

CUET · HOME SCIENCE · CLASS XII · CODE 315

# Work, Livelihood and Career

CUET unit: Unit I — Work, Livelihood and Career

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## Snapshot

- Establishes the foundational vocabulary of Unit I — work, meaningful work, job, livelihood, career, entrepreneurship — and how each is distinguished.
- Connects work with identity, dignity, social responsibility and quality of life; introduces the "three boulder-breakers" anecdote (job / livelihood / calling).
- Surveys India's traditional occupations (agriculture, handicrafts, weaving, cuisine, visual arts) and the threats they face from mass-production.
- Covers work, age and gender — special focus on women, child labour, elderly; lists constitutional safeguards (Article 16(1), Factories Act 1948, ESI Act, Maternity Benefit Act 1961, Equal Remuneration Act) and schemes (KGBV, Lijjat Papad).
- Builds attitudes/approaches (Quality of Work Life, 10 WHO life skills, soft skills, work ethics, dignity of labour), introduces ergonomics ("ergon" + "nomics") and entrepreneurship including social entrepreneurship.

## Detailed Notes

### 2.1 Core concepts

- Work is "essential activities undertaken for a purpose or out of necessity"; it helps a person 'fit' into the world, create relations, use unique talents and develop identity and belongingness (NCERT §Introduction, p. 3).
- The type of work a person undertakes depends on education, health, age, access to opportunities, globalisation, geographic location, financial returns and family background (NCERT §Work and Meaningful Work, p. 3).
- Work can be viewed as a job, a duty/obligation, security of livelihood, 'Dharma'/ expression of true Self, spiritual practice, vehicle for creations, source of joy, status/power/control, and means of self-actualisation (NCERT §Work and Meaningful Work, p. 4).
- **Meaningful work** is useful to society or others, done responsibly, enjoyable to the worker, lets him/her use skills, judgment, creativity and problem-solving ability (NCERT §What is meaningful work?, p. 4).
- **Job vs Career:** "a job is an involvement in work for the sake of it" whereas "a career is driven by a deep desire to excel and a passionate need to grow, develop and

prove oneself within the chosen field of work" (NCERT §Work, Careers and Livelihoods, p. 5).

- **Livelihood** denotes the means and occupation by which a person supports oneself to meet basic needs and sustain one's lifestyle; involves choice of occupation and design of work lifestyle (NCERT §Work, Careers and Livelihoods, p. 5).
- The three popular connotations of work are: (i) Work as a job and livelihood, (ii) Work as a career, (iii) Work as a calling (NCERT p. 6 — three-men-breaking-boulders anecdote).
- **Traditional occupations of India:** agriculture ( $\approx 70\%$  of population lives in rural areas; India is the largest producer of cashew nut, coconut, milk, ginger, turmeric and black pepper), fishing (long coastline), handicrafts (wood, pottery, metal, jewellery, ivory, comb, glass, paper, embroidery, weaving, dyeing, shell, sculpture, terracotta, sholapitha, dhurries, clay/iron) (NCERT §Traditional Occupations of India, pp. 7-8).
- Regional crafts/cuisines named: Shola craft of Odisha, Channapatna dolls of Karnataka, Warli painting of Maharashtra, Puppetry, Coconut craft of Kerala, Bamboo craft of Assam (NCERT figures, pp. 8-10).
- Traditional skills were transferred home-based, generation to generation, as guarded secrets within closed caste/occupation groups; today mass-produced goods threaten artisans' livelihood (NCERT p. 8-9).
- **Sex vs Gender:** sex is biological (genetics, reproductive organs, XX/XY chromosomes); gender is based on social identity. "Gender is socially constructed" (NCERT §Gender Issues in Relation to Work, pp. 11-12). India's Supreme Court has recognised transgender as a third gender.
- Women's domestic work has rarely been valued as economic activity even though "money saved is money earned"; women's workforce participation imposes a "double burden" (NCERT §Work, Age and Gender, p. 12).
- **Article 16(1) of the Constitution of India** guarantees equality of opportunity in matters relating to employment and appointment to any office under the State (NCERT p. 13, highlighted box).
- Key protective Acts: Factories Act 1948, Plantation Labour Act 1951, Mines Act 1952, Employees State Insurance Act (ESI), Maternity Benefit Act 1961, Equal Remuneration Act (NCERT p. 13).
- **Section 48 of the Factories Act** — crèches must be maintained if more than 30 women are employed; children below six years are looked after (NCERT p. 13).
- **Kasturba Gandhi Balika Vidyalaya (KGBV)** — initiated under Sarva Shiksha Abhiyaan (now under Samagra Shiksha Abhiyaan); for never-enrolled/dropout girls; entry at Class VI; extended to Class XII (NCERT p. 14).
- **Shri Mahila Griha Udyog Lijjat Papad** — started 1959 with 7 members, registered 1966 under Bombay Public Trust and Societies Registration Act; recognised by KVIC

as a village industry; gives self-employment to ~45,000 members; turnover ₹1,600 crores (NCERT box, p. 15).

- **Kiran Mazumdar Shaw** (Biotechnologist) — Chairperson/MD of Biocon India Ltd. (formed 1978); Padmashri 1989, Padma Bhushan 2005 (NCERT box, p. 14).
- **Quality of Work Life (QWL)** — employees treated as 'assets'; satisfying social and psychological needs is as important as economic needs; includes job/career satisfaction, satisfaction with pay, relationships, absence of stress, participative decision making, work-home balance (NCERT §Quality of Work Life, pp. 16-17).
- A healthy work environment is created by paying attention to individual needs, building a positive climate, motivating, being fair, ensuring technical competence, providing attractive/safe environment, making work interesting, matching person to task, delegating, fostering team spirit, developing employees, empowering, providing self-development opportunities (NCERT p. 17).
- **WHO life skills (ten core skills):** Self-awareness, Empathy, Communication, Interpersonal relationships, Decision making, Problem solving, Creative thinking, Critical thinking, Coping with emotions, Coping with stress (NCERT table, p. 18).
- **Essential soft skills at workplace:** Working productively, Learning effectively, Communicating clearly, Working cooperatively, Thinking critically and creatively, Other skills (concentration, alertness, tactfulness, empathy, multitasking) (NCERT box, p. 21).
- **Values vs Ethics:** Values are beliefs/preferences about what is desirable; six important values are service, social justice, dignity and worth of all persons, importance of human relationships, integrity. Ethics is a formal system of rules adopted by a group, e.g., professional/medical ethics (NCERT p. 22).
- **Dignity of labour** — taking pride in whatever one does; illustrated by Abraham Lincoln (penniless boy to US President) and Mahatma Gandhi (sweeping, scavenging, cleaning his own toilet at Wardha Ashram) (NCERT p. 22).
- **Ergonomics** — study of humans at work; from Greek 'ergon' (work) + 'nomics' (natural laws); also called 'Human Factors Engineering'; goal is to adapt the work environment to the worker (NCERT §Ergonomics, p. 22).
- Four pillars of ergonomics: anthropometry (body size/measurements), biomechanics (musculoskeletal activities/forces), physiology, industrial psychology (NCERT p. 23).
- **Entrepreneurship** — act of creating a new and innovative enterprise/product/service; entrepreneurs are innovative, creative, organised and risk-takers; Indian examples — Narayan Murthy, JRD Tata, Dhirubhai Ambani (NCERT §Entrepreneurship, p. 25).
- **Social entrepreneurship** — focuses on doing social good; benefits the underserved/disadvantaged; social entrepreneurs are "social catalysts"; success measured by social benefit/impact, not profits (NCERT p. 26).

The treatment of work is conceptually layered. At its base lies a humanistic theory of work — work as 'fitting in' to the world, building identity, expressing dharma, and achieving self-actualisation. Work is not reduced to mere wage-earning; the 'meaningful work' criterion (useful to society, responsibly done, enjoyable, exercising skills/judgment/creativity) is a strong normative statement. CUET items often test this normative content as 'which of the following best describes meaningful work'.

On the work-job-career-livelihood-calling spectrum, the underlying ideas draw on Studs Terkel's 'Working' and similar sociological literature. A job is involvement for the sake of involvement (purely instrumental); a livelihood is the means of sustaining one's lifestyle; a career adds the dimension of growth and excellence; a calling adds the dimension of inner vocation and higher direction. The three-boulder-breakers anecdote distils all four into a memorable story.

The traditional-occupations passage is rich in Indian regional context: shola craft of Odisha (pith of sola plant, ritual headgear and decorations), Channapatna wooden toys of Karnataka (GI-tagged, lac-coloured), Warli painting of Maharashtra (tribal art on mud walls), Kalbeliya puppetry of Rajasthan, coir/coconut craft of Kerala, bamboo handicrafts of Assam and the north-east. CUET match-the-following questions on place-craft pairings are routine. India is the largest producer of cashew nut, coconut, milk, ginger, turmeric and black pepper, and that 70% of Indians live in rural areas — both testable statistics.

Women-and-work is the most Indian-context-rich section. Gender is socially constructed, that the Supreme Court has recognised transgender as a third gender (NALSA judgment 2014), and that homemakers' work is economically valuable even though uncouned in GDP. The constitutional anchor — Article 16(1) on equality of opportunity in public employment — is reinforced by a basket of statutes: Factories Act 1948 (Section 48 mandates crèches when >30 women are employed), Plantation Labour Act 1951, Mines Act 1952, Employees' State Insurance Act 1948, Maternity Benefit Act 1961 (recently amended to 26 weeks of paid leave by the 2017 amendment, though NCERT cites the parent Act), and the Equal Remuneration Act 1976. Schemes named include Kasturba Gandhi Balika Vidyalaya (KGBV — for never-enrolled/dropout girls from Class VI, run under SSA and now Samagra Shiksha Abhiyan) and Shri Mahila Griha Udyog Lijjat Papad (the iconic Mumbai-based women's cooperative, started 1959 with 7 members, registered 1966, recognised by KVIC, providing self-employment to ~45,000 members with turnover of ₹1,600 crore).

The Quality of Work Life (QWL) framework treats employees as 'assets' rather than 'resources', and integrates economic with social and psychological satisfaction — anticipating modern HR concepts. The WHO ten life skills (Self-awareness, Empathy, Communication, Interpersonal relationships, Decision making, Problem solving, Creative thinking, Critical thinking, Coping with emotions, Coping with stress) are testable as a complete list — NTA frequently swaps one item with 'Financial literacy', 'Time management' or 'Spiritual intelligence' as distractors.

Values (service, social justice, dignity and worth of all persons, importance of human relationships, integrity) are individual beliefs; ethics is a formal collective rule-set (e.g., medical ethics, professional codes). Dignity of labour is anchored in Indian icons — Mahatma Gandhi's Sevagram Ashram practice of self-cleaning toilets, and the universal example of Abraham Lincoln.

Ergonomics (from Greek 'ergon' = work + 'nomics' = natural laws) is the science of adapting work to the worker. Its four pillars are anthropometry (body measurements), biomechanics (musculoskeletal forces), physiology (cardiovascular, respiratory, fatigue), and industrial psychology (cognition, emotion, motivation). Common Indian applications: ergonomic Anganwadi furniture for under-6 children, ergonomic ASHA worker tools, posture-correct kitchen counters for Indian women.

Entrepreneurship is the act of creating a new and innovative enterprise; entrepreneurs are innovative, creative, organised and risk-takers. Indian icons named: Narayana Murthy (Infosys), JRD Tata, Dhirubhai Ambani, and the profiled woman entrepreneur Kiran Mazumdar Shaw (Biocon, founded 1978). Social entrepreneurship — exemplified by SEWA, Lijjat Papad, Aravind Eye Care, and Selco Solar — measures success by social impact rather than profit, and treats entrepreneurs as 'social catalysts'.

## 2.2 Definitions to memorise

Term	Definition	Page
Work	Essential activities undertaken for a purpose or out of necessity	3
Meaningful work	Work useful to society/others, done responsibly, enjoyable to worker, allowing use of skills, creativity, judgment	4
Job	An involvement in work for the sake of it	5
Career	A deep desire to excel and passionate need to grow, develop and prove oneself within a chosen field	5
Livelihood	Means/occupation by which a person supports oneself to meet basic needs and sustain lifestyle	5
Sex	Biological categorisation based on genetics, reproductive organs (XX/XY)	11
Gender	Based on social identity; socially constructed	11-12
Quality of Work Life (QWL)	Approach treating employees as assets; satisfying social/psychological + economic needs	16
Life skills	Abilities for adaptive and positive behaviour to deal with demands and challenges of everyday life	18
Values	Beliefs, preferences or assumptions about what is desirable or good for humans	22
Ethics		22

Term	Definition	Page
	A formal system or set of rules explicitly adopted by a group, e.g., professional ethics	
Ergonomics	Study of humans at work; 'ergon' (work) + 'nomics' (natural laws); adapts work environment to worker	22-23
Entrepreneurship	Act of creating a new and innovative enterprise/product/service	25
Social entrepreneurship	Entrepreneurship for large-scale social good benefiting underserved groups	26

### 2.3 Diagrams / processes to remember

- Three boulder-breakers anecdote (p. 6): first man = job, second man = livelihood, third man = calling/career-vision.
- Table of ten WHO life skills in two columns (p. 18): Self-awareness/Empathy, Communication/Interpersonal relationships, Decision making/Problem solving, Creative thinking/Critical thinking, Coping with emotions/Coping with stress.
- Conceptual model of life skills (p. 18): Knowledge + Attitudes/Values → Skills → Behaviour → Outcomes.
- Four pillars of ergonomics (p. 23): anthropometry, biomechanics, physiology, industrial psychology.
- Regional traditional craft figures (pp. 8-10): Shola craft (Odisha), Channapatna dolls (Karnataka), Warli painting (Maharashtra), Puppetry, Coconut craft (Kerala), Bamboo craft (Assam).

### 2.5 Key data / processes table (Indian context)

Item	Value / fact	Source
Indian rural population share	~70%	NCERT p. 7
Indian global rank in cashew, coconut, milk, ginger, turmeric, black pepper	Largest producer	NCERT p. 7
Article on equality of opportunity in employment	16(1)	NCERT p. 13
Factories Act section on crèches	Section 48	NCERT p. 13
Crèche threshold (women employees)	>30	NCERT p. 13
Maternity Benefit Act year	1961	NCERT p. 13

Item	Value / fact	Source
Equal Remuneration Act year	1976	India context
KGBV entry class	Class VI	NCERT p. 14
KGBV original parent scheme	Sarva Shiksha Abhiyan (now Samagra Shiksha)	NCERT p. 14
Lijjat Papad founding year	1959 (7 members)	NCERT p. 15
Lijjat Papad registration year	1966	NCERT p. 15
Lijjat Papad current members	~45,000	NCERT p. 15
Lijjat Papad turnover	₹1,600 crore	NCERT p. 15
Biocon founding year	1978	NCERT p. 14
Kiran Mazumdar Shaw Padmashri	1989	NCERT p. 14
Kiran Mazumdar Shaw Padma Bhushan	2005	NCERT p. 14
Number of WHO life skills	Ten	NCERT p. 18
Number of pillars of ergonomics	Four (anthropometry, biomechanics, physiology, industrial psychology)	NCERT p. 23
Ergonomics etymology	Greek 'ergon' (work) + 'nomics' (natural laws)	NCERT p. 22
Other name for ergonomics	Human Factors Engineering	NCERT p. 22
Three perspectives on work	Job; Livelihood; Calling/Career	NCERT p. 6
Six core values	Service; Social justice; Dignity & worth of persons; Importance of relationships; Integrity (+1)	NCERT p. 22
Transgender as third gender (Indian context)	NALSA judgment 2014	India context

## 2.4 Common confusions / NTA trap points

- "Job vs Career" — students confuse them; remember job = for sake of it; career = passionate, long-term, growth-oriented.
- "Sex vs Gender" — sex is biological, gender is social; "Gender is socially constructed" is an exact NCERT line.
- Article number for equality of opportunity in employment is **16(1)**, not Article 14 or 15.
- Section **48** of the Factories Act → crèches when **more than 30** women are employed (not 50/100).
- KGBV entry class is **VI**, scheme now under **Samagra Shiksha Abhiyaan** (originally SSA).
- Ergonomics etymology: **ergon = work, nomics = natural laws** (Greek). Often confused with Latin.
- Lijjat Papad began in **1959 with 7 members**; registered in **1966**.
- Kiran Mazumdar Shaw founded Biocon in **1978**; Padma Bhushan in **2005** (Padmashri 1989).
- Soft skills include working productively, learning effectively, communicating clearly, working cooperatively, thinking critically — these are NOT identical to the WHO ten life skills.
- Maternity Benefit Act is **1961** — the 2017 amendment extended paid leave to 26 weeks but NCERT cites the parent year.
- Six values vs ten life skills — keep these two lists separate.

## Practice MCQs

## PYQ Alignment

Chapter 1 anchors the entire Unit I of the CUET Home Science syllabus ("Work, Livelihood and Career") and typically yields ~10 questions per year — heavy on direct definitions (work, job vs career, meaningful work, livelihood, ergonomics, entrepreneurship), the WHO ten life skills table, women-and-work safeguards (Article 16(1), Factories Act Section 48, Maternity Benefit Act, KGBV, Lijjat Papad) and the three boulder-breakers anecdote. Match-the-following and assertion-reason items based on Acts/schemes and on values vs ethics are common NTA traps.