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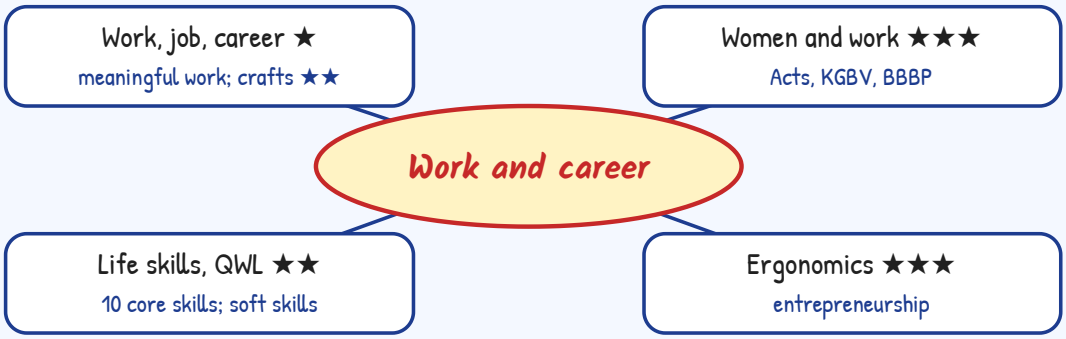
Chapter 1
Work, Livelihood and Career



CBSE Home Science (064) syllabus 2026-27 · NCERT Human Ecology and Family Sciences Part I, Chapter 1 · board 2027 · Unit I = 5 marks

Chapter map (★ = asked often in CBSE papers 2024–2026)



What is inside

1. Concept notes with tables and diagrams
2. All NCERT Review Questions, fully solved
3. CBSE PYQs 2024–2026, fully solved
4. Practice A–G with a case study, 20 MCQs, 6 A–R, answers, summary

Colour code used

red = key term green = definition
purple = sub-heading black = explanation
★ = high-frequency board topic

★ **Exam tip:** Every paper from 2024 to 2026 asked an MCQ on ergonomics or on women's schemes (BBBP, KGBV, Factories Act). Learn the definition of ergonomics, its four pillars and its benefits word for word.

This chapter in the board paper (Unit I = 5 marks of 70)

year	MCQ (1)	short answer (2 or 3)
2024	BBBP objective; ergonomics; Warli-Maharashtra	four core life skills (2)
2025	Shola craft of Odisha; Section 48, Factories Act	KGBV scheme or ergonomics (3)
2026	KGBV under SSA; "Human Factors Engineering"	BBBP objectives or reviving traditional crafts (3)

Based on the CBSE Home Science syllabus 2026-27 and the NCERT textbook Human Ecology and Family Sciences Part I (Class XII). All answers written by us. Board questions are quoted from the CBSE papers named in each tag; 2024 and 2026 answers follow the CBSE marking schemes (CBSE did not publish one for 2025).

1.1 Work and meaningful work ★

Work is the essential activities undertaken for a purpose or out of necessity. Through work each person "fits" into the world, makes new relations, uses his or her unique talents and skills, learns, grows, and develops an identity and a sense of belonging to society. "Work is the oil that lubricates the machine of society."

The type of work a person does depends on: education, health, age, access to opportunities, globalisation, geographic location, financial returns and family background.

Work may be viewed as

- a **job**, a means of making a living
- a task or **duty** with a sense of obligation
- a means of **security** of livelihood (job and income)
- **Dharma**: an expression of one's true self and unique talents
- a part of **spiritual** practice; a vehicle for one's creations
- a source of **joy** and fulfilment; hope, self-esteem and dignity
- a symbol of **status**, power and control
- a rewarding mental or physical workout leading to success
- a means of **self-development** and self-actualisation

Work is not always paid: family members working for the family and volunteers work for pleasure, intellectual stimulation or contribution to society. Work is about the **contribution** one makes, not only the money earned.

Meaningful work

Meaningful work is useful to society or to others, is done responsibly and is enjoyable to the worker. It lets the worker use his or her skills and judgement, and show creativity or problem-solving ability. Ideally it is done in an environment that builds positive professional relationships and brings recognition or rewards.

It contributes to personal growth, gives confidence and self-worth, and may lead to actualisation of full potential. A person in meaningful work develops a sense of **identity, worth and dignity**.

★ ***Exam tip:*** **Questions to ask before choosing a career** (NCERT): What are my special talents, traits and interests? Is the work stimulating and challenging? Will it make me feel useful? Am I contributing to society? Do the ethos and environment of the workplace suit me?

Job, career and livelihood

term	meaning
work	a set of activities with an intended set of outcomes; not tied to paid employment (includes entrepreneurship, consulting, volunteerism, contract, social work)
job	"involvement in work for the sake of it"; work done mainly for money
career	"driven by a deep desire to excel and a passionate need to grow, develop and prove oneself within the chosen field"; a **life management concept**, unique and dynamic, unfolding throughout life
livelihood	the means and occupation by which a person supports oneself to meet basic needs and sustain one's lifestyle

1.2 Three perspectives of work

work as	the person ...	satisfaction from
job and livelihood	works mainly for income, e.g. to support the family	the income earned
career	sees work as a path to rise in post, status, pay and responsibility; invests time and energy as "temporary costs of future gain"	continuing advancement and achievements
calling	feels called to the work by an inner drive or higher direction	the work itself

The three stone-breakers (NCERT anecdote). Asked what they were doing, the first said "This is my job, I am breaking these rocks into smaller pieces" (**job**). The second said "This is my livelihood; I break rocks to feed my family" (**livelihood**). The third said "I have a vision to become a sculptor, so I am carving a statue out of this stone" (**career**: each blow shapes his future).

Today getting a job is not enough: one must keep **upgrading skills**, updating knowledge and building competencies. Education continues into middle and later career years.

1.3 Traditional occupations of India ★★

- **Agriculture**: largest source of employment (about 70% of people live in rural areas); many farm small plots, often not owned. Cash crops (tea, coffee, cardamom, rubber) earn foreign exchange. India is the largest producer of cashew nut, coconut, milk, ginger, turmeric and black pepper.
- **Fishing**: because of the long coastline.
- **Handicrafts**: wood craft, pottery, metal craft, jewellery, ivory, comb, glass and paper craft, embroidery, weaving, dyeing and printing, shell craft, sculpture, terracotta, sholapith, dhurries, rugs, carpets. **Weaving** is a cottage industry; each state has typical woven fabrics, embroideries and costumes.
- **Others**: hunting and trapping, garland making, salt making, tapping neera (palm sap), mining, brick and tile making, priests, leather workers; **regional cuisine** (street food to 5-star hotels; spice mixes exported).

Skills were handed down **within the family** (home-based training); the know-how was a guarded secret. Religion, caste and occupation were tightly interwoven.

craft (NCERT pictures)	state
Shola craft	Odisha
Channapatna dolls	Karnataka
Warli painting	Maharashtra
Coconut craft	Kerala
Bamboo craft	Assam
Stone sculpture, puppetry	many regions



Shola craft of Odisha



Channapatna dolls of Karnataka



Stone Sculpture





Warli Painting of Maharashtra



Puppetry Craft

Craft pictures in NCERT HEFS Part 1, Ch 1: Shola craft (Odisha), Channapatna dolls (Karnataka), stone sculpture, Warli painting (Maharashtra), puppetry

Why crafts are declining: mass-produced goods, low income of artisans, illiteracy, socio-economic backwardness, slow land reforms, poor finance and marketing, shrinking forests, depletion of resources, environmental degradation.

Interventions needed to revive crafts (CBSE 2026): design innovations · preservation and refinement strategies · eco-friendly raw materials · better packaging · training facilities · conservation of traditional knowledge · protection of **intellectual property rights (IPR)**. Also: fairs, exhibitions and haats for direct sales, subsidies, awards, branding, e-commerce, export promotion.

1.4 Work, age and gender ★★★

Age and sex of workers affect personal and professional life at the **micro** (individual) and **macro** (society, nation) level. Children, women and the elderly need special attention.

sex	*gender*
biological categorisation based on genetics (XX, XY), reproductive organs	based on **social identity**; how society expects each sex to behave and what work it should do
given by nature	**socially constructed**; norms passed from generation to generation become stereotypes

The Supreme Court of India has recognised **transgender** people as a **third gender**. Roles of man = bread-winner, woman = home-maker are changing: "continuity with change".

Women's work and its value

- Rural women work in agriculture and animal husbandry; urban women in construction and domestic work; many are **sole bread-earners**.
- Home-makers do household chores and care work all their lives (as mother, sister, daughter, wife, grandmother). This is rarely counted as economic activity, yet "money saved is money earned": it lets other members work efficiently. It must be valued as **productive work**.

- Paid work outside has emancipated women but placed a **double burden** on them (job + home + care).

Issues and concerns

declining opportunities (need for skilled workers) · women's earnings treated as "supplementary" · stress and health effects · security and safety at the workplace · maternity benefits · social support for child care.

Constitution, Acts and state initiatives

- **Article 16(1)**: equality of opportunity for all citizens in employment and appointment to any office under the State.
- No discrimination on grounds of caste, creed, colour, race or sex; just and humane conditions of work; State may make special provisions for women and children.
- Acts: **Factories Act 1948**, Plantation Labour Act 1951, Mines Act 1952, ESI Act, **Maternity Benefit Act 1961**, Equal Remuneration Act (equal wages for the same or similar work).
- **Section 48, Factories Act**: a **crèche** must be maintained if more than **30 women** are employed; for children below 6, run by the industry itself.
- Women's cells in the Ministry of Labour; National Plan of Action (NPA) for women; Planning Commission working group on women's employment and a steering committee on data on women's work.
- Approach shifted: **welfare** → **equality of opportunity** → **development**.

Kasturba Gandhi Balika Vidyalaya (KGBV) ★★

- started under **Sarva Shiksha Abhiyan (SSA)**; now subsumed in **Samagra Shiksha**
- **residential** schools for never-enrolled and dropout girls from rural, remote and disadvantaged sections
- was till elementary level; now extended to **Class XII**
- girls first do a **Bridge Course**; entry level is **Class VI**
- opened in **educationally backward blocks** of each district
- helps implement the **Right to Education Act**

Beti Bachao, Beti Padhao (BBBP) ★★★ (in the CBSE syllabus)

Launched on 22 January 2015 at Panipat (Haryana) by the Government of India, run jointly by the Ministries of Women and Child Development (nodal), Health and Family Welfare, and Education.

Aim: to ensure the **survival, protection and education of the girl child** (CBSE 2024 MCQ).

Objectives: improve the sex ratio at birth and the child sex ratio · prevent gender-biased sex selection (female foeticide) · ensure survival and protection of the girl child · ensure her education and participation · more institutional deliveries · enrol girls in secondary and skill education and check dropouts · awareness about menstrual hygiene · safety, dignity and security of girls · gender equality and women's empowerment.

Role models in the NCERT book

Kiran Mazumdar Shaw: biotechnologist; started as a trainee brewer; founded **Biocon India Ltd. in 1978**, now an integrated biopharmaceutical company; Padma Shri 1989, Padma Bhushan 2005.

Shri Mahila Griha Udyog Lijjat Papad: an organisation "of, by and for women"; started in **1959 with 7 members**; registered in 1966; recognised by KVIC as a village industry; about 45,000 members and sales of about ₹1,600 crore a year (figures as given in NCERT). Products: papad, khakhra, masala, wadi, detergent, chapatis, bakery items.

1.5 Attitudes to work and quality of work life ★

Attitude: job satisfaction depends more on how a person **perceives** the job than on the job itself. Comparing only salaries (ignoring duties, qualifications, output) breeds dissatisfaction; a realistic look at all aspects brings satisfaction. Work seen as a source of **energy, fulfilment and learning** gives satisfaction.

Quality of Work Life (QWL): an approach in which employees are treated as **assets**, on the belief that people perform better when satisfied with their work conditions. Social and psychological needs are as important as economic needs. It covers job and career satisfaction, pay, relations with colleagues, absence of stress, participative decision-making, work-home balance and well-being.

A healthy (positive) work environment is created by

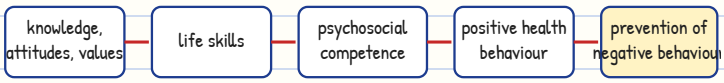
- attention to employees' needs as well as the organisation's
- positive work climate; motivating people; being fair and equal
- technical competence; attractive and **safe** surroundings
- interesting, challenging jobs; matching the person to the task
- delegation; team spirit and team responsibility
- training, feedback, praise, support, positive reinforcement
- empowering employees; opportunities for self-development

★ ***Exam tip:*** The key line: "people are **assets** and the ultimate valuable resource". Look at life as a whole, not only the pay package.

1.6 Life skills for livelihood ★★

Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. According to the **WHO**, they are **thinking, coping and social skills** that improve interactions with others and the environment and build **resilience** in adversity.

Ten core life skills (WHO) ★★ (CBSE 2024)	
1. self-awareness	2. empathy
3. communication	4. interpersonal relationships
5. decision making	6. problem solving
7. creative thinking	8. critical thinking
9. coping with emotions	10. coping with stress



Life skills apply across the life span; they cannot be taught in a classroom but are acquired by **experiential learning**.

Improving one's own work life (tips)

- healthy personal habits: diet, exercise, sleep
- be empathetic and compassionate; remember interdependence
- loyalty, commitment and professional ethics
- work in partnership and as a team member
- be **responsive, not reactive** (e.g. to a reprimand)
- flexibility, adaptability, problem solving
- be a good citizen; recognise others' achievements
- learn from the lessons of life

Essential soft skills at the workplace

skill	what it means

working productively	effective work habits, knowledge, enthusiasm, sense of belonging
learning effectively	reading, writing, computing; keep updating
communicating clearly	writing, speaking, listening
working cooperatively	solve problems and conflicts with others
thinking critically and creatively	analysis, evaluation, innovation
others	concentration, presence of mind, tact, empathy, delegating, multitasking

1.7 Dignity of labour, values and ethics

Dignity of labour means that a person takes pride in whatever work he or she does; every person deserves respect whatever the work, position or income. The Universal Declaration of Human Rights: all human beings are born free and equal in dignity and rights. Examples: **Mahatma Gandhi** cleaned toilets and swept in his ashram at Wardha; **Abraham Lincoln**, a farmer's son, became US President.

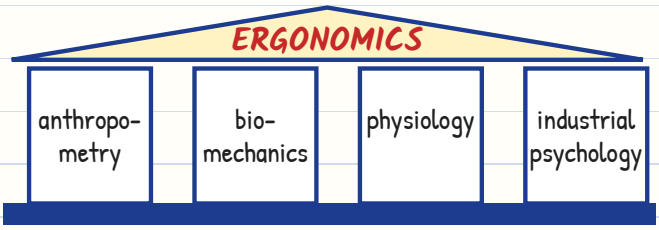
Values are beliefs, preferences or assumptions about what is desirable or good. Important values: service, social justice, dignity and worth of all persons, importance of human relationships, integrity.

Ethics are "the rules or standards governing the conduct of a person or the members of a profession" (e.g. medical ethics). At work they reduce waste of time and money and raise morale, confidence and productivity.

1.8 Ergonomics ★★★

Ergonomics is the study of humans at work, to understand the interrelationships of people with their job requirements, methods of working, tools and equipment and the environment. Its main goal is to **adapt the work environment to the worker**. From Greek **ergon** (work) + **nomics** (natural laws). Also called **Human Factors Engineering** (CBSE 2026). It is the "adjustment of human and machine".

Ergonomists consider **worker capacity** (physiological, psychological), **task demands** (nature, force, duration, posture) and the **work environment** (noise, humidity, vibration, light, temperature).



netry = body size and measurements; biomechanics = muscle activity c

need for ergonomics	benefits
safety and health: fewer and less severe injuries; fewer accidents from human error job effectiveness: more productivity, fewer errors job satisfaction: comfortable working conditions	• reduces risk of injury and accidents • increases productivity • reduces mistakes and rework • increases efficiency • less absenteeism (ill health, stress) • improves morale of workers

It addresses workstation design, task design, equipment design, facilities and environment. **Example**: an office chair whose height is not adjustable to the user's body causes back pain; an ergonomic chair is adjustable and has enough legs to be stable.

1.9 Entrepreneurship ★

Entrepreneurship is the act of creating a new and innovative enterprise, product or service. An **entrepreneur** takes risks to convert a novel idea into reality; is innovative, creative, organised. Examples: N. R. Narayana Murthy, JRD Tata, Dhirubhai Ambani.

Characteristics: hard work · planning and implementation skills · managing finance, materials, people and time · courage to take **calculated risks** · handling many tasks · coping with set-backs · networking · negotiating and prioritising · flexibility in crises · good communication.

Social entrepreneurship aims at social good for the underserved; social entrepreneurs are "**social catalysts**"; success is judged by social impact, not profit.

NCERT Review Questions, fully solved

1. What are the different ways in which work can be perceived?

> **Ans.** Work can be perceived as: (1) a **job** and a means of making a living; (2) a task or **duty** that carries a sense of obligation; (3) a means of **security** of livelihood through a job and income; (4) **Dharma**, an expression of one's true self and unique talents that influences the quality of life of self and others; (5) a part of **spiritual practice**; (6) a vehicle for one's creations; (7) a source of **joy and fulfilment**, giving hope, self-esteem and dignity; (8) a symbol of **status, power and control**; (9) a rewarding mental or physical workout that brings success; (10) a means of **self-development and self-actualisation**. In terms of satisfaction, work is seen as a **job/livelihood** (satisfaction from income), a **career** (from advancement) or a **calling** (from the work itself).

2. Differentiate between job and career.

> **Ans.**

job	*career*
involvement in work for the sake of it, mainly to earn money	driven by a deep desire to excel and a passionate need to grow and prove oneself in the chosen field
satisfaction comes from the income earned	satisfaction comes from continuing advancement and achievement
short-term; may change without a plan	a lifelong path of progressive achievement; a life-management concept
little need to upgrade skills	continuous learning and upgrading of skills

> Example: the first stone-breaker was doing a job; the third, carving a statue to become a sculptor, was building a career.

3. What is meant by meaningful work?

> **Ans.** Meaningful work is work that is **useful to society or to others**, is done **responsibly** and is **enjoyable** to the worker. It allows the worker to use his or her skills and judgement and to show creativity or problem-solving ability, ideally in an environment that builds positive professional relationships and brings recognition or rewards. It gives personal growth, confidence, self-worth, a sense of identity and dignity, and may lead to actualisation of one's full potential.

4. What do you understand by the terms gender and sex?

Ans. **Sex** is the **biological** categorisation of a person as male or female based on genetics (XX or XY chromosomes) and reproductive organs; it is given by nature. **Gender** is based on **social identity**: the roles, behaviour and work that society and culture expect from each sex. These expectations are passed from generation to generation and become stereotypes, so gender is **socially constructed** and can change over time (e.g. men as bread-winners and women as home-makers is now changing).

5. Who are home makers? What is their contribution in the economy of the family?

Ans. Home makers are persons, mostly women, who manage the home and do household chores and care work for the family throughout their lives, as mother, sister, daughter, wife and grandmother. **Contribution**: (1) their work saves money that would otherwise be paid for cooking, cleaning, child and elder care ("money saved is money earned"); (2) it supports other members so that they perform their roles and jobs more efficiently; (3) they manage the family's resources (money, time, energy). Hence domestic work should be valued as an **economic contribution and productive activity**, even though it is unpaid.

6. How will the women get recognition in the family and the society?

Ans. (1) The work women do at home must be **valued** as equal to paid work. (2) Women must be **educated and empowered** and given decision-making power and a voice in the family. (3) **Skill training** to enable participation in the skilled labour market. (4) Their earnings must be seen as primary, not "supplementary". (5) Safe workplaces, maternity benefits and child-care support. (6) A change in mindset and attitude of society towards gender roles. (7) Enforcement of constitutional rights and Acts, and schemes like KGBV and BBBP.

7. How are women guaranteed equality in India?

Ans. The **Constitution** guarantees equality to men and women in all walks of life. **Article 16(1)** guarantees equality of opportunity in employment and appointment to any office under the State, and discrimination on grounds of caste, creed, colour, race or sex is forbidden. It provides for just and humane conditions of work, protection from exploitation and support for women's education and economic pursuits; the State can make special provisions for women and children. **Acts**: Factories Act 1948 (crèche under Section 48 if more than 30 women), Plantation Labour Act 1951, Mines Act 1952, ESI Act, Maternity Benefit Act 1961, Equal Remuneration Act.

8. What are the government initiatives in favour of women?

Ans. (1) **Women's cells** in the Ministry of Labour to look at problems of women workers. (2) The **Equal Remuneration Act**: equal wages for the same or similar work. (3) A **National Plan of Action (NPA)** for women by the Department of Social Welfare to implement the Equal Remuneration Act. (4) A **working group on women's employment** by the Planning Commission to increase employment of rural women and review labour laws. (5) A **steering committee** to build a database on women's work, especially in rural areas. (6) Crèches in factories (Section 48, Factories Act), maternity benefits. (7) Schemes such as **KGBV** (residential schools for girls) and **Beti Bachao, Beti Padhao**. The approach has shifted from welfare to equality of opportunity to development.

9. Explain the terms: (A) Quality of work life (B) Life skills

Ans. (A) **Quality of work life (QWL)** is an approach in which employees are treated as **assets**, on the belief that people perform better when they are satisfied with their work conditions. It gives equal importance to employees' social and psychological needs and their economic needs, and includes job and career satisfaction, satisfaction with pay, good relations with colleagues, absence of stress, participation in decisions, balance between work and home, and general well-being.

(B) **Life skills** are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. The WHO describes them as thinking, coping and social skills. The ten core life skills are self-awareness, empathy, communication, interpersonal relationships, decision making, problem solving, creative thinking, critical thinking, coping with emotions and coping with stress.

10. What is meant by healthy work environment? How can it be created?

Ans. A healthy work environment is a **positive** work environment, happy and healthy in the physical and social sense and also psychologically and emotionally, which encourages people to do all the good work they are capable of. **It can be created by**: attending to employees' needs and expectations along with the organisation's needs; building a positive climate; motivating individuals; being fair and treating everyone equally; ensuring technical competence; an attractive and safe workplace; making jobs interesting and challenging; matching the person to the task; delegating; fostering team spirit; training, feedback, praise and positive reinforcement; empowering employees; and giving opportunities for self-development.

11. What is meant by dignity of labour?

Ans. Dignity of labour means that a person takes **pride in whatever work** he or she does, and that every kind of work, paid or unpaid, big or small, and every worker deserves respect, irrespective of position or income, because each contributes to the betterment of society. Mahatma Gandhi swept, scavenged and cleaned his own toilet in his ashram at Wardha and never felt degraded doing work some call "menial"; Abraham Lincoln, a farmer's son, rose to become President of the USA.

12. Explain briefly the role of values and ethics in professional life.

Ans. **Values** (beliefs about what is desirable, e.g. service, social justice, dignity and worth of all persons, human relationships, integrity) and **ethics** (rules or standards governing the conduct of members of a profession) provide **behavioural rules** at work. Their role: (1) guide right conduct and decisions; (2) being ethical earns the respect of colleagues and encourages them to be ethical too; (3) reduce waste of time and money; (4) increase employee morale, confidence and productivity; (5) build trust with clients and the public.

★ ***Exam tip:*** **Activities in the chapter** (no marks, but useful for viva and projects): resource file on local arts, crafts and cuisines; exhibition of local crafts; scrap-book on organisations and women who help women become self-reliant; presentation on distinguished women; group discussion on unemployment.

Key Terms (NCERT): work, meaningful work, careers, livelihood, standard of living, social responsibility, ethics, volunteerism, traditional occupations, age and gender, child labour, attitudes to work, life skills, dignity of work,

quality of work life, job satisfaction, creativity and innovation, work environment, occupational health, entrepreneurship.

CBSE board questions 2024–2026, fully solved

Every question on this chapter from the CBSE Home Science (064) papers of 2024, 2025 and 2026, quoted with complete answers. 2024 and 2026 answers follow the CBSE marking schemes.

A. MCQs (1 mark each)

CBSE 2024 · 064 Beti Bachao Beti Padhao Yojana was started by the Government of India with which of the following objectives? (A) To enrol girls in a bridge course to prepare them for admission to a school (B) To promote gender biased selection process (C) To ensure survival, protection and education of the girl child (D) To provide employment to all [1]

> **Ans.** BBBP aims to stop gender-biased sex selection and to ensure the survival, protection and education of the girl child. (A) describes KGBV's bridge course; (B) is the opposite of BBBP's aim. **(C)**

CBSE 2024 · 064 Use of _____ is important for designing tools, machines and workstations to reduce stress and health problems of the workers at the workplace. (A) Entrepreneurship (B) Ergonomics (C) Anthropometry (D) Physiology [1]

> **Ans.** Ergonomics adapts the work environment to the worker; tools, machines and workstations are designed to fit the worker to reduce stress and health problems. Anthropometry and physiology are only two of its four pillars. **(B) Ergonomics**

CBSE 2024 · 064 Select the correct pair. (A) Warli – Maharashtra (B) Channapatna Dolls – Kerala (C) Shola Craft – Gujarat (D) Bamboo Craft – Punjab [1]

> **Ans.** Channapatna dolls are from Karnataka, Shola craft from Odisha and bamboo craft (in NCERT) from Assam. **(A) Warli – Maharashtra**

CBSE 2025 · 064 Select the traditional handicraft of Odisha. (A) Channapatna dolls (B) Shola craft (C) Bamboo craft (D) Warli painting [1]

> **Ans.** Shola (sholapith) craft is shown in NCERT as the craft of Odisha. **(B) Shola craft**

CBSE 2025 · 064 Section 48 of which of the following Act states that creches should be maintained if more than thirty women are employed in an industry or factory? (A) The Plantations Labour Act (B) The Maternity Benefit Act (C) The Factories Act (D) The Mines Act [1]

> **Ans.** Section 48 of the Factories Act (1948) requires a crèche for children below six years, maintained by the industry, where more than 30 women are employed. **(C) The Factories Act**

CBSE 2026 · 064 Under which scheme of the Government of India were Kasturba Gandhi Balika Vidyalayas initiated? (A) Integrated Child Development Services (B) Article 16(1) of the Constitution of India (C) Beti Bachao, Beti Padhao (D) Sarva Shiksha Abhiyan (Now Samagra Shiksha) [1]

> **Ans.** KGBV was initiated under Sarva Shiksha Abhiyan and is now subsumed under Samagra Shiksha. **(D)**

CBSE 2026 · 064 'Human Factors Engineering' is also known as _____. (A) Anthropometry (B) Biomechanics (C) Ergonomics (D) Entrepreneurship [1]

> **Ans.** Ergonomics, the study of humans at work, is also spoken of as Human Factors Engineering. **(C) Ergonomics**

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B. Short answers

CBSE 2024 · 064 In a training programme, Jatin has learnt how life skills help to become successful in professional life. Which four core life skills would he now suggest to his team members at his work place? [½ × 4 = 2]

Ans. Four core life skills (any four of the ten identified by experts): (1) **Self-awareness**: knowing one's strengths and weaknesses. (2) **Communication**: expressing ideas clearly and listening well. (3) **Interpersonal relationships**: working well with colleagues. (4) **Problem solving**: dealing with work problems constructively. Others: empathy, decision making, creative thinking, critical thinking, coping with emotions, coping with stress.

CBSE 2025 · 064 (A) Sumera lived in a remote village and was never sent to school. Now her parents want to admit her in a residential school. Suggest the name of the scheme by the Government of India meant for such girls. Explain any two other features of this scheme. **OR** (B) Jacob wants to set up a suitable workplace for his employees in his own manufacturing company. Advise him to use ergonomics in designing workplaces by giving the definition of ergonomics and its two benefits. [3]

Ans. (A) Scheme: **Kasturba Gandhi Balika Vidyalaya (KGBV)** [1], for never-enrolled and dropout girls from rural, remote and disadvantaged sections. Features [1 + 1]: (1) It was started under Sarva Shiksha Abhiyan and is now part of **Samagra Shiksha**; it runs **residential schools**, now extended up to **Class XII**. (2) Girls first study a **Bridge Course** to prepare for the entry level, which is **Class VI**. Also: KGBVs are opened in backward blocks of each district; the scheme helps implement the Right to Education Act.
OR (B) **Ergonomics** [1] is the study of humans at work, to understand the relationships of people with their job requirements, work methods, tools and environment, with the goal of adapting the work environment to the worker (from Greek *ergon* = work, *nomics* = natural laws). Benefits [1 + 1]: (1) it **reduces the risk of injury and accidents**, e.g. adjustable chairs prevent back pain; (2) it **increases productivity and efficiency** and reduces mistakes and rework. Also: less absenteeism; better morale of workers.

CBSE 2026 · 064 (A) On the completion of 11 years of the Beti Bachao, Beti Padhao (BBBP) scheme, local leaders in the community are organising a public meeting to raise awareness about its best practices and objectives. Highlight any three key objectives of this scheme that may have contributed to changing mindsets of people. **OR** [1 × 3 = 3]

Ans. Objectives of BBBP (any three):
(1) **Improve the sex ratio at birth** and the child sex ratio by **eliminating gender-biased sex selection** (preventing female foeticide).
(2) **Ensure the survival and protection of the girl child**, with more deliveries in hospitals and institutions.
(3) **Ensure education of the girl child**: enrol girls in secondary and skill-based education and check the dropout rate at secondary and higher secondary levels.
Others: gender equality and women's empowerment by breaking stereotypes; awareness about safe menstrual hygiene management; safety, identity, dignity and security of the girl child.

CBSE 2026 · 064 (B) Traditional handloom weaver, Champa Devi is in distress due to low source of income as their weaving craft is vanishing slowly. Encourage her by informing any three efforts / initiatives by the Government of India to revive their occupation. [1 × 3 = 3]

> **Ans.** Efforts to revive traditional occupations (any three):
>
> (1) **Design innovations** and preservation and refinement strategies, so that the products suit modern markets.
>
> (2) **Establishment of training facilities** and conservation of traditional knowledge; **protection of intellectual property rights (IPR)**.
>
> (3) **Marketing support**: direct sales through fairs, exhibitions and haats, e-commerce platforms, branding and export promotion; better packaging.
>
> Others: use of eco-friendly raw materials; financial assistance and subsidies; recognition through awards and prizes.

✗ Don't do this: Board traps in this chapter

- KGBV = **SSA** (now Samagra Shiksha), not BBBP or ICDS.
- Bridge course belongs to **KGBV**, not BBBP.
- Crèche rule = Section **48**, **Factories Act**, more than **30** women.
- Human Factors Engineering = **ergonomics**; anthropometry and biomechanics are only pillars.
- Shola = Odisha; Channapatna = Karnataka; Warli = Maharashtra; coconut craft = Kerala; bamboo craft = Assam.
- Article **16(1)** = equality of opportunity in public employment.

★ Exam tip: For a 3-mark "objectives" or "features" answer, write **three separate numbered points**, each with a short reason. The marking scheme gives 1 mark per point.

Likely questions (not yet asked)

1. Differentiate between sex and gender. (2)
2. Name the four pillars of ergonomics. (2)
3. State four characteristics of a successful entrepreneur. (2)
4. What is social entrepreneurship? (2)
5. Explain five ways to create a healthy work environment. (5)

Answers: see 1.4 (sex and gender), 1.8 and 1.9 (pillars, characteristics, social entrepreneurship) and 1.5 (healthy work environment).

Practice set: test yourself *Exam-style*

Try every question before looking at the answers at the end of the chapter.

A. Fill in the blanks (1 mark each)

1. Ergonomics comes from the Greek words ergon meaning _____ and nomics meaning _____.
2. KGBV started under _____ and is now part of _____.
3. Entry level for girls in KGBV is Class _____.
4. Section 48 of the Factories Act requires a crèche if more than _____ women are employed.
5. Channapatna dolls are a craft of _____.
6. Lijjat Papad was started in 1959 with _____ members.
7. Biocon was founded by _____ in 1978.

8. Article _____ guarantees equality of opportunity in public employment.

B. True or false? (1 mark each)

1. Gender is biologically determined.
2. A career is a life-management concept.
3. Life skills are best learnt by experiential learning.
4. QWL treats employees as costs.
5. Anthropometry deals with body size and measurements.
6. Social entrepreneurs are judged mainly by profit.
7. Bamboo craft in the NCERT book is from Assam.
8. The Maternity Benefit Act was passed in 1961.

C. Very short answer (1 mark each)

1. Define livelihood.
2. Define meaningful work.
3. Name the four pillars of ergonomics.
4. Name any two coping life skills.
5. What is a calling?
6. Who is called a "social catalyst"?
7. Give one example of dignity of labour from Gandhiji's life.
8. Name two Acts that protect women workers.

D. Short answer I (2 marks each)

1. Differentiate between sex and gender.
2. Why should the work of home-makers be valued?
3. State four benefits of ergonomics.
4. Give four characteristics of an entrepreneur.
5. Write two reasons for the decline of traditional crafts.
6. Mention two objectives of BBBP.
7. What is "double burden" on working women?
8. Name four soft skills needed at the workplace.

E. Short answer II (3 marks each)

1. Explain three perspectives of work with the example of the stone-breakers.
2. Explain three features of the KGBV scheme.
3. Suggest three interventions to revive traditional crafts.
4. Explain the ergonomic factors of worker capacity, task demands and environment.
5. How can a person improve his or her own work life? Give three tips.
6. Explain three constitutional provisions for women workers.

F. Long answer (5 marks each)

1. What is quality of work life? Explain how a healthy work environment can be created.
2. What are life skills? List the ten core life skills and explain the life-skills model.

3. Define ergonomics. Explain its need and benefits with an example.
4. Explain the issues and concerns of women at work and the state initiatives for them.

G. HOTS (higher-order thinking)

1. A software firm finds many employees with back and wrist pain. Suggest three ergonomic changes.
2. Rani earns as much as her husband but has no say in family decisions. Which concept of the chapter does this show? Suggest two remedies.
3. Why is entrepreneurship a good career option for Home Science graduates? Give two examples.

Case study (practice): Meera's pickle unit. Meera, a home-maker in a village, started a pickle and papad unit with six women of her self-help group. Earlier none of them had any income of their own, though they worked from dawn to dusk at home. Meera takes calculated risks, keeps accounts, trains new members and sells through a district fair. The unit now has 40 members. Meera's daughter studies in a residential school for girls in the block, where she joined in Class VI after a bridge course.

(i) Which quality of Meera shows her to be an entrepreneur? (A) avoiding risks (B) taking calculated risks (C) working alone (D) avoiding training [1]

(ii) The unpaid work the women did at home should be valued as _____. [1]

(iii) Name the scheme under which her daughter's school runs. [1]

(iv) Which famous women's organisation, started in 1959, does Meera's unit resemble? [1]

(v) Give two other characteristics an entrepreneur like Meera needs. [2]

20 MCQs

1. "Work is the oil that lubricates the machine of":
   (A) industry (B) family (C) society (D) economy
2. Work that is useful to others, done responsibly and enjoyable to the worker is:
   (A) meaningful work (B) livelihood (C) a job (D) volunteering
3. A person who gets satisfaction from the work itself sees work as a:
   (A) career (B) job (C) livelihood (D) calling
4. "A life management concept" describes a:
   (A) job (B) career (C) duty (D) livelihood
5. Coconut craft shown in NCERT belongs to:
   (A) Assam (B) Kerala (C) Odisha (D) Karnataka
6. Gender is:
   (A) based on organs (B) based on chromosomes (C) fixed for life (D) socially constructed
7. The approach to women's programmes moved finally to the:
   (A) development approach (B) charity approach (C) welfare approach (D) relief approach
8. Girls in KGBV first study a:
   (A) vocational course (B) degree course (C) bridge course (D) diploma course

9. BBBP was launched in 2015 at:
(A) Jhunjhunu (B) Mysuru (C) Wardha (D) Panipat

10. Biocon India Ltd. was founded in:
(A) 1959 (B) 1978 (C) 1989 (D) 1966

11. In QWL employees are regarded as:
(A) machines (B) costs (C) assets (D) liabilities

12. The ten core life skills were identified by the:
(A) WHO (B) UNICEF (C) ILO (D) NCERT

13. Which is a coping life skill?
(A) empathy (B) coping with stress (C) critical thinking (D) communication

14. Responding calmly to a reprimand shows that a person is:
(A) reactive (B) passive (C) responsive (D) aggressive

15. "Rules or standards governing the conduct of members of a profession" are:
(A) values (B) attitudes (C) skills (D) ethics

16. Musculoskeletal activities and forces exerted are studied in:
(A) biomechanics (B) anthropometry (C) physiology (D) psychology

17. Which is NOT a benefit of ergonomics?
(A) more absenteeism (B) better morale (C) more productivity (D) fewer injuries

18. An entrepreneur must have the courage to take:
(A) no risks (B) only others' risks (C) blind risks (D) calculated risks

19. Lijjat Papad was recognised as a village industry by:
(A) NABARD (B) KVIC (C) SEBI (D) RBI

20. Dignity of labour means:
(A) only paid work is respected (B) office work is superior (C) taking pride in whatever work one does (D) manual work is inferior

1 (C) · 2 (A) · 3 (D) · 4 (B) · 5 (B) · 6 (D) · 7 (A) · 8 (C) · 9 (D) · 10 (B) · 11 (C) · 12 (A) · 13 (B) · 14 (C) · 15 (D) · 16 (A) · 17 (A) · 18 (D) · 19 (B) · 20 (C)

Assertion–Reason (6)

(A) Both true, R explains A. (B) Both true, R does not explain A. (C) A true, R false. (D) A false, R true.

1. A: Ergonomics reduces absenteeism. R: It reduces injuries and stress by fitting the work to the worker.
2. A: Gender roles can change over time. R: Gender is socially constructed.
3. A: Home-makers make no economic contribution. R: Money saved by their work is money earned for the family.
4. A: KGBV admits girls only up to Class V. R: KGBV is subsumed under Samagra Shiksha.
5. A: Life skills cannot be taught only in a classroom. R: They are acquired through experiential learning.
6. A: Kiran Mazumdar Shaw is an eminent woman entrepreneur. R: Lijjat Papad was started with 7 members.

Key: 1 (A) · 2 (A) · 3 (D) · 4 (D) · 5 (A) · 6 (B)

Answers to the practice set

A. 1. work; natural laws 2. Sarva Shiksha Abhiyan; Samagra Shiksha 3. VI 4. 30 5. Karnataka 6. 7 7. Kiran Mazumdar Shaw 8. 16(1)

B. 1. F (socially constructed) 2. T 3. T 4. F (assets) 5. T 6. F (social impact) 7. T 8. T

C. 1. the means and occupation by which a person supports oneself to meet basic needs and sustain one's lifestyle 2. work useful to others, done responsibly and enjoyable to the worker 3. anthropometry, biomechanics, physiology, industrial psychology 4. coping with emotions, coping with stress 5. work done from an inner drive, where satisfaction comes from the work itself 6. a social entrepreneur 7. he cleaned his own toilet and swept his ashram at Wardha 8. Factories Act 1948, Maternity Benefit Act 1961 (also Mines Act, Plantation Labour Act, ESI Act)

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D. 1. sex: biological (chromosomes, organs); gender: social identity, socially constructed roles 2. saves money ("money saved is money earned") and helps others work efficiently 3. fewer injuries; more productivity; fewer mistakes; less absenteeism 4. hard work, calculated risk-taking, managing resources, coping with failure 5. competition from mass-produced goods; poor finance and marketing 6. prevent gender-biased sex selection; ensure education of the girl child 7. paid work plus most household and care work 8. working productively, learning effectively, communicating clearly, working cooperatively

E. 1. see 1.2 (job/livelihood, career, calling, with the three stone-breakers) 2. see 1.4, KGBV box 3. see 1.3, interventions box 4. see 1.8 (capacity, task demands, environment) 5. see 1.6, tips 6. see 1.4 (Article 16(1), no discrimination, special provisions)

F. 1. see 1.5 2. see 1.6 3. see 1.8 4. see 1.4

G. 1. adjustable chairs and desks at the right height; screens at eye level and wrist rests; regular breaks and good lighting 2. lack of decision-making power despite earning (women remain powerless); educate and empower her, value her contribution and change mindsets 3. low capital and home-based start; uses skills in food, textiles, child care; e.g. catering or tiffin service, boutique, crèche

Case. (i) (B) (ii) economic contribution / productive activity (iii) KGBV under Samagra Shiksha (earlier SSA) (iv) Shri Mahila Griha Udyog Lijjat Papad (v) any two: hard work, managing finance and people, coping with set-backs, networking, good communication

Last-night summary

- Work = activity for a purpose; meaningful work = useful, responsible, enjoyable. Job (income), career (advancement, life management), calling (the work itself); livelihood = means to meet basic needs.
- Crafts: Shola-Odisha, Channapatna-Karnataka, Warli-Maharashtra, coconut-Kerala, bamboo-Assam. Revival: design, training, IPR, eco-materials, packaging, marketing.
- Sex = biological; gender = socially constructed. Home-makers' work is economic. Double burden. Article 16(1); Factories Act s.48 (crèche, more than 30 women); Maternity Benefit Act 1961.
- KGBV: SSA → Samagra Shiksha; residential; bridge course; Class VI to XII; backward blocks. BBBP (2015): survival, protection and education of the girl child.
- QWL: employees are assets. 10 WHO life skills. Soft skills. Dignity of labour; values and ethics.
- Ergonomics = study of humans at work; Human Factors Engineering; 4 pillars; fewer injuries, more productivity, better morale. Entrepreneur = calculated risk-taker; social entrepreneur = social catalyst.