time Management' in the e-learning lesson, discuss — What you have learnt from the video? Which steps of time management were followed in the video?

Activity 1

Pair Work: Making a List of Activities

Material required

Pen, notepad or sheets of paper

Procedure

- Form groups of two. Complete the below table with a list of activities that you do on a daily basis. Remember to include in the list, every small activity that you do.
- The next step would be to group them into three types 'Must Do', 'Should Do' and 'Nice to Do'.
- Use a tick mark to indicate the group. An example is given below.
- Once completed share with your partner and discuss each other's table.

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

Activity 2

Managing your time to reach school on time

Material required

Pen

Procedure

- List out the to-do plan with timing to make sure you reach school on time.

To-do List

- 1.
- 2.
- 3.
- 4.

Check Your Progress

A. Subjective questions

1. What is time management and how can you manage your time?
2. How can tracking your time help you?

NOTES

What Have You Learnt?

After completing this session, you will be able to

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

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Employability Skills - Class 10

Unit 2: Self-management Skills, Session 1: Stress Management

Check Your Progress

A. Subjective questions

1. Describe stress and stress management in your own words.
2. List your favorite stress management technique and elaborate why you find it the most effective.

Employability Skills - Class 10

Unit 2: Self-management Skills, Session 2: Self-awareness— Strength and Weakness Analysis

Check Your Progress

1. Fill in the table given below to prepare an action plan to build upon your strengths and overcome your weaknesses.

Strengths	Weakness	Action plan to build upon your strengths and overcome your weaknesses

Employability Skills - Class 10

Unit 2: Self-management Skills, Session 3: Self-motivation

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter(s) (a), (b), (c) or (d) that best answers the question.

1. What makes you complete work or studies without others cheering you?
 - (a) Self-confidence
 - (b) Communication
 - (c) Self-motivation
 - (d) Self-esteem
2. Which of the following are types of motivation?
 - (a) Internal
 - (b) Intermediate
 - (c) External
 - (d) Extensive
3. Ravi works hard to get the best student award at the end of year. What type of motivation is this?
 - (a) Internal
 - (b) External
 - (c) Both internal and external
 - (d) Not any specific type of motivation

Employability Skills - Class 10

Unit 2: Self-management Skills, Session 4: Self-regulation— Goal Setting

Check Your Progress

A. Subjective questions

1. What is Goal Setting?
2. In SMART goals, what does 'S' stand for? Explain.
3. What is the best way to work on long-term goals?

Employability Skills - Class 10

Unit 2: Self-management Skills, Session 5: Self-regulation— Time Management

Check Your Progress

A. Subjective questions

1. What is time management and how can you manage your time?
2. How can tracking your time help you?

Unit 3



Information and Communication Technology Skills



171074CH03

SESSION 1: BASIC COMPUTER OPERATIONS

ICT stands for Information and Communication Technology. ICT refers to all the methods, tools, concepts related to storing, recording and sending digital information.

Information can be recorded or stored in many ways, handwritten on paper, written using a typewriter and so on. When information is stored and recorded on electronic devices, it takes on a ‘digital’ form. ICT devices are tablets, smartphones and laptops as shown in Figure 3.1.

ICT skills help us to communicate, run our business and stay connected with our family and friends. Hence, every person needs to acquire ICT skills and build them to stay updated with the latest software and applications (apps).

Computer Hardware and Software

A computer system consists of two main parts—the hardware and the software. The physical parts that we can see and touch are called



Figure 3.1: ICT Devices



Figure 3.2: Hardware and Software

hardware. It is the machinery of a computer. These are the keyboard, monitor, CPU, etc.

There is another important part i.e., the software. Though we cannot see it, it makes the hardware work the way we want.

The monitor is a physical device or the hardware. When we start a program, for example, a game, it is displayed on the monitor. This is done by the software which displays text, images and videos on the monitor as shown in Figure 3.2. Hardware would not be able to function without software.

Mobile devices, such as smartphones and tablets are also computer systems with hardware and software. They are simply smaller in size and can be easily carried around.

The most important software in any computer is the Operating System (OS). This is the software that starts working as soon as we switch on a computer. It displays the desktop on the monitor. Some of the most commonly used operating systems for laptops and desktop are Ubuntu, Microsoft Windows and Mac OS.

Mobile devices also have an operating system that helps them perform their functions. Some of the mobile operating systems are Apple iOS and Google Android (as shown in Figure 3.3).

All the computer applications, such as browsers, games, Office tools, etc., are also software programs that perform particular functions.



Figure 3.3: Mobile Android OS

Starting a Computer

What is the first thing you do after you wake up in the morning? What if your father tells you to do your homework immediately? Can you do it? Normally you would do some daily activities and get ready before you start working? Similarly, when a computer is switched on, it performs some basic processes/functions before it is ready to take instructions from the user.

To start a computer, press the Power button on the CPU. This will start the operating system and display the Ubuntu desktop as shown in Figure 3.4 or the main screen on the monitor.

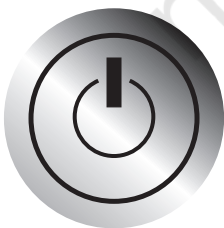


Figure 3.4: Power Button

Basic Functions performed when a computer starts

Just as we go about our morning routine without anyone telling us what to do, a computer automatically runs a basic program called BIOS (Basic Input/Output System) as soon as it is switched on or the power button is pushed on.

The BIOS first does a self-test. If the self-test shows that the system is fine, the BIOS will load the Operating System. This means that the computer's operating system, for example, Ubuntu, is now ready to take user inputs.

Login and Logout

Just like we keep our cupboards locked at home we need to keep our computer locked when we are not working on it. This will ensure that no unauthorised person can see or make changes to our information without taking our permission. To make sure your computer is locked, you have login-IDs and passwords. A login and password is like a key to the lock which allows you to use the computer.

When you login to the computer with your login-ID and password (as shown in Figure 3.5), the computer knows that you are an authorised person and allows you to work on the applications in the computer. Once you finish working, you must log out or sign out so that no one else can see your work.

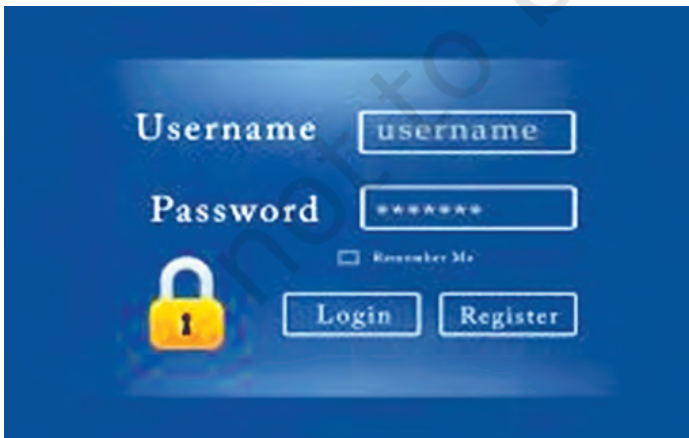


Figure 3.5: Login Screen

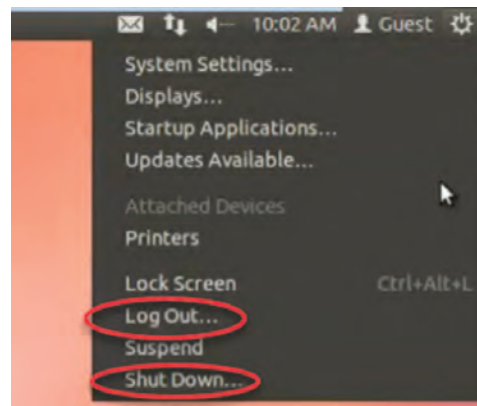


Figure 3.6: Log Out

Shutting Down a Computer

You can shut down the computer in Ubuntu by clicking Systems button at the top right and then click Shut Down as shown in Figure 3.6. When you click Shut down, the Operating System will close all the applications and turn off the computer.

Using the Keyboard

A keyboard is an input device used to type text, numbers and commands into the computer. It is shown in Figure 3.7.



Figure 3.7: Parts of a Keyboard

Function Keys

Keys labeled from F1 to F12 are function keys. You use them to perform specific functions. Their functions differ from program to program. The function of the F1 key in most programs is to get help on that program. Some keyboards may have fewer function keys.

- (a) **Control keys:** Keys, such as Control (CTRL), SHIFT, SPACEBAR, ALT, CAPS LOCK and TAB, are special control keys that perform special functions depending on when and where they are used.
- (b) **Enter key:** The label on this key can be either ENTER or RETURN, depending on the brand of computer that you are using. You use the ENTER or the RETURN key to move the cursor to the beginning of a new line. In some programs, it is used to send commands and to confirm a task on a computer.

- (c) **Punctuation keys:** Punctuation keys include keys for punctuation marks, such as colon (:), semicolon (;), question mark (?), single quotation marks (‘ ’), and double quotation marks (“ ”).
- (d) **Navigation keys:** Keys, such as the arrow keys, HOME, END, PAGE UP, and PAGE DOWN are navigation keys. These are used to move up and down, right and left in a document. The HOME and END keys move the cursor to the left/right end of a line of text, respectively. The PAGE UP and PAGE DOWN keys are used to move one page up and one page down, respectively.
- (e) **Command keys:** Keys, such as INSERT (INS), DELETE (DEL), and BACKSPACE are command keys. When the INSERT key is turned ON, it helps you overwrite characters to the right of the cursor. The DELETE key and the BACKSPACE key are used to remove typed text, characters and other objects on the right and left side of the cursor, respectively.
- (f) **Windows key:** Pressing this key opens the Start menu

Using a Mouse

A mouse as shown in Figure 3.8 is a small device that you can use to move, select and open items on your computer screen. Let us see some of the functions that can be performed using a mouse. Different application will behave differently to the mouse actions. Here we use the File Explorer to see the effect of the mouse action.

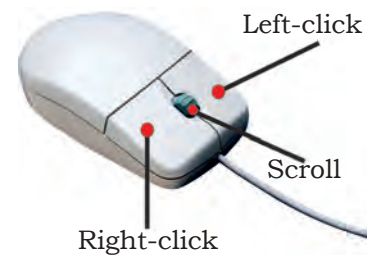


Figure 3.8: Mouse

Roll Over or Hover

Some actions can be done by simply rolling over or hovering over an item. When you bring the mouse over a file in File Explorer, it will show the details of that file as shown in Figure 3.9.

Point and Click

As you move the mouse on your desk, a pointer moves correspondingly on your screen. The mouse allows you to select an item on the

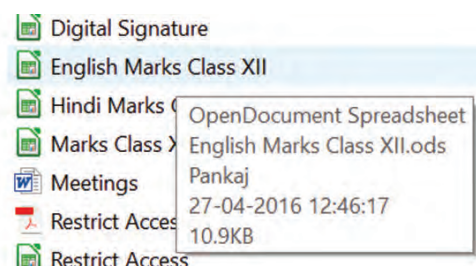


Figure 3.9 Roll Over

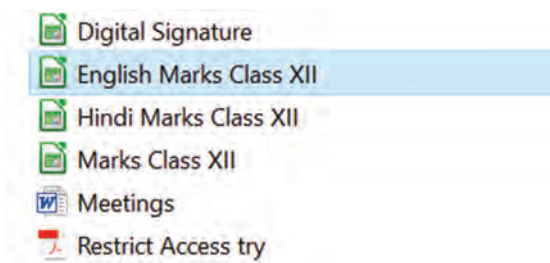


Figure 3.10 Point and Click

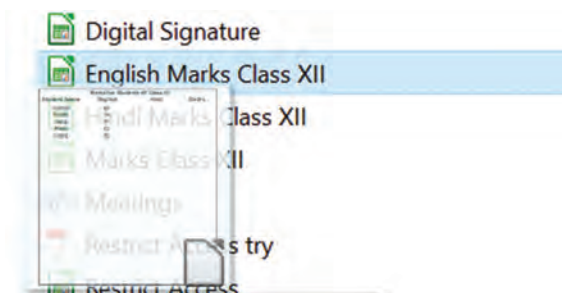


Figure 3.11 Drag and Drop

screen. When you click a particular file, it gets selected as shown in Figure 3.10.

Drag and Drop

To move an item, you need to click it, and then holding the mouse button down, move the item to a new location. After you move the item to the new location, you release the mouse button. This is called drag and drop. When you drag a file in File Explorer, you can pick it up from the present location and drop it in a new location where you release the mouse as shown in Figure 3.11.

Double-click

Double-clicking means to quickly click the left mouse button twice. When we double-click on a file, it will open the file.

Practical Exercise

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

Initial Thinking Activity

After watching the initial video write what do you think happens when you start a computer and enter data using a keyboard and mouse?

Activity 1

Group Demo on Use of Computer

Material required

Pen, notebook, computer

Procedure

- Form groups depending on the number of computers available. One student starts the computer and logs in.
- Another student identifies the keys on the keyboard. A third student then performs all the functions of the mouse such as hover, click, double-click, etc.
- Discuss and note differences between hardware and software and also how they work together to perform a task on the computer.

- After you have performed all the activities, another student shuts down the computer.
- Other students watch and give feedback on what was done right and which tasks can be improved.

Activity 2

Group Practice: Using the Keyboard

Material required

Computer

Procedure

- Form groups depending on the number of computers available.
- Open a text editor in Ubuntu by typing 'editor' in the search bar and then selecting the Text Editor. You can also open Notepad in Windows by typing Notepad on the Windows Search bar and then selecting Notepad from the search result.
- One student positions his or her hands on the keyboard as shown in Figure 3.12 and types the following paragraph in the text editor.



Figure 3.12 Typing

“People use computers at work, at school and at home every day. In factories computers are used to control the manufacturing process and in offices to make documents, such as reports. We also use computers for sending e-mails and playing games.”

Now, another student in the group will check the paragraph and correct the grammar and spelling mistakes.

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. Which of the following functions is not performed using a mouse?
 - (a) Turn on
 - (b) Hover
 - (c) Right click
 - (d) Drag and Drop
2. What is the term used when you press and hold the left mouse key and move the mouse around?
 - (a) Highlighting
 - (b) Dragging
 - (c) Selecting
 - (d) Moving

3. Here are the steps that take place when starting a computer. Rearrange the steps in the correct order.
 - (a) Desktop appears after login
 - (b) Login screen appears
 - (c) Power on Self-Test (POST) starts
 - (d) Operating system starts
 - (e) Welcome screen appears

B. Subjective questions

1. What is the function of the ENTER key?
2. How will you prevent others from using your computer?

What Have You Learnt?

After completing this session, you will be able to

- demonstrate the process of starting a computer.
- identify the various keys on a keyboard and their associated functions.
- perform various mouse functions.

SESSION 2: PERFORMING BASIC FILE OPERATIONS

Basic File Operations



Figure 3.13 File Cabinet

In any school (or office), each teacher has a separate cabinet as shown in Figure 3.13 where they keep the files of different students or classes on separate shelves. Similarly, information on a computer is stored in electronic files, which can be put into separate folders. It is easier to manage the electronic files as they can be simply copied, moved, renamed or even deleted.

Files and Folders

All information stored in a computer is kept in **files**. Different types of files store different types of information. Each file is given a **file name** and has a **file name extension** that identifies the file type. The file name and file name extension are separated by a period or a 'dot'. For example, a document (e.g., Neha) created using **Notepad** (a type of computer application to create simple text files) will have the extension **.txt**. There are other types like **.doc**, **.xls**, etc. An image file usually has an extension **.jpg** while a sound file usually has **.mp3**. A **folder** is a location where a group of files can be stored.

Creating a File (Using a Text Editor in Ubuntu)

When a student, Neha, joins a class, the teacher creates a file on the computer to store Neha's information, such as name, address, phone number, etc. Let us create a new file using a text editor in Ubuntu.

- To open a **text editor**, type 'editor' in the search dialog box. Then double-click the **text editor** option as shown in Figures 3.14 and 3.15. This will open a blank document. In Windows, you can open Notepad and type in the text.
- Here you can add text, such as 'Neha Tiwari Shakti Nagar, New Delhi, 7856453451'
- To save the file click **Save**. In the Save As dialog box, browse to the Desktop folder, type the name as 'Neha' and click **Save** as shown in Figure 3.16.



Figure 3.14 Opening Text Editor



Figure 3.15 Text Editor



Figure 3.16 Saving a File

Creating a Folder (in Ubuntu)

Folder is a location where a group of files can be stored. For example, we can create a folder where all the files for all the students can be stored.

Let us create a new folder in Ubuntu.

- To open **file explorer** in Ubuntu, click **Files** option on the left as shown in Figure 3.7.
- File explorer opens up as shown in Figure 3.18.
- To create a folder:
 - (a) Choose a location where the folder has to be created for example 'Desktop'.
 - (b) Right-click and then choose the 'New Folder'.
 - (c) Type the name of the folder as 'Demo'.

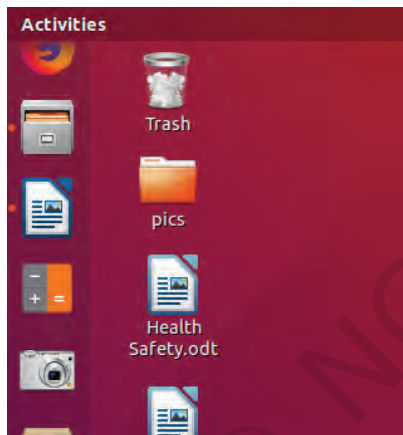


Figure 3.17: Choose the File Option

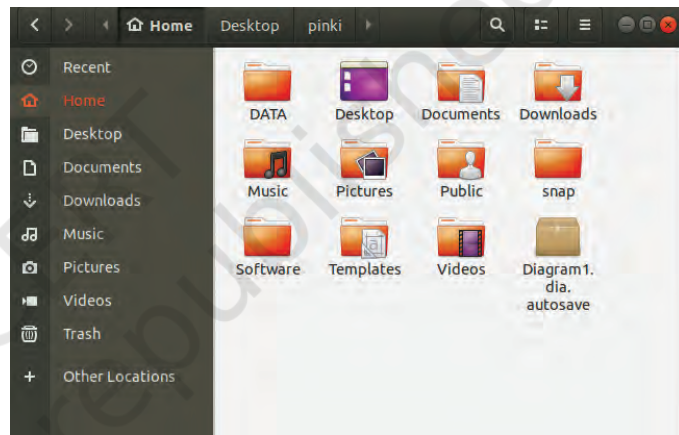


Figure 3.18: File Explorer

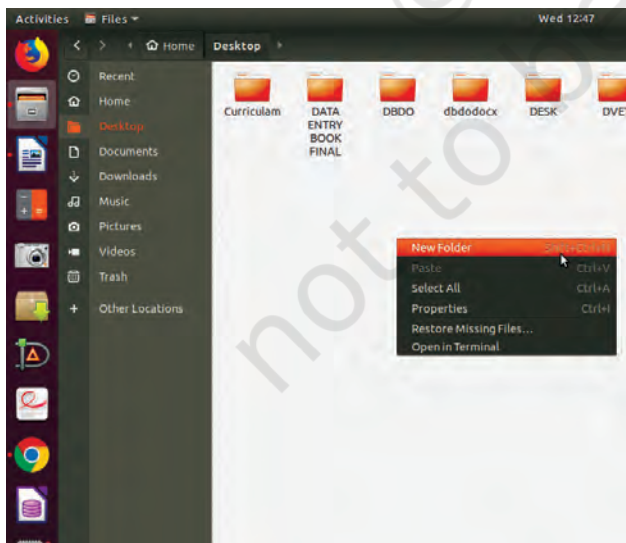


Figure 3.19: Right-click on Desktop and click New Folder

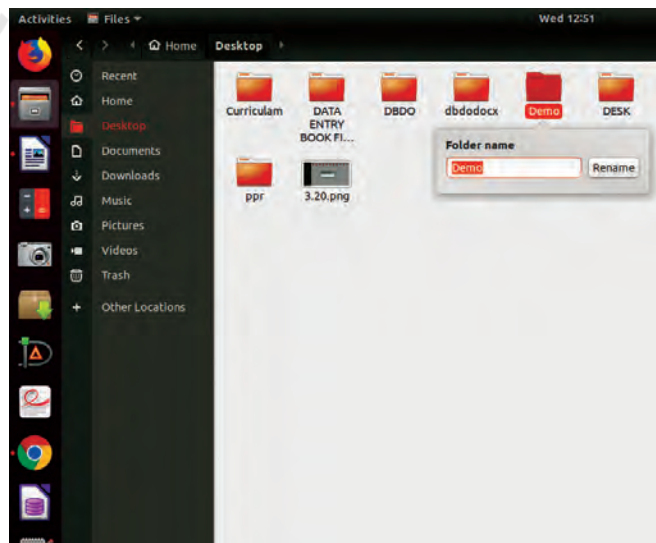


Figure 3.20: Type Demo as the name of the new folder

Practical Exercise

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

Initial Thinking Activity

After watching the initial video in the e-learning lesson for this topic why do you think it is important to know how files are stored in a computer?

Activity 1

Creating a folder

Material required

Pen, notebook, computer

Procedure

- Form groups depending on the number of computers available. Each member of the group creates a new folder. Others can watch and give feedback on what was done correctly and what can be improved.
- Open a text editor in Ubuntu or Notepad in Windows
- Create a 2 folders Demo1 and Test1
- Now delete the folder Test1

Each group can study the following shortcut commands together.

CTRL+z — undo	CTRL+c — copy
CTRL+y — redo	CTRL+v — paste
CTRL+a — select all	CTRL+p — print
CTRL+x — cut	CTRL+s — save

- The first group asks the other groups a question (e.g. what does CTRL+z do? (Answer is Undo) or what is the shortcut for Copy (CTRL+c). Whichever group answers correctly gets one point otherwise the next group answers and so on. Whichever group gets most points, wins.

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. Which one of the following shortcut keys is used to paste a file?
 - (a) Ctrl + c
 - (b) Ctrl + p
 - (c) Ctrl + v
 - (d) Ctrl + x

NOTES

2. Which of the following is a valid file extension for Notepad file?
 - (a) .jpg
 - (b) .doc
 - (c) .text
 - (d) .txt
3. What keys do you use to copy something?
 - (a) Ctrl+x
 - (b) Ctrl+c
 - (c) Ctrl+z
 - (d) Ctrl+y

B. Subjective questions

1. How is a computer file system similar to our physical file system in a school?
2. What are the steps you will perform to save a text file in Ubuntu?

What have you learnt?

After completing this session, you will be able to

- describe what computer files and folders are.
- open a new file in a text editor, type in your details and save the file.

SESSION 3: COMPUTER CARE AND MAINTENANCE

Importance of Care and Maintenance of Computers

Taking care of our things whether it's our books, clothes, furniture or gadgets is important. Taking care of electronic devices, such as computer and mobiles helps them to work properly. Just as we take care of our body by taking bath, brushing our teeth and eating food every day we need to take care of our machines. A computer is a delicate machine with a lot of moving electronic parts. We need to protect it from dust and damage. If we are careless, it will not work efficiently.

Computers and mobiles are very expensive. When we take good care of them on a regular basis, we can use them for a longer time. This will help us save money as we do not need to buy new devices too often.

Basic Tips for Taking Care of Devices

Here are some simple ways that you can follow to take care of your computer.

Keeping a Device Clean

Cleaning a device, such as a computer or mobile means to keep the screen, keyboard and mouse clean.

- (i) **Keyboard:** First we should not eat anything over a keyboard. Crumbs can damage the internal parts of a keyboard. You can clean a keyboard with a soft brush as shown in Figure 3.21 to remove crumbs and dust particles.
- (ii) **Screen:** You can wipe the screen with a soft cloth to remove any finger marks.
- (iii) **Be careful with food and drinks:** Avoid eating and keeping glasses of water or cups of coffee near a computer as shown in Figure 3.22. Any liquid spilt over an electronic device can spoil it beyond repair.
- (iv) **Handle devices carefully:** Handle and move your laptop carefully and avoid dropping or banging it against a hard surface. Even a short fall can damage the screen or the hard disk and make the device useless. Using a cover for your mobile and a padded case for moving your laptop as shown in Figure 3.23 protects the device from damage.
- (v) **Keep the computer cool:** If a computer, laptop or mobile device gets overheated, the internal parts can be damaged. The CPU has an internal fan to keep it cool. We should make sure the fan is functioning. You can also use an external fan as shown in Figure 3.24. Avoid leaving a device in the sun or in a closed car. We should be careful when using a laptop while sitting in bed and make sure that the fan is not covered.
- (vi) **Do not overcharge your battery:** Sometimes we keep a device plugged in for charging even after it is fully charged. If we leave the device plugged in for a long time as shown in Figure 3.25, it can overheat the battery. This reduces



Figure 3.21: Cleaning keyboard with soft brush



Figure 3.22: Avoid keeping food near a computer



Figure 3.23: Avoid dropping bag containing laptop



Figure 3.24: Keep device cool



Figure 3.25: Do not overcharge your battery



Figure 3.26: Too many programs running at a time

the battery life. Always unplug the device once it is charged 100%.

- (vii) **Always plug in devices carefully:** Any device being connected to a laptop or computer such as a USB drive or headphones, should be done gently. It should not be forced into the port. If you find it difficult to plug in a device, change the direction and try instead of trying to force it in.
- (viii) **Do not run too many programs at a time:** When too many programs are running at the same time as shown in Figure 3.26, the computer can become slow and even crash. If a program/app is not being used, it should be closed so that other programs can work smoothly.

Prepare a Maintenance Schedule

We need to prepare a plan or a schedule for maintenance to keep the computer running in perfect condition for a long time. This can include:

- (a) Daily Maintenance
 - i. Clean up your e-mail inbox
 - ii. Download e-mail attachments and save in proper folders
- (b) Weekly Maintenance
 - i. Clean your keyboard
 - ii. Clean your monitor
 - iii. Dust CPU and printer
 - iv. Backup your data to an external drive
- (c) Monthly Maintenance
 - i. Transfer photographs to computer and delete from drive
 - ii. Organise photos into folders or albums
 - iii. Clean up 'Download' folder
 - iv. Uninstall unused programs and apps
 - v. Run disk-cleaner software
 - vi. Run full system virus scan
- (d) Yearly/Annual Maintenance
 - (a) Clean up contacts list on social media accounts

- (b) Clean up e-mail contact list
- (c) Update your operating system
- (d) Check for expiry of anti-virus software and renew

Backup Your Data

Backing up data means to save the information present on your computer on another device, such as CD/DVD drives as shown in Figure 3.28 or hard disk. Data can be recovered from here in case the computer stops working completely. Computers can crash, humans can make mistakes and natural disasters, such as floods can happen. So, it is important for companies, hospitals, banks, etc., to keep their information safe — so that their business can continue to function smoothly and their customers do not face problems.



Figure 3.27: Backup Data on CD/DVD

Scanning and Cleaning Viruses

Sometimes computer viruses can enter a computer from such attacks we can install anti-virus software. This will prevent any viruses from entering and will also clean any viruses that may enter our system before they affect the data.

Increasing Computer Performance

If we have been using a computer for a long time we have a lot of unnecessary files and data, such as temporary files and images. When they use too much hard-disk space, the performance of the computer goes down. It is important that we keep cleaning by removing any extra files. We can use some disk cleaner software, which help us clean up the unnecessary files.

Removing SPAM from your Computer

Sometimes we get mails from companies who are advertising a product or trying to attract you to their website. Such mails are called SPAM.

We should never respond to SPAM and delete it on a regular basis.

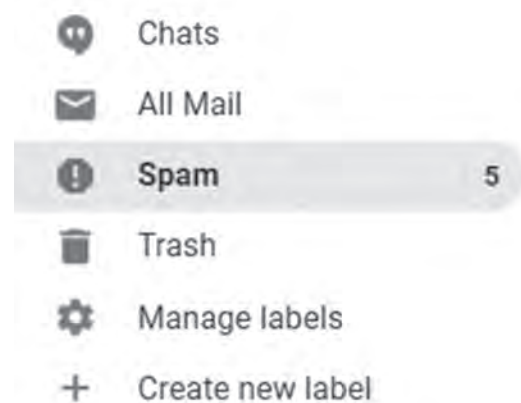


Figure 3.28: SPAM folder

NOTES

It is possible to set filters in the settings to prevent SPAM from entering our mail box. Most e-mail software have a SPAM folder as shown in Figure 3.28 and automatically put all such emails into this folder.

Practical Exercise

Activity 1

Making a Chart

Material required

Pen, notebook, chart paper, pictures.

Procedure

- Form groups and make a chart to list down all the ways in which a device can be damaged and how it can be prevented.
- Make sure all students in the group get a chance to participate.

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. What happens if you leave a device plugged in even after it is charged 100%?
 - (a) It can break.
 - (b) It can stop functioning.
 - (c) It can over-heat.
 - (d) Data can get corrupt.
2. How can an anti-virus protect your device?
 - (a) It can protect it from over-heating.
 - (b) It can increase its performance.
 - (c) It can prevent data from getting corrupt.
 - (d) It can backup data.
3. Which option is not required to keep a device cool?
 - (a) Keep the device unplugged when in use.
 - (b) Do not cover a laptop with a blanket.
 - (c) Make sure computer's CPU fan is working.
 - (d) Avoid leaving the device in the sun.
4. Which of the following is essential for maintaining keyboard?
 - (a) Turn the keyboard upside down and shake it to remove foreign material.

- (b) Blow dust and other particles with help of a blower.
- (c) Use a very dilute combination of soap and water applied with a non-abrasive cloth to remove stains from the keycaps.
- (d) All of the above.

B. Subjective questions

1. Explain how to clean a computer on a daily basis.
2. How can you increase the performance of a computer?

What Have You Learnt?

After completing this session, you will be able to

- identify the importance of taking care of computers.
- list the various ways in which computers can be damaged.
- demonstrate how to prevent damage and take care of computers.

SESSION 4: COMPUTER SECURITY AND PRIVACY

We store a lot of information on our computers and electronic devices. For example, we keep our photos on our mobiles, school computers store personal information regarding every student and their parents, computers used in banks store the financial information of their clients and computers in hospital have important information about patients. If any of this information gets lost or leaked and falls into the wrong hands, it can cause a lot of harm to the people.

For example, if information stored in a bank's computer gets leaked it can cause many people to lose a lot of money. Hence, it is essential to keep computers secure and our data safe.

Computer Security Deals with Protecting Computers

Computer security and privacy deals with the measures used to prevent loss of data.

Reasons for Security Break

Security break is leakage of information stored in a computer.



Figure 3.29: Computer Security



Figure 3.30: Security Breach



Figure 3.31: Physical stealing



Figure 3.32: Online stealing



Figure 3.33: Worm virus

Personal information can be lost or leaked in two ways:

1. We are not careful in giving out personal information over the Internet. For example, we share our account details and password on unsecure sites.
2. A person gets unauthorised access to our computer. This can happen in the office if we leave our computer without logging out.

Computer security and privacy is about measures we can take to restrict access to personal data stored in a computer.

Threats to Computer

Threats are the ways in which personal information can be leaked from a computer without our knowing.

- (a) **Theft:** Theft means stealing of information or hardware. These may be of three types:

- **Physical:** Where a person may steal your desktop computer or laptop.
- **Identity:** Where a hacker steals your personal information and assumes your identity. Using this false identity, the hacker can gain access to your account information or perform illegal activity.
- **Software Piracy:** This is stealing of software and includes using or distributing unlicensed and unauthorised copies of a computer program or software.

- (b) **Virus:** Viruses are computer programs that can damage the data and software programs or steal the information stored on a computer. Major types of viruses are Worms and Trojan Horse.

- **Worms:** These are viruses that replicate themselves and spread to all files once they

attack a computer. This makes it very difficult to remove them.

- **Trojan Horse:** A Trojan Horse disguises itself i.e., it appears to be a useful software program but once it reaches a computer it starts behaving like a virus and destroying data.
- **Online Predator:** Online predators are people who trap you into inappropriate relationships. They may be older people posing to be your age, bullying you into doing illegal activities online and sometimes face to face.
- **Internet Scams:** Sometimes you may receive very attractive offers saying you have won a huge money in a lottery and that you can claim the prize by depositing a certain amount of money. When you deposit the money using credit card or online banking, you not only lose the deposit money but your card / account information may be misused later.

Protecting your Data

To protect our data from theft and viruses we can take the following measures:

- (a) **Use passwords to login to your computer:** Use passwords that are difficult to guess. Passwords are difficult to hack if they are a mix of small (For example 'a b c d') and capital letters (For example, 'H J E R'), numbers (For example '8 7 6 5') and special characters (For example, '% ^ # \$'). This would prevent unauthorised people from using your computer.
- (b) **Install Anti-virus and Firewall:** Anti-viruses and Firewall monitor the data coming in and out of a computer and prevent and viruses from entering. Anti-viruses can also detect and clean viruses that may have entered a computer.
- (c) **Encrypt Data:** This is usually done by banks and companies in which important customer information is stored. They can encrypt their entire hard disk using encrypting feature in



Figure 3.34: Antivirus



Figure 3.35: Data encryption

NOTES

Windows (Bitlocker). This would force users to use a decryption password (or key) before starting the computer thus preventing unauthorised usage.

- (d) **Secure sites:** Give details of your credit card or bank account only on secure sites. See in the address bar of the browser. If the site address starts with <https://> and a lock symbol, then it is safe to give your credit card and bank details.

Practical Exercise

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

Initial Thinking Activity

After watching the initial video write down the type of risk present to the data available in different places, for example in a school, hospital, bank, etc.

Activity 1

Group Chart Making

Material required

Pen, notebook, computer, Chart paper, colours

Procedure

- Form groups depending on the number of students available. Make a chart to show all the different threats faced by a computer and how you can protect a computer from such threats.

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question

1. What should you do to ensure secure online transactions?
 - (a) Lock your computer
 - (b) Give credit card or bank details only on safe websites
 - (c) Use anti-virus
 - (d) Do not use pirated software
2. Which of the following trap small children into inappropriate relations?
 - (a) Online predators
 - (b) Worms
 - (c) Trojan Horse
 - (d) Anti-Virus

3. What should a strong password consist of?
 - (a) Only letters
 - (b) Numbers and special characters
 - (c) Name of a person
 - (d) Letters, numbers and special characters

B. Subjective questions

1. Explain how Trojan Horse virus works.
2. List the various ways you can use to protect your data.

What Have You Learnt?**After completing this session, you will be able to**

- identify the importance of securing our computers and data.
- list the various threats to a computer and its data.
- list the various ways to protect data.

Employability Skills - Class 10

Unit 3: Information and Communication Technology Skills, Session 1: Basic Computer Operations

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. Which of the following functions is not performed using a mouse?
 - (a) Turn on
 - (b) Hover
 - (c) Right click
 - (d) Drag and Drop
2. What is the term used when you press and hold the left mouse key and move the mouse around?
 - (a) Highlighting
 - (b) Dragging
 - (c) Selecting
 - (d) Moving
3. Here are the steps that take place when starting a computer. Rearrange the steps in the correct order.
 - (a) Desktop appears after login
 - (b) Login screen appears
 - (c) Power on Self-Test (POST) starts
 - (d) Operating system starts
 - (e) Welcome screen appears

B. Subjective questions

1. What is the function of the ENTER key?
2. How will you prevent others from using your computer?

Employability Skills - Class 10

Unit 3: Information and Communication Technology Skills, Session 2: Performing Basic File Operations

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. Which one of the following shortcut keys is used to paste a file?
 - (a) Ctrl + c
 - (b) Ctrl + p
 - (c) Ctrl + v
 - (d) Ctrl + x

2. Which of the following is a valid file extension for Notepad file?
 - (a) .jpg
 - (b) .doc
 - (c) .text
 - (d) .txt
3. What keys do you use to copy something?
 - (a) Ctrl+x
 - (b) Ctrl+c
 - (c) Ctrl+z
 - (d) Ctrl+y

B. Subjective questions

1. How is a computer file system similar to our physical file system in a school?
2. What are the steps you will perform to save a text file in Ubuntu?

Employability Skills - Class 10

Unit 3: Information and Communication Technology Skills, Session 3: Computer Care and Maintenance

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. What happens if you leave a device plugged in even after it is charged 100%?
 - (a) It can break.
 - (b) It can stop functioning.
 - (c) It can over-heat.
 - (d) Data can get corrupt.
2. How can an anti-virus protect your device?
 - (a) It can protect it from over-heating.
 - (b) It can increase its performance.
 - (c) It can prevent data from getting corrupt.
 - (d) It can backup data.
3. Which option is not required to keep a device cool?
 - (a) Keep the device unplugged when in use.
 - (b) Do not cover a laptop with a blanket.
 - (c) Make sure computer's CPU fan is working.
 - (d) Avoid leaving the device in the sun.
4. Which of the following is essential for maintaining keyboard?
 - (a) Turn the keyboard upside down and shake it to remove foreign material.

- (b) Blow dust and other particles with help of a blower.
- (c) Use a very dilute combination of soap and water applied with a non-abrasive cloth to remove stains from the keycaps.
- (d) All of the above.

B. Subjective questions

1. Explain how to clean a computer on a daily basis.
2. How can you increase the performance of a computer?

Employability Skills - Class 10

Unit 3: Information and Communication Technology Skills, Session 4: Computer Security and Privacy

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question

1. What should you do to ensure secure online transactions?
 - (a) Lock your computer
 - (b) Give credit card or bank details only on safe websites
 - (c) Use anti-virus
 - (d) Do not use pirated software
2. Which of the following trap small children into inappropriate relations?
 - (a) Online predators
 - (b) Worms
 - (c) Trojan Horse
 - (d) Anti-Virus
3. What should a strong password consist of?
 - (a) Only letters
 - (b) Numbers and special characters
 - (c) Name of a person
 - (d) Letters, numbers and special characters

B. Subjective questions

1. Explain how Trojan Horse virus works.
2. List the various ways you can use to protect your data.

Unit 4



Entrepreneurial Skills



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INTRODUCTION

Entrepreneurship is being talked about a lot in the world today, and especially in India. Entrepreneurship is the type of self-employment where one is running a business to satisfy the needs of people and looking for ways to make the business better to make profits. This unit focusses on encouraging students to learn about entrepreneurship and its functions from the world around them.

Entrepreneurs are all around us. We would have spoken to a lot of them through the course of this module. We also learnt that successful entrepreneurs have the following qualities.

- They are confident. They believe in themselves and their abilities.
- They keep trying new ideas in their business.
- They are patient.
- They are creative and think differently about business ideas.
- They take responsibility for their actions.
- They take decisions after thinking about them.
- They work hard.
- They do not give up when they face a difficulty.

SESSION 1: ENTREPRENEURSHIP AND SOCIETY

NOTES

We learnt last year that the two ways in which one can earn a living are through wage employment and self-employment. Wage employed people are people who work for a person or an organization and get paid for that work. Self-employed people are those who start businesses to satisfy the needs of people. A self-employed person who is always trying to make his/her business better by taking risks and trying new ideas is an entrepreneur.

Example: Ramya and Ramu both own plant shops. Ramu sits at his shop every day. When customers come, he sells to them. Ramya walks around and gets customers to her shop. She also sells seeds and flowers with her plants.

Ramya is working to do more and grow her business. She has also added a different idea to her business. So, Ramya is an entrepreneur and Ramu is a businessman.

Practical Exercise

Activity 1

Entrepreneurs I know: Individual Practice

Procedure

- In this activity, we will think of the entrepreneurs we know.

Instructions

1. Think of 4 entrepreneurs whom you know or have seen.
2. Draw circles and in each circle write the name of that entrepreneur, what business they run, and one thing that you really like about their business.
3. After writing, share the details of the entrepreneurs with your class.

You have identified entrepreneurs around you. Where do these entrepreneurs do their business?

Entrepreneurs run their businesses in a market. The market has people who buy products and services and people who sell them also. When people are buying and selling from each other, it is helpful for everyone because everyone involved makes money. This is how entrepreneurs help in growing the area and society they live in.



Figure 4.1: Customer needs, wants and demands

Aditi has a store where she sells different types of shampoos. She has many customers. She buys the shampoos in large quantities from a woman. There are two men who work in the store to help her sell.

Aditi is helping people in her area to make money. She is also increasing jobs in her area. Aditi is helping the people in the society around her to live better.

So, what do entrepreneurs do when they run their business?

Fulfil Customer Needs

Demand means a product or service that people want. Entrepreneurs find out what people want. Then, they use their creativity to come up with a business idea that will meet that demand.

Use Local Materials

Entrepreneurs use the material and people available around them, to make products at low cost.

Help Society

Entrepreneurs have a positive relationship with society. They make profits through activities that benefit society. Some entrepreneurs work towards saving the environment, some give money to build schools and hospitals. This way, the people and area around them becomes better.

These are the roles that entrepreneurs do in a society. How do you think entrepreneurs affect the society they live in? Let's read.

Create Jobs

With the growth of a business, entrepreneurs look for more people to help them. They buy more material, and from more people. They also hire more people to work for them. In this way, more people have jobs.

Sharing of Wealth

Wealth means having enough money to live a comfortable life. As entrepreneurs grow their business, the people

working for them and in related businesses also grow. They have more money to live a better quality life.

Lower Price of Products

As more entrepreneurs sell the same product, the price of the product goes down. For example, when more mobile phones were getting sold in India, the cost of the phone became lesser.

Let's learn about the role of entrepreneurs in society by reading Bharti's story.

Bharti, the Jewellery Queen

Bharti is a young woman from Bihar. Many girls in her area like to wear earrings. She buys jute from a farmer and makes earrings from that. Her business is called Manavi Natural Handicrafts. She sees that most women in her village do not work. So, she hires two women to help her. As her orders increase, she buys more jute. She hires three more women to work for her. The farmer, and the women working for her now earn more money. They are able to save money for their future.

Do you think Bharti is an entrepreneur? Read her story and tick the correct answer for each question in Table 4.1

Table 4.1

Questions about Bharti's business	Answers
What demand did Bharti identify in her village?	Options (a) People in her village wanted Jute (b) Girls in her area liked to wear earrings (c) The villagers wanted more water
What is the local resource that Bharti used?	Options (a) Jute (b) Water (c) Sand
How is Bharti helping her village grow?	Options (a) By buying jute from the local farmer who can now earn more money (b) By providing jobs to local women (c) Both (a) and (b)
How was she creating more jobs?	Options (a) By selling earrings to women without a job (b) By buying jute from the local farmer (c) By providing jobs to local women

NOTES

We've read how entrepreneurs help in the growth of the society around them. Let's try it out ourselves now!

Practical Exercise

Activity 2

Field Work: Let's be an Entrepreneur

Procedure

- In this activity, students will find problems on their school campus that can be turned into business opportunities.

Instructions

1. Form groups of 3 each.
2. Take 30 minutes to go around your school.
3. Note down 2–3 problems you see on your school campus.
4. Write down some business ideas to solve these problems in the table given below.
5. Also think about how your business ideas will help the school. One example has been written for you.

Problem	Business ideas	How will this help the school?
For example, plastic cola bottles from the canteen are harming the environment	<ol style="list-style-type: none">1. Make plant pots out of bottles and sell to students and parents.2. Sell cola in glass bottles.	<ol style="list-style-type: none">1. The school will look green and beautiful. The air will be fresh.2. The canteen owner will spend less money on buying glass bottles because they can be used again.

Check Your Progress

A. State whether the following statements are True or False

1. Entrepreneurs can create jobs in the market.
2. When many entrepreneurs sell mobile phones in a market, the prices of phones increase.
3. Entrepreneurs identify a need in the market and build a product or service for it.

B. Subjective question

1. List the ways in which an entrepreneur affects a society.

What Have You Learnt?

After completing this session, you will be able to

- identify the role of entrepreneurs and how they help in the growth of society.

SESSION 2: QUALITIES AND FUNCTIONS OF AN ENTREPRENEUR

In the previous section, we read how entrepreneurs help in the growth of the world around them. To help society, how do they think and behave?

Qualities of an Entrepreneur

Quality is a way in which a person acts or behaves. Some examples of qualities in people are hardworking, nice, rude, etc. Read the comic strips in Figures 4.2 and 4.3 and learn about the qualities of an entrepreneur.



Figure 4.2

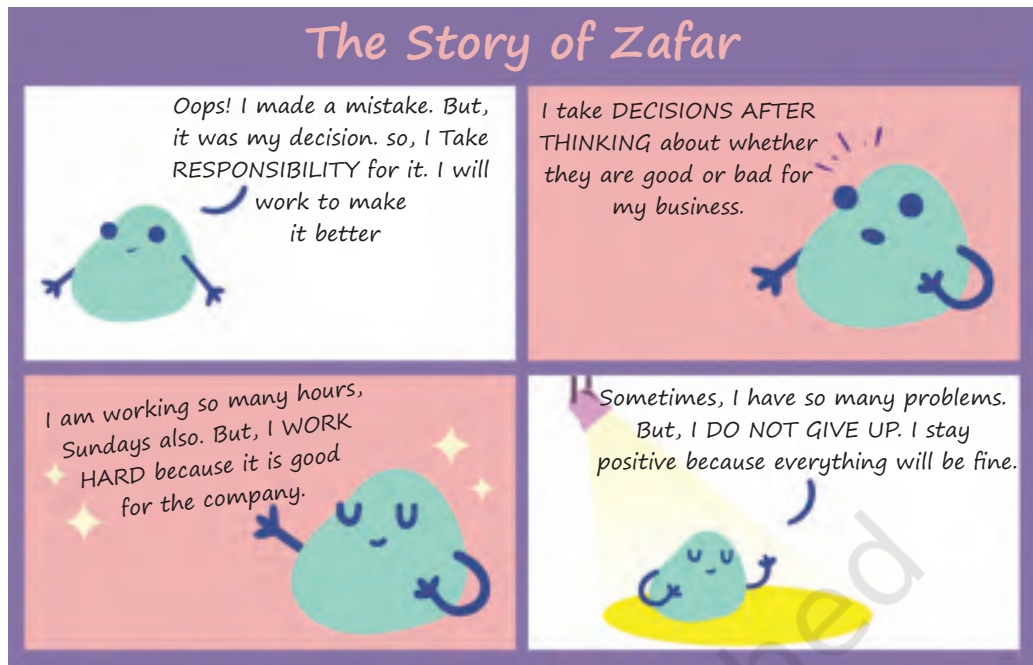


Figure 4.3

We've read about the qualities of successful entrepreneurs. Let us find what the entrepreneurial qualities that we have!

Practical Exercise

Activity 1

My Entrepreneurial Qualities: Self-assessment

Procedure

- In this activity, the students will rate themselves on the entrepreneurial qualities mentioned below.

QUALITIES OF AN ENTREPRENEUR	
Y N	Y N
I believe in myself and what I can do. I am confident.	I keep trying new ideas.
Problems take time to get solved. I am patient about solving them.	I think of different ways to solve a problem. I am creative.
I take responsibility for my actions and mistakes.	I think before I make a decision.
I work hard on every task.	I do not give up when I face a problem.

Figure A

Instructions

1. Listed in Figure A are all the qualities of successful entrepreneurs.
2. Think about yourself. Mark yes or no against each quality.
3. Give yourself a point for every 'yes' answer.

Debrief questions

1. Look at how many 'yes' you have. You are good at these things. Can you be better at these? How?
2. Look at the 'no' statements. What can you do to learn these qualities?

Activity 2

Let us Solve a Problem!

Procedure

- In this activity, students will try and solve a problem in their vicinity.

Instructions

1. Similar to Activity 1.2, select a problem in the area near your home. This could be a problem that really bothers you.
2. Make a 5-step plan for how you will solve the problem.
3. Implement step 1 of your solution!
4. After that, try implementing all the steps. Try your solution for a week.
5. At the end of the week, rate yourself again on the entrepreneurial qualities you rated yourselves on in Activity 2.2.

Questions for Discussion

Are your ratings on your entrepreneurial qualities before doing the activity and after doing the activity different?

What qualities did you see yourself apply in the activity? You would have applied some or all of these entrepreneurial qualities while implementing your solution. You did not implement a business solution, but you exercised these qualities anyway.

These are ideal qualities than an entrepreneur has. However, any individual who is trying to solve a problem can be entrepreneurial. If employees of a factory or company work hard to try new ideas to make their company's products better or find creative ways to get work done, they are also showing the qualities of an entrepreneur. They are also being entrepreneurial. If your mother or father work in a company, ask them if they show these qualities.

Functions of an Entrepreneur

If you were to become an entrepreneur, you now know how you would think and act. But, what would you actually be doing in your business? What work will you do every day? Let's find out.

Activity 3

Interview an entrepreneur

Procedure

- In this activity, students will observe entrepreneurs at work, and speak to them and their employees about their work.

Instructions

1. Identify an entrepreneur in your area that you like or know.
2. On a weekend, spend some time in their shop and note everything that they do.
3. After that, speak to the entrepreneur and ask them in detail what activities they do in a day.
4. Also speak to somebody who works for them. Ask them what activities they see the entrepreneur do in a day. Write all your notes in Figure a.
5. After you are back in class, make a list of all the actions you listed with your teacher. Compare your list with the list of your friends. Notice how many actions get repeated.

The form is titled "ENTREPRENEUR INTERVIEW" in large blue letters. It contains several sections for student input:

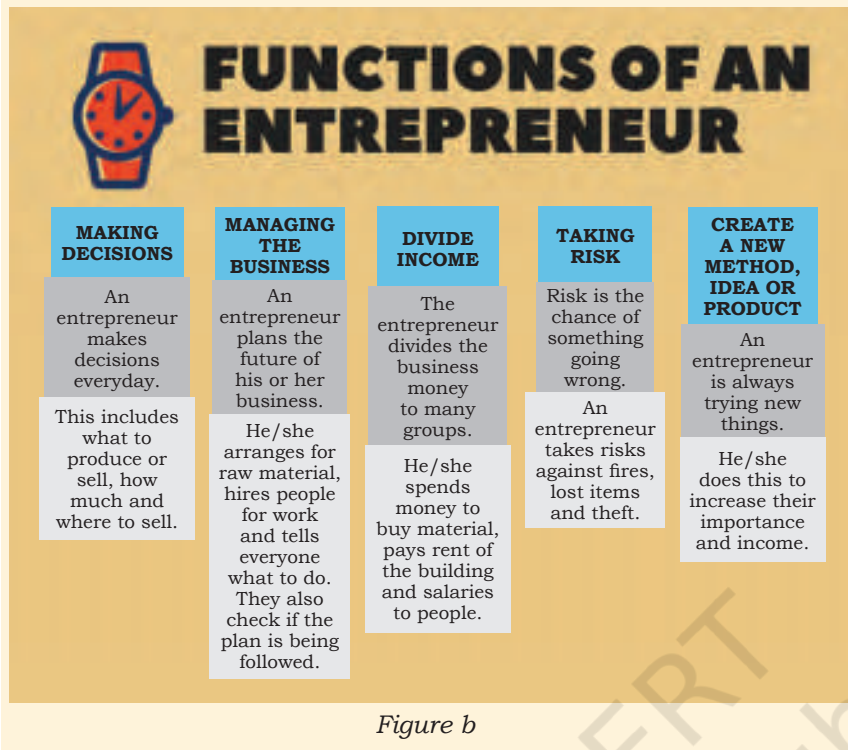
- Top right:** A box with the instruction "Spend 30 minutes at their shop. Write down what you see them do." followed by a large empty rectangular area for notes.
- Middle left:** A box with the questions "Name of the Entrepreneur:" and "What business do they run?" followed by a large empty rectangular area for notes.
- Middle right:** A box with the instruction "Speak to the entrepreneur. Ask them what work they do in a day." followed by a large empty rectangular area for notes.
- Bottom right (top):** A box with the instruction "Speak to someone working there. Ask them what work they see the entrepreneur doing." followed by a large empty rectangular area for notes.
- Bottom right (bottom):** A box with the instruction "Write any other things you see here." followed by a large empty rectangular area for notes.

At the bottom left of the form, there are two icons: a red clipboard with a pencil and a yellow person silhouette.

Figure a

Everyone in class would have spoken to different kinds of entrepreneurs. But, when you compare the responses you got to the responses your friends got, you will see that all entrepreneurs do some common activities. These activities are called functions. Function means working in a way. Functions of an entrepreneur

would be the work that an entrepreneur does. In Figure 4.8, you will read the common functions that all entrepreneurs do.



Check Your Progress

A. Here are some stories of some entrepreneurs. Tick the option for the quality they are showing.

- Ravi's customer comes to his store and starts shouting at him. He does not get angry. He listens to what his customer is saying. He is _____.
 - hardworking
 - confident
 - patient
 - prying new ideas
- Susheela decides to sell her company tyres in Sri Lanka. It does not sell and she has a loss. She apologises to the people who work for her. She says she will plan better next time. She _____.
 - takes responsibility for your mistakes
 - thinks before making a decision
 - does not give up
 - is creative

B. Tick the correct option for the function that the entrepreneur is doing.

1. Ali has a diamond factory. He pays his employees on the 1st of every month.
 - (a) Creates a new product
 - (b) Manages the business
 - (c) Takes risk
2. Mary buys bulbs for her business from Noida. She learns that bulbs are cheaper in Faridabad. So, she decides to start buying bulbs from there.
 - (a) Makes decisions
 - (b) Divides income
 - (c) Takes risk
3. Rehnuma has two people who work for her. Every day, she spends one hour with them to learn about what they've done that day.
 - (a) Creates a new product
 - (b) Divides income
 - (c) Manages the business

C. Subjective question

1. What do you think is the most important function of an entrepreneur? Write your answer giving suitable examples.

What Have You Learnt?

After completing this session, you will be able to

- identify the qualities of successful entrepreneurs.
- list the functions of entrepreneurs.

SESSION 3: MYTHS ABOUT ENTREPRENEURSHIP

We know that entrepreneurs are all around us. But even now, how many of us want to be entrepreneurs ourselves? We connect entrepreneurship with some thoughts and opinions. Some people think being an entrepreneur is easy, and some people think it is difficult. Some people may even think they are not meant to be entrepreneurs.

A myth, or a misconception, is a false belief or opinion about something. For example, if we think tall people run faster than short people, we have a misconception. It is not true. The truth is that short people can also run fast.

In the same way, here are some misconceptions we might have about entrepreneurship. We will also read about the actual truth.

Misconception 1

The misconception is that every business idea needs to be unique or special.

The businesses mentioned in the activity above are common businesses that we see every day. But, each entrepreneur saw customer demand and brought a new idea into their business. A person can take an idea that is already there in the market and do something different with it.

Ganesh is an entrepreneur who started a car rental business. He wanted to be different from other car rental businesses. So, he thought of a new idea of adding luxury cars like Mercedes and BMW to his business. After 10 years of being in the business, he now has 200 cars, of which 75 are luxury cars.

Practical Exercise

Activity 1

Identifying Everyday Heroes

Procedure

- In this activity, the teacher will make chits about different professions and the students will act them out. There will be a discussion after that. The professions are
 1. a vegetable seller not using plastic bags
 2. a businesswoman running a delivery system
 3. a *chai wala* selling fruit flavoured tea
 4. a gold seller selling gold teeth

Instructions

1. There will be professions of different people written on each chit of paper. The student reads the profession and acts it out for the class.
2. Identify what each person is doing differently in their business.

Questions for Discussion

1. Are all these people entrepreneurs? Why or why not?
2. Being a vegetable seller, selling *chai* or selling gold — How many of these are new business ideas? How many of these are common business ideas?

Misconception 2

The misconception we have is that a person needs a lot of money to start a business.

The money used to start a business is called capital. Capital is important for starting. However, every business does not need a lot of capital to start. In the activity, you would have seen that every entrepreneur started with a different amount. Some had a lot of money, and some did not. But, they are successful today.

Depending on how much money you have or can borrow, you can start a business with that much money. Once you make more money, you can put that into your business to make it bigger.

Practical Exercise

Activity 2

Talking to Entrepreneurs: Interview

Procedure

- In this activity, students speak to entrepreneurs and learn about the money needed to start a business and how to raise money needed for the business. Students should find out how the entrepreneur raised the money for their business.

Instructions

1. Identify three different types of successful entrepreneurs in your area.
2. Ask them how much money they started their businesses with.
3. What are the sources?
4. How did they raise the money?
5. Caution — not everyone likes talking about money. Please ask your questions with respect. If someone does not want to answer, let it be!
6. Fill 'Table a' after the conversation.

Table a

Entrepreneur Name	E.g. Kashish			
Type of business	Lightbulb shop			
Capital	₹ 50,000 – ₹ 1,00,000			

Year of starting	2001			
How does one raise money for business? What are the sources?	Borrow money from your family, use your own money, etc.			
How did you do it?	I borrowed money from my family.			

Question for discussion

1. Compare the amounts across the businesses. What do you see?

Misconception 3

A misconception we have is that only a person having a big business is an entrepreneur.

Sheila is 35 years old. She loved to drive. She worked hard for five years and bought a taxi for herself. She wanted to be different from other taxi drivers in the city. She said ‘hello’ to her customers. She would put that day’s newspaper in her car, for her customers to read. She had a small TV where customers could watch different channels. She also had a board with the numbers of the nearby hospitals and hotels. Because of this, customers would stand in line to take a ride in her amazing taxi!

After reading Sheila’s story, fill up Table 4.2.

Table 4.2

What was Sheila doing?	
Why was she doing it?	

Many of us may not call Sheila an entrepreneur because she had a taxi business. However, she was working for herself, was thinking about what her customers would want and was adding good things to her taxi. As per our definition, she is an entrepreneur. No business is big or small. If a person is running a business to fulfill a customer need, they are an entrepreneur. Most businesses start small. It becomes big with hard work and creativity.

Misconception 4

A misconception we have is that entrepreneurs are born, not made.

Before we read on, ask yourself this question — Do you think you can be an entrepreneur? Answer as yes or no.

Practical Exercise

Activity 3

Make and sell

Procedure

- In this activity, students make an item in class and step out to sell it to someone.

Instructions

1. Form groups of 5 people each. The group should have a mix of boys and girls.
2. Look into your bags and desks and find any three items. Put them on your desk.
3. With the materials you've collected, make an object. Take 15 minutes to do this.
4. Now, take 30 minutes to sell it for money, to someone in school.

Questions for discussion

Were you able to do it? What do you now think — can you be an entrepreneur?

Sometimes, we think that only some people have the talent for doing business. An entrepreneur is a person who does whatever it takes to make the business successful. In the above activity, you did everything you could do to sell your product. So, you are already an entrepreneur!

Being an entrepreneur starts with a way of thinking. You must believe that anything is possible and it shall be achieved. It starts with thinking of an idea that you want to work on, making it different.

There are four misconceptions we broke about entrepreneurship.

Check Your Progress

A. Subjective questions

1. What is the difference between a misconception and reality? Give an example.

B. Match each story below with the misconception about entrepreneurship.

Story	Misconception
Ramu owns a large clothes shop. Shamu has a small store selling handmade sarees. Shamu does not call himself an entrepreneur.	(a) Every business idea needs to be unique or special.
Anna has a great idea for a website. She has ₹ 5,000. She is waiting for ₹ 20,000 more, so that she can start it.	(b) Entrepreneurs are born, not made.
In a city of thousands of tailoring shops, Gauri is a tailor who stitches good quality clothes and has a very successful business.	(c) A person needs to have a big business to be called an entrepreneur.

What Have You Learnt?

After completing this session, you will be able to

- list the misconceptions around entrepreneurship and the truth behind them.

SESSION 4: ENTREPRENEURSHIP AS A CAREER OPTION

So far, we have discussed the effect of entrepreneurship on society the qualities and functions of an entrepreneur and misconceptions we might have about entrepreneurship.

In this section, we shall think about entrepreneurship as a life choice.




A career is a line of work that a person takes for life. There are two ways a person can earn a living. They are

1. self-employment
2. wage employment

For example, a doctor who works for a hospital is a wage employed person. If the same doctor has their own clinic, he or she is a self-employed person.

A self-employed person running a business to satisfy a need by trying new ideas is an entrepreneur.

A person who becomes an entrepreneur goes through a career process. This process is as follows:

ENTER	SURVIVE	GROW
		
When an entrepreneur is starting, they are just entering the market to do business.	There are many entrepreneurs in the market. The entrepreneur has to remain in a competitive market.	Once the business is stable, an entrepreneur thinks about expanding his or her business.
For example, Sanjana is starting a small grocery store in a locality.	For example, there are many other grocery stores in the area. Yet, Sanjana's store survives the competition and does well. She also expands the store to two more floors.	For example, after five years, Sanjana has opened a chain of four more grocery stores in the same city. In the next two years, she plans to expand to two other cities.

Practical Exercise

Activity 1

Talking about entrepreneurship as a life option

Procedure

- In this activity, you will compare entrepreneurship and wage employment.

Instructions

1. Get into pairs.
2. Imagine five years in the future — one person in the pair is wage employed and the other person is an entrepreneur. Discuss how your lives are similar and different from each other.
3. Have a debate with your class and your teacher.

Questions for Group Discussion

1. What differences did you find between entrepreneurship and wage employment as a life choice? What did you find more interesting?

Activity 1

Presenting about the Power of Entrepreneurship

Procedure

- In this activity, students shall prepare and present why they think entrepreneurship is a good life option for a person and for the society

Instructions

1. Get into groups of 5 each.
2. Imagine you believe that people should become entrepreneurs. You are speaking at your school assembly. You have to talk to the audience about the power of entrepreneurship. Prepare a presentation for the same.
3. You can use any way to present - talk, draw, act, sing, or dance.
4. You have 15 minutes to prepare. You will have 5 minutes to present.

Things to remember 

1. An entrepreneur does a lot of work in his or her business. One has to learn and practice these actions before they try it out in their business. This can be done by either learning them in school and college or practicing them while working for someone.
2. If you believe in your idea, start your business.
3. Being an entrepreneur can be risky. But if you do not try, you will not know!

You have read a lot about entrepreneurship. Do you want to be an entrepreneur? Write your thoughts in the table below.

Please add your thoughts about entrepreneurship 

Go back to the exercise you went through in Session 1. You thought of some business ideas to solve problems in your school. Take up the same problem, or identify

NOTES

a new one. Write down business ideas for the problem and select one business idea that you want to try out. Do whatever it takes to run your business. Use the qualities you identified within yourself in Session 2. Remember — if you do not try, you will not know if you want to be an entrepreneur!

Check Your Progress

A. Write against the option, if the business idea is of self-employment or wage employment.

- (a) Cooking in a restaurant
- (b) Owning a clothing business
- (c) Having a *dosa* selling stall

B. Match the columns

1. Surabhi opens 5 painting stores across India.	a. Enter
2. There are many coaching classes in Mumbai. Jacob owns one of them. He is starting morning batches to attract more students to his classes.	b. Survive
3. Salma has started her clothing line on the Internet.	c. Grow

What Have You Learnt?

After completing this session, you will be able to

- define the meaning of a career.
- present your opinion about entrepreneurship as a life option.

Employability Skills - Class 10

Unit 4: Entrepreneurial Skills, Session 1: Entrepreneurship and Society

Check Your Progress

A. State whether the following statements are True or False

1. Entrepreneurs can create jobs in the market.
2. When many entrepreneurs sell mobile phones in a market, the prices of phones increase.
3. Entrepreneurs identify a need in the market and build a product or service for it.

B. Subjective question

1. List the ways in which an entrepreneur affects a society.

Employability Skills - Class 10

Unit 4: Entrepreneurial Skills, Session 2: Qualities and Functions of an Entrepreneur

Check Your Progress

A. Here are some stories of some entrepreneurs. Tick the option for the quality they are showing.

1. Ravi's customer comes to his store and starts shouting at him. He does not get angry. He listens to what his customer is saying. He is _____.
 - (a) hardworking
 - (b) confident
 - (c) patient
 - (d) prying new ideas
2. Susheela decides to sell her company tyres in Sri Lanka. It does not sell and she has a loss. She apologises to the people who work for her. She says she will plan better next time. She _____.
 - (a) takes responsibility for your mistakes
 - (b) thinks before making a decision
 - (c) does not give up
 - (d) is creative

B. Tick the correct option for the function that the entrepreneur is doing.

1. Ali has a diamond factory. He pays his employees on the 1st of every month.
 - (a) Creates a new product
 - (b) Manages the business
 - (c) Takes risk
2. Mary buys bulbs for her business from Noida. She learns that bulbs are cheaper in Faridabad. So, she decides to start buying bulbs from there.
 - (a) Makes decisions
 - (b) Divides income
 - (c) Takes risk
3. Rehnuma has two people who work for her. Every day, she spends one hour with them to learn about what they've done that day.
 - (a) Creates a new product
 - (b) Divides income
 - (c) Manages the business

C. Subjective question

1. What do you think is the most important function of an entrepreneur? Write your answer giving suitable examples.

Employability Skills - Class 10

Unit 4: Entrepreneurial Skills, Session 3: Myths about Entrepreneurship

Check Your Progress

A. Subjective questions

1. What is the difference between a misconception and reality? Give an example.

B. Match each story below with the misconception about entrepreneurship.

Story	Misconception
Ramu owns a large clothes shop. Shamu has a small store selling handmade sarees. Shamu does not call himself an entrepreneur.	(a) Every business idea needs to be unique or special.
Anna has a great idea for a website. She has ₹5,000. She is waiting for ₹20,000 more, so that she can start it.	(b) Entrepreneurs are born, not made.
In a city of thousands of tailoring shops, Gauri is a tailor who stitches good quality clothes and has a very successful business.	(c) A person needs to have a big business to be called an entrepreneur.

Employability Skills - Class 10

Unit 4: Entrepreneurial Skills, Session 4: Entrepreneurship as a Career Option

Check Your Progress

A. Write against the option, if the business idea is of self-employment or wage employment.

- (a) Cooking in a restaurant
- (b) Owning a clothing business
- (c) Having a *dosa* selling stall

B. Match the columns

- | | |
|---|------------|
| 1. Surabhi opens 5 painting stores across India. | a. Enter |
| 2. There are many coaching classes in Mumbai. Jacob owns one of them. He is starting morning batches to attract more students to his classes. | b. Survive |
| 3. Salma has started her clothing line on the Internet. | c. Grow |



Green Skills

INTRODUCTION

The environment around us affects all aspects of our life; and all our day-to-day activities also affect the environment. Those who live in cities get their food supply from surrounding villages and in turn, are dependent on forests, grasslands, rivers, seashores, for resources, such as water, fuel wood, fodder, etc. We use natural resources for food. Everything around us forms our environment and our lives depend on the natural world around us.

Over the years, with economic development, there has been an increase in environmental pollution. For example, with the introduction of high input agriculture, we can grow more food by using fertilisers, pesticides and hybrid crops. But it has led to soil and environmental degradation. We need to plan the use of resources in a sustainable manner so that we and our future generations can enjoy the good environment

SESSION 1: SUSTAINABLE DEVELOPMENT

Are we planting more trees or are we only destroying them for our use? Are we saving the water resources



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or just polluting them with garbage? Are we using clean energy or are we burning wood and petrol and adding to pollution? Are we giving back to nature so that our future generations may thrive or are we simply using the air, water and soil available without leaving anything for the future generations to come? If the answer to all these questions is yes, then we are only thinking about our immediate development and not the long-term development.

What is Sustainable Development?

Sustainable development is the development that satisfies the needs of the present without compromising the capacity of future generations, guaranteeing the balance between economic growth, care for the environment and social well-being.

Importance of Sustainable Development

Economic development is using up resources of the world so quickly that our future generations, the young people of the world, would have serious environmental problems, much worse than those that we are facing at present. With increasing population and income, the consumption of goods is increasing day by day. This has led to increase in production and utilisation of natural resources, which are required for producing goods. Society must thus change its development strategy to a new form where development will not destroy the environment. This form of sustainable development can only be brought about if each individual practices a sustainable lifestyle. Since most of the natural resources are scarce, therefore, careful utilisation of resource is necessary.

Sustainable development is defined as ‘development that meets the needs of the present without compromising the ability of future generations to meet their own needs’ (World Commission on Environment and Development, 1987). For example, sustainable agriculture consists of environment friendly methods of farming that allow the production of agricultural crops or livestock without damage to human or natural systems. It also involves preventing the use of

chemicals so as to avoid adverse effects to soil, water and biodiversity.

Problems Related to Sustainable Development

Three major problems related to sustainable development are:

- (a) **Food:** The amount of rich, fertile land needed to grow crops, such as wheat, rice, etc., is becoming less as we are using up more and more land for other purposes. Soil nutrients are also getting depleted and lots of chemicals are spoiling the soil due to use of chemical fertilisers.
- (b) **Water:** We use fresh water from rivers and ponds for drinking and cleaning but dump garbage into them. The rivers and ponds are getting polluted. This way after several years, we will have no clean water for our use.
- (c) **Fuel:** We are using a lot of wood from trees as fuels and for construction of homes and furniture. As more and more trees are being cut, it is affecting the climate of the place. Extreme weather conditions, such as floods, extreme cold or heat, are seen in many places, which affect the people living there.

An environment friendly way for production of power is using solar energy or energy from the sun which is unlimited. One major example of large scale production of solar power is seen in Charanka — Gujarat Solar Park. This barren land with wild vegetation has a mega solar power plant of 600 MW. This has reduced the dependence on non-renewable fossil fuels in Gujarat. The people of Charanka have benefited as they have a good source of income and this will also help future generations in the next 40–50 years to come

Sustainable development includes

- reducing excessive use of resources and enhancing resource conservation;
- recycling and reuse of waste materials;
- scientific management of renewable resources, especially bio-resources;
- planting more trees;

- green grassy patches and trees to be interspersed between concrete buildings;
- using more environment friendly material or biodegradable material and
- use of technologies, which are environmental friendly and based on efficient use of resources.

Sustainable Development Goals

The Sustainable Development Goals (SDGs) are a universal call of action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The Sustainable Development Goals (SDGs) were launched at the United Nations Sustainable Development Summit in New York in September 2015, forming the 2030 Agenda for Sustainable Development. It has set targets that the countries have to should work towards and achieve by 2030.

The 17 SDGs have been made with the aim to take care of important issues facing businesses, governments and society. Some of these issues are poverty, gender equality, water use, energy, climate change and biodiversity. Countries are now making policies and regulations that will promote sustainable systems needed in all economic sectors to provide a secure, affordable and sustainable economy.



Fig. 5.1 Sustainable Development Goals

The core skills required by a person who wants to contribute towards environment include environmental awareness and willingness to learn about sustainable development. If we are responsible about our life, then we will do our best at home, in school and at our workplace to help the environment and the people around us.

Sustainable Development Initiatives

When plastics were banned by the municipal corporation of Mangalore, an innovator and entrepreneur Mr Avasth Hedge found an eco-friendly alternative. He made a 100 per cent bio-degradable bag which can dissolve in hot water and decompose in natural environment. This is now being used in many countries and is going to help the environment.

Another innovative idea was to stop the use of plastics spoons, forks, etc. Narayana Peesapaty made edible cutlery made out of a grain — these spoons can be eaten and even if they are not eaten they will easily decompose in the soil enriching it. <<https://www.ibef.org/Innovations-from-India.aspx>>

Sustainable Processes

Some practices, such as organic farming, vermi-composting and rainwater harvesting are being used to help preserve the environment.

Organic farming is where farmers do not use chemical pesticides and fertilisers to increase their production. They use organic and natural fertilisers, such as cow dung to help in growing crops. This helps in better quality chemical free crops while at the same time maintaining the soil quality for future use. This is a true example of sustainable developmen where we are not only using the earth resources but are also preserving it for our future generations.

Practical Exercise

Activity 1

Create a Garden in School or Plant Trees

Material required

Seeds, garden waste, sprinkler, gardening tools

Procedure

- Form groups depending on the number of students available. Ask teacher to allot a piece of land in the school premises.
- Assign different tasks to different groups of students.
- The tasks can be ploughing, sowing seeds, making manure using vermicomposting and setting up a sprinkler system to water the plants.

Activity 2

Discussion on How to Prevent Wastage.

Procedure

- Form groups depending on the number of students available.
- Every student in the group will name way in which wasting of water and food can be stopped or prevented.
- Make a list and share it with the rest of the class.

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. How many sustainable development goals are given by the United Nations?
 - (a) 18
 - (b) 17
 - (c) 15
 - (d) 20
2. Choose the option which defines sustainable development.
 - (a) Taking care of future generations
 - (b) Taking care of only ourselves
 - (c) Taking care of ourselves and the future generations
 - (d) Well-being of all
3. Which organisation has made the Sustainable Development Goals.
 - (a) United Nations
 - (b) League of Nations
 - (c) UNICEF
 - (d) World Health Organisation

B. Subjective questions

1. What is the meaning of sustainable development?
2. Why do you think the United Nations has made the 17 Sustainable Development Goals?

What Have You Learnt?

NOTES

After completing this session, you will be able to

- define sustainable development.
- identify the goals of sustainable development.

SESSION 2: OUR ROLE IN SUSTAINABLE DEVELOPMENT

Increasing population and development has led to the increase in consumption of the natural resources. The more the population, the more food, energy and water we need. When we grow more crops, the soil's nutrients are consumed and slowly the soil becomes unusable. Similarly, if we continue to use fossil fuels, such as coal, oil and natural gas, very soon we will run out of these natural resources.

We use so many resources from nature but what do we give back to nature? Factories give out smoke that pollutes the air. Garbage collected from homes is dumped into landfills. Untreated garbage can lead to disease and unhealthy environment. Sewage from the cities is dumped into the seas and lakes making it unsafe for marine life. This shows that though we are using the natural resources, we are doing nothing to return or give back to nature. Natural resources are limited and with time they will get over and if we do not do anything about it, our future generations will not be able to survive.

One initiative was taken by Ministry of Railways in Varanasi and Raibareilly where they introduced clay pots '*Kulhads*' to replace plastic and paper cups and to bring back taste of tradition. Three major advantages gained by using '*Kulhads*' are to

1. reduce cutting of tree for making paper cups.
2. job creation for potters, which contributes to economy.
3. reduce plastic waste.

Our Role towards Sustainable Development

United Nations has formed 17 Sustainable Development Goals (SDGs) so that countries and nations can work

towards finding a solution to the growing problems in the world. Countries should form rules and guidelines to remove poverty and hunger and provide good health and quality education. These goals have been made so that all the nations take action to protect our air, water and land from pollution and provide clean water, air and energy to all people.

Sustainable development can actually happen only when each one of us works towards it. We have to become responsible environment citizens who can protect the environment through our own efforts.

Here are some basic ways in which people can help towards Sustainable Development Goals.



Quality Education

Education is the most important factors for sustainable development. Children who have gone to school will be able to do jobs so that they can take care of themselves and their families. Education helps us become aware of our role as a responsible citizen. We should

1. use the facilities present in our areas.
2. take our friends to school.
3. help friends study.
4. stop friends from dropping out of school.



Clean Water and Sanitation

We must make efforts to make India free of open defecation by building toilets and creating awareness



towards sanitation. Industrial pollution is polluting our water resources, which in near future will cause scarcity of clean drinking and usable water. We must take measurable steps by promoting awareness to keep water sources clean.

Affordable and Clean Energy

Using solar power i.e., power generated using the sun does not cause pollution as it does not require burning of non-renewable fuels, such as coal. We are making efforts to increase the solar power generation so that our electricity needs are met and at the same time we do not pollute the environment or use up natural resources. Use of biogas is also an eco-friendly alternative to natural gas.



Decent Work and Economic Growth

We can

- (a) study and find good jobs to take care of ourselves and our families.
- (b) work hard and contribute to society.
- (c) learn and develop skills so that we get add value in our community.

Reduced Inequalities

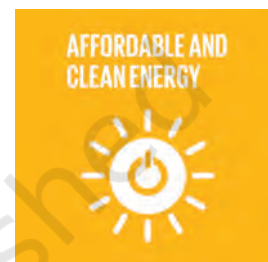
To reduce inequalities we can

1. be helpful to one another.
2. be friendly with everyone.
3. include everyone while working or playing.
4. help others by including everyone whether they are small or big, girl or boy, belong to any class or caste.

Sustainable Cities and Communities

Creating Sustainable Cities

1. Save energy by switching off lights and fans when not in use.
2. Use natural light as much as possible.
3. Use energy efficient lights (LED bulbs) and appliances.





Responsible Consumers and Producers

We can become responsible about our own environment by

1. reusing paper, glass, plastic, water, etc.
2. taking cloth bags to market carrying fruits and vegetables.
3. donate things we do not use such as clothes, books, furniture, food, etc.
4. Buy and eat seasonal fruits and vegetables from local growers.
5. Repair leaking taps and pipes to avoid wasting water.
6. Sort and treat garbage before disposing.



Protect Life Below Water

Tons of plastic is found in the seas, which is killing marine life. Protecting marine life, saving our oceans from pollution is necessary to preserve the marine life.

Protect Life on Land

Cutting of trees is leading to soil erosion and making land dry and unusable for cultivation. Planting more tree to replace the ones that we have cut is an important step towards sustainable development.

Practical Exercise

Activity 1

Group Discussion

Procedure

- Form groups depending on the number of students available.
- Every student will describe one way in which they can work to conserve and protect the environment.
- Make a list and share it with the rest of the class.

Activity 2

Make art project using waste

Material required

Plastic bags, used bottles, papers cups, paper, wire, etc.

Procedure

- Form groups depending on the number of children available. Make a list of waste material that is thrown away. Now think of creative ideas in which you can use the waste material to make something useful.

If time permits, every student can get some waste material from home, such as old newspapers, plastic bottles, old cloth, etc., and make the best out of waste (a painting, wall decoration or a bag). Have an exhibition at the front gate of your school.

Check Your Progress**A. Multiple choice questions**

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question

1. Which of the following sources of energy is from a renewable source?
 - (a) Solar energy
 - (b) Wood
 - (c) Coals
 - (d) Petrol
2. Choose the option which is not a sustainable development goal according to United Nations.
 - (a) Clean Water and Sanitation
 - (b) Gender Equality
 - (c) Population
 - (d) Reduced Inequalities

B. Subjective questions

1. List some ways in which we can use resources sensibly.
2. Explain the importance of education towards sustainable development.

What Have You Learnt?

After completing this session, you will be able to

- explain the importance of our role in sustainable development.
- identify how we can contribute towards sustainable development.

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. How many sustainable development goals are given by the United Nations?
 - (a) 18
 - (b) 17
 - (c) 15
 - (d) 20
2. Choose the option which defines sustainable development.
 - (a) Taking care of future generations
 - (b) Taking care of only ourselves
 - (c) Taking care of ourselves and the future generations
 - (d) Well-being of all
3. Which organisation has made the Sustainable Development Goals.
 - (a) United Nations
 - (b) League of Nations
 - (c) UNICEF
 - (d) World Health Organisation

B. Subjective questions

1. What is the meaning of sustainable development?
2. Why do you think the United Nations has made the 17 Sustainable Development Goals?

Employability Skills - Class 10

Unit 5: Green Skills, Session 2: Our Role in Sustainable Development

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question

1. Which of the following sources of energy is from a renewable source?
 - (a) Solar energy
 - (b) Wood
 - (c) Coals
 - (d) Petrol
2. Choose the option which is not a sustainable development goal according to United Nations.
 - (a) Clean Water and Sanitation
 - (b) Gender Equality
 - (c) Population
 - (d) Reduced Inequalities

B. Subjective questions

1. List some ways in which we can use resources sensibly.
2. Explain the importance of education towards sustainable development.

ANSWER KEY

Unit 1: Communication Skills

Session 1: Methods of Communication

A. Multiple choice questions

1. d
2. a
3. c

Session 2: Verbal Communication

A. Multiple choice questions

1. c
2. b
3. a and b

Session 3: Non-verbal Communication

A. Multiple choice questions

1. b
2. c
3. a
4. d

B. Put an X mark against the incorrect actions below

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

Session 4: Communication Cycle and Importance of Feedback

A. Multiple choice questions

1. d
2. a
3. b and c

Session 5: Barriers to Effective Communication

A. Multiple choice questions

1. c
2. a and b

Session 6: Writing Skills — Parts of Speech

NOTES

A. Multiple choice questions:

1. a and c
2. c and d
3. c and d
4. a

B. Fill in the blanks

- a. The boy is swimming.
- b. The children are playing.
- c. The students are writing.
- d. Rahim is driving the car.
- e. Ms Sen is teaching.
- f. The cat is eating.

Session 7: Writing Skills — Sentences

A. Multiple choice questions

1. a
2. d
3. d
4. c

Unit 2: Self-management Skills

Session 3: Self-motivation

A. Multiple choice questions

1. c
2. a and c
3. b

Unit 3: Information and Communication Technology Skills

Session 1: Basic Computer Operations

A. Multiple choice questions

1. a
2. b
3. c >> d >> e >> b >> a

Session 2: Performing Basic File Operations

A. Multiple choice questions

1. c
2. d
3. b

Session 3: Computer Care and Maintenance

A. Multiple choice questions

1. c
2. c
3. a
4. d

NOTES

Session 4: Computer Security and Privacy

A. Multiple choice questions

1. b
2. a
3. d

Unit 4: Entrepreneurial Skills

Session 1: Entrepreneurship and Society

A. State whether the following statements are True or False

1. True
2. False
3. True

Session 2: Qualities and Functions of an Entrepreneur

A. Tick the correct option for the quality they are showing.

1. c
2. a

B. Tick the correct option for the function that the entrepreneur is doing.

1. b
2. a
3. c

Session 3: Myths about Entrepreneurship

B. Match each story below with the misconception about entrepreneurship.

1. c
2. d
3. a

Session 4: Entrepreneurship as a Career Option

- A.**
- a - wage employment
 - b - self-employment
 - c - self-employment

B. Match the columns

1. 1.c
2. b
3. a

Unit 5: Green Skills

Session 1: Sustainable Development

A. Multiple choice questions

1. b
2. c
3. a

Session 2: Our Role in Sustainable Development

A. Multiple choice questions

1. a
2. c

GLOSSARY

Backup: *this means copying data from a computer onto another storage device to ensure that no data gets lost or damaged.*

Barrier: *obstacle*

Capital: *the money used to start a business is called capital.*

Career: *a career is a line of work that a person takes for life.*

Coherent: *logical and consistent.*

Concise: *giving a lot of information clearly and in a few words*

Creative: *to have original and different ideas*

Demand: *is a product or service that people want.*

Digital: *the information that is stored on a computer is said to be in a digital form.*

Effective: *successful in producing a desired or intended result*

Entrepreneur: *a self-employed person who is always trying to make his or her business better by taking risks and trying new ideas is an entrepreneur.*

Exchange: *an act of giving one thing and receiving another.*

Folder: *a folder is a location where a group of files can be stored.*

Function: *it is work being done.*

Habit: *regular tendency.*

Helpful: *useful, ready to offer help.*

Hire: *giving work to someone and paying them for it.*

Maintenance: *it is way we take care of our things on a daily, weekly, monthly and yearly basis.*

Myth: *a myth, or a misconception, is a false belief or opinion about something.*

Observe: *notice or perceive.*

Paralanguage: *example intonation, pitch and speed of speaking, hesitation noises, gesture and facial expression.*

Perspective: *a particular attitude towards or way of regarding something.*

Quality: *a quality is the way a person acts or behaves. For example, kind, rude, etc.*

Resources: *a supply of things, such as material, money or natural resources, such as air, land, water, etc., that people can use in order to function properly.*

Scanning: *scanning for virus means using an anti-virus software, which checks the entire computer to find if the computer is infected by a dangerous virus.*

Self-employed: *someone who starts businesses to satisfy the needs of people.*

NOTES

SMS: *Short Message Service.*

Sustainable: *something that can be maintained at a constant level for a long time.*

Verbal: *relating to or in the form of words.*

Visual: *relating to seeing or sight.*

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