No. of Printed Pages: 8

| Question | Booklet | Code |
|----------|---------|------|
|          |         |      |



A

Question Booklet Serial Number

## M.B.A. II Semester (NEP) Degree Examination, October - 2023 Personality Development

Time: 1 Hour Maximum Marks: 30

## INSTRUCTIONS TO CANDIDATES

- 1. The Question Paper will be given in the form of a Question Booklet. There will be four/two/one versions of Question Booklets with Question Booklet Code viz. **A**, **B**, **C** & **D** / **A** & **B** / **A** only.
- 2. The Question Booklet Serial Number is printed on the top right margin of the facing sheet. If your Question Booklet is un-numbered, please get it replaced by new Question Booklet with same Code.
- 3. Immediately after the commencement of the examination, the candidate should check that the Question Booklet supplied to him contains all the 30 questions in serial order. The Question Booklet does not have unprinted or torn or missing pages and if so he/she should bring it to the notice of the Invigilator and get it replaced by a complete booklet with same Code. This is most important.
- 4. A blank sheet of paper is attached to the Question Booklet. This may be used for Rough Work.
- 5. Please read carefully all the instructions on the top of the Answer Sheet before marking your answers.
- 6. Each question is provided with four choices (A), (B), (C) and (D) having one correct answer. Choose the correct answer and darken the bubble corresponding to the question number using **Black Ball-Point Pen** in the OMR Answer Sheet.
- 7. No candidate will be allowed to leave the examination hall till the end of the session and without handing over his/her Answer Sheet to the Invigilator.
- 8. Strict compliance of instructions is essential. Any malpractice or attempt to commit any kind of malpractice in the Examination will result in the disqualification of the candidate.
- 9. First fifteen minutes is provided to fill the general information of the Student. Eg. Student Name, Student ID, etc. in the OMR Answer Sheet
- 10. Without the instruction of the Invigilator do not open the Question Paper Booklet Seal.



|      | means checking             | whether tl  | he earlier stages of reading were followed                          |  |  |
|------|----------------------------|-------------|---|--|--|
| pro  | mptly or not.              |             | 3   |  |  |
| (A)  | Survey                     | (B)         | Question  |  |  |
| (C)  | Read                       | (D)         | Review  |  |  |
| The  | document that is used      | to commu    | unicate within the organization is called                           |  |  |
| (A)  | letter                     | (B)         | memo  |  |  |
| (C)  | e-mail                     | (D)         | telex   |  |  |
| Whi  | ile listening, when we ass | sess what   | the speaker is speaking, it is                                      |  |  |
| (A)  | comprehensive listening    | g (B)       | dialogic listening  |  |  |
| (C)  | systematic listening       | (D)         | critical listening  |  |  |
| Ider | ntify the polite method of | beginning   | a business letter.  |  |  |
| (A)  | We are forced to refuse    |             |   |  |  |
| (B)  | We demand to know from you |             |   |  |  |
| (C)  | We find it difficult to be | lieve       |   |  |  |
| (D)  | We appreciate your pron    | npt reply   |   |  |  |
|      | should be provided         | d in a resu | ame only on request.  |  |  |
| (A)  | Telephone number           | (B)         | Reference   |  |  |
| (C)  | Educational qualification  | n (D)       | Work experience   |  |  |
|      | is a document tha          | t can be u  | used as an evident in legal cases.                                  |  |  |
| (A)  | Notice                     | (B)         | Minutes of a meeting  |  |  |
| (C)  | Agenda                     | (D)         | Memo  |  |  |
|      | _                          |             | in a cotton mill when he was only ten all education and was his own |  |  |
| (A)  | doctor, labourer           | (B)         | labourer, teacher   |  |  |
| (C)  | explorer, labourer         | (D)         | teacher, doctor   |  |  |

| A   |       |  |        | 3 2                                  | 1MBA2S2L/T |  |  |  |
|-----|-------|--|--------|--------------------------------------|------------|--|--|--|
|     | (C)   | threaten   | (D)    | apprise                              |            |  |  |  |
|     | (A)   | eliminate  | (B)    | motivate                             |            |  |  |  |
| 12. | Con   | nmunication helps officials to                         |        | the employees.                       |            |  |  |  |
|     | (D)   | Self-evaluation traps                                  |        |                                      |            |  |  |  |
|     | (C)   | Informal feedback from peopl                           | e      |                                      |            |  |  |  |
|     | (B)   | Feedback from superiors                                |        |                                      |            |  |  |  |
|     | (A)   | Feedback from co-workers                               |        |                                      |            |  |  |  |
| 11. | exce  | ept:   | nform  | nation that contribute to self-under | rstanding  |  |  |  |
|     | (D)   | All of the above                                       |        |                                      |            |  |  |  |
|     | (C)   | An unsatisfied job can lead t                          | o inc  | reased stress                        |            |  |  |  |
|     | (B)   | satisfaction.  |        | the job contributes to your gen      | neral life |  |  |  |
|     | (A)   | influence each other.                                  | _      | s with people in work and pers       |            |  |  |  |
| 10. |       | Work and personal life influence each other by:        |        |                                      |            |  |  |  |
| 10  | ***   | 1 1 1 1 1 2 2 3  | 4      |                                      |            |  |  |  |
|     | (C)   | tone, attitude   | (D)    | tone, intensity                      |            |  |  |  |
|     | (A)   | tone, behavior   | (B)    | pitch, tone                          |            |  |  |  |
| 9.  |       | and is a   | also l | nelpful for the listener to unders   | stand the  |  |  |  |
|     | (D)   | None of the above                                      |        |                                      |            |  |  |  |
|     | (C)   | Casual listening, focused listening                    |        |                                      |            |  |  |  |
|     | (B)   | Hearing, listening                                     |        |                                      |            |  |  |  |
|     | (A)   | Listening, hearing                                     |        |                                      |            |  |  |  |
| 8.  | letti | involves processing an<br>ng the sounds beat your eard |        | constructing the data, but           | 18         |  |  |  |

- **13.** People who are confident in themselves are \_\_\_\_\_ in leadership and sales positions.
  - (A) Less effective

(B) More dissatisfied

(C) More effective

- (D) Emotionally insecure
- **14.** In general terms, self-esteem refers to a positive overall evaluation of oneself. People with high self-esteem are likely to engage in all of the following behaviours except:
  - (A) Express a general positive attitude to life and others that they come in contact with.
  - (B) Likely to get involved with social activities in the organization.
  - (C) Frequently express doubt about their ability to perform on difficult tasks.
  - (D) Volunteer to work on difficult projects.
- **15.** All of the following are suggested ways of enhancing/developing one's self-esteem except:
  - (A) Take action to become aware of your personal strengths
  - (B) Talk and socialize frequently with people who boost your self-esteem.
  - (C) Minimize settings and interactions that detract from your feelings of competence
  - (D) All of the above are ways to enhance one's self-esteem
- **16.** Self-efficacy is one of the main components of self-esteem. If a person has high self-efficacy he/she is likely to:
  - (A) Ask for a considerable amount of help in determining how to start a difficult project.
  - (B) Feel that he/she lacks the skills necessary to carry out a specific task.
  - (C) Believe that most assignments are difficult and confusing.
  - (D) Believe that he/she has the ability to do what necessary to accomplish the task.
- 17. One of the major consequences of high self-esteem is :
  - (A) Good mental health
  - (B) Increased absenteeism
  - (C) Decreased complaints from unionized workers
  - (D) decreased worker involvement on teams

|            | $\alpha$ t ·   |   |   |  |
|------------|--|---|---|--|
|            | of:<br>(A)   | Basic human behaviour   |   |  |
|            | (B)  | Human relations principle   |   |  |
|            | (C)  | Basic cognitive psychology  |   |  |
|            | (D)  | Yourself  |   |  |
|            | ` ,  |   |   |  |
| 19.        | incr   | ease their self-esteem because  |   | gh self-esteem themselves can generally se individuals usually-  |
|            | (A)  | Give honest feedback  |   |  |
|            | (B)  | Respect others  |   |  |
|            | (C)  | Respect themselves  |   |  |
|            | (D)  | All the above   |   |  |
| 00         | 37   | 1 1 .   |   | 1  |
| 20.        | Your body image, or your perception of your body, also contributes to your self-concept. Having a body image is related to feeling confident in jobs where customer contact is required. |   |   |  |
|            | (A)  | Negative  | (B)   | Positive   |
|            | (C)  | Neutral   | (D)   | Unfavourable   |
|            | <b>771</b>   |   |   |  |
| 21.        |  | traditional approach to develop   |   | <del>-</del>   |
|            | (A)  | little change from birth throu  | _   | _  |
|            | (B)  | · ·   |   | blescence, adulthood and old age   |
|            | (C)  | extensive change from birth t   | o ad  | ulthood, then little change for the rest of  |
|            | ( )  | the life span   |   |  |
|            | (D)  | -   |   | lescence, little or no change in adulthood,  |
| 22.        | (D) The char   | extensive change from birth to<br>then decline in late old age<br>traditional and life-span persp<br>age. According to the life-span  | ado   | lescence, little or no change in adulthood, es are contrasting views of developmental spective, when do developmental changes  |
| 22.        | (D) The char occur   | extensive change from birth to<br>then decline in late old age<br>traditional and life-span persp<br>age. According to the life-span<br>ar?   | ective  | es are contrasting views of developmental spective, when do developmental changes  |
| 22.        | (D) The char occu (A)  | extensive change from birth to<br>then decline in late old age<br>traditional and life-span persp<br>nge. According to the life-span<br>ar?<br>during infancy and early child   | ective pers   | es are contrasting views of developmental spective, when do developmental changes  |
| 22.        | (D) The char occur (A) (B)   | extensive change from birth to<br>then decline in late old age<br>traditional and life-span perspage. According to the life-span<br>ar?<br>during infancy and early child<br>during adolescence and early   | ective<br>pers<br>lhood<br>adul                       | es are contrasting views of developmental spective, when do developmental changes  |
| 22.        | (D) The char occu (A) (B) (C)  | extensive change from birth to<br>then decline in late old age<br>traditional and life-span perspage. According to the life-span<br>ar?<br>during infancy and early child<br>during adolescence and early<br>during middle and late adulth  | ective<br>pers<br>lhood<br>adul<br>nood               | es are contrasting views of developmental spective, when do developmental changes  |
| 22.        | (D) The char occur (A) (B)   | extensive change from birth to<br>then decline in late old age<br>traditional and life-span perspage. According to the life-span<br>ar?<br>during infancy and early child<br>during adolescence and early   | ective<br>pers<br>lhood<br>adul<br>nood               | es are contrasting views of developmental spective, when do developmental changes  |
| 22.<br>23. | (D)  The char occur (A) (B) (C) (D)  Marcher acons   | extensive change from birth to then decline in late old age traditional and life-span perspage. According to the life-span ar?  during infancy and early child during adolescence and early during middle and late adult throughout the entire life cycles spends a great deal of time also has been thinking about                                   | ective<br>persolihood<br>adul<br>nood<br>ele<br>ne wo | es are contrasting views of developmental spective, when do developmental changes  |
|            | (D)  The char occur (A) (B) (C) (D)  Marcher acons   | extensive change from birth to then decline in late old age traditional and life-span perspage. According to the life-span ar?  during infancy and early child during adolescence and early during middle and late adult throughout the entire life cycles spends a great deal of time also has been thinking about sidering whether it could be long | ective<br>persolihood<br>adul<br>nood<br>ele<br>ne wo | es are contrasting views of developmental spective, when do developmental changes develo |

5

21MBA2S2L/T

| 24.                            | Voxtra depends almost completely on his parents. He is just learning to recognithings that he wants and how to get them. Voxtra is in the development periodalled: |   |        |  |
|--------------------------------|--|---|--------|--|
|                                | (A)  | late childhood  | (B)    | middle childhood   |
|                                | (C)  | early childhood   | (D)    | infancy  |
| 25.                            |  | ch period of development is<br>cloping an identity, and thinkir |        | acterized by establishing independence, ore abstractly ? |
|                                | (A)  | middle childhood  | (B)    | late childhood   |
|                                | (C)  | adolescence   | (D)    | early adulthood  |
| 26.                            | • The period of development during which school readiness skills are developed and most free time is spent playing with friends is called:                         |   |        |  |
|                                | (A)  | infancy   | (B)    | early childhood  |
|                                | (C)  | middle childhood  | (D)    | late childhood   |
| 27.                            | The  | expectations society has that a                                 | a per  | son will act his or her age refers to :                  |
|                                | (A)  | biological age  | (B)    | social age   |
|                                | (C)  | psychological age   | (D)    | historical age   |
| 28.                            | The (A)  | main advantage of the natural real-world validity               | listic | observation technique involves :                         |
|                                | (B) great control over extraneous variables (C) the ability to utilize inferential statistics.   |   |        | ables  |
|                                |  |   |        |  |
| (D) a lack of ethical controls |  |   |        |  |
| 29.                            | Which method of collecting information about life-span development is most likely to include a life calendar?  |   |        |  |
|                                | (A)  | life-history record   | (B)    | case study   |
|                                | (C)  | sequential approach   | (D)    | interview  |
| 30.                            | Self   | awareness is the knowledge of                                   | of:    |  |
|                                | (A)  | your thoughts   | (B)    | your characteristics                                     |
|                                | (C)  | your feelings   | (D)    | all are correct  |
|                                |  |   | - 0 0  | o -  |

## SPACE FOR ROUGH WORK



## SPACE FOR ROUGH WORK

