UNIT I

WORK, LIVELIHOOD AND CAREER

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LEARNING OBJECTIVES

After completing this chapter, the learner will be able to:

- explain meaningful work, livelihood, careers and entrepreneurship.
- understand the concepts of standard of living and quality of life.
- know the importance of social responsibility and volunteerism.
- explain the attitudes and approaches that contribute to quality of work life and successful careers.
- be sensitive to the issues of work in relation to traditional occupations and special groups namely women, children and elderly.
- describe the characteristics of a healthy work environment

INTRODUCTION

Deciding a career for oneself is not an easy task. On one hand, there are several career avenues to choose from, and on the other, for a young person, aptitude and talent are yet to be identified and recognised. Also in some cases, interests are very diverse. Thus, it is not easy to make a choice. In order to make the right choice, it is essential that youth be exposed to different possible options. First, it is important to explore oneself in order

to identify one's own aptitudes, talent, personal preferences, needs and aspirations. Then the exploration of options must start, in which one tries to combine one's strength for personal benefit as well as social contribution. An appropriate choice will bring the person success and satisfaction.

Work and Meaningful Work

Work is primarily an activity that all human beings have to perform and through which each one 'fits' into the world, creates new relations, uses an individual's unique talents and skills and above all, learns and grows to develop one's identity and a sense of belongingness to society. Work can be described as essential activities undertaken for a purpose or out of necessity.

Work is central in all cultures, although every culture has its own values and perceptions about it. In fact, work essentially constitutes the bulk of daily life activities for all human beings. The type of work undertaken by people depends on several factors such as education, health, age, access to opportunities, globalisation, geographic location, financial returns, family background and so on.

Most human beings work to acquire money, provide for their families, and to earn leisure, recreation, play and free time. Work can serve as a catalyst for developing one's personal identity and boosting self-esteem. Work contributes in many forms. When we work, we contribute to ourselves—our sense of confidence or well-being and for financial gain. We also contribute to the organisation that employs us by helping to create better products or a better reputation for the organisation, or greater profits. Our work has an impact on the quality of life in the world around us.

It can be rightly said that 'work is the oil that lubricates the machine of society'. Not only human beings, but all creatures and elements of nature are constantly 'working', contributing to life itself. In fact, it is the collective work of humans and nature that gives us our basic necessities, comforts and luxuries. While in most cases, work primarily enables the worker to earn a livelihood, there are persons who work ceaselessly for pleasure, intellectual stimulation, contribution to society *per se*, despite the fact that they do not earn any amount of money, for example, the work done by family members for the family, volunteers, etc. Thus, work is not always about how much money a person earns; rather it is about whether one makes a contribution to oneself, one's family, one's employers, to society, to nation or to the world.

Work may be viewed as:

- A 'job' and a means of making a 'living'.
- A task, or duty that entails a sense of obligation.
- A means of security of livelihood through securing job and income.
- *'Dharma'* or duty, an expression of one's true Self, an expression of one's unique talents that influences the quality of life of self and others around us.
- A part of spiritual practice.
- A vehicle for one's creations.
- A source of joy and fulfillment.
- Working and earning one's livelihood offers scope for hope, self-esteem and dignity.
- A symbol of status, power and control.
- A rewarding experience, a sort of mental or physical workout that can result in success.
- A means of self development and self-actualisation (reflecting values and aspirations).

When an individual is involved in meaningful work, s/he develops a sense of identity, worth, and dignity.

What is meaningful work? : Meaningful work is useful to society or to others, is done responsibly and is enjoyable to the worker. It enables the worker to use his/her skills and judgment, to showcase his/her creativity, or problem-solving ability. Ideally, work should be performed in an environment that stimulates the development of positive professional relationships and also brings recognition and/or rewards.

When the outcome or result of the work performed is meaningful or successful, it contributes to personal growth, instills confidence and self worth and may eventually even lead to actualisation of full potential. Work provides opportunities to contribute to the improvement of one's own life conditions and that of society in the wider context.

For any person, being involved in work (as an employee or self employed) that best suits one's personal attributes, talents or aptitude, competence and skills is very important. This paves the way for a life long career. So it is important to choose something to sustain the individual's enthusiasm to carry on his/her work. Therefore, the work life for anyone and everyone should ideally be an expression of one's potentials and aspirations. Persons entering work life and also those thinking of building a career can ask themselves the following questions:

- What are my special talents, traits and interests vis–a–vis an occupation?

- Is the work stimulating and challenging?
- Is the occupation likely to give me a sense of being useful?
- Does the job make me feel that I am contributing to society?
- Are the ethos and environment of the workplace likely to be suitable to me?

For most persons, it is definitely imperative and obligatory to earn a livelihood in order to fulfill the basic needs of self and family. Most work can be for earning money – such work is conventionally referred to as a 'job'. However, many individuals choose to go beyond a job, to make a career, working steadily on a chosen career path. Thus a 'career' is more than just a job. One may distinguish between a job and a career by saying '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'.

There have been changes in concepts about careers over the years. It is no longer sufficient to get a job. It is very important to continually upgrade and learn newer skills, update knowledge and build or enhance competencies, in order to achieve success. Thus, in the modern world, education should not stop in youth or early adulthood but needs to continue into one's middle career years and if necessary, into one's later career years.

How does one decide what career to pursue? Many children may choose to follow in their parents' footsteps. Others may select careers that differ from their parents or what their parents might have planned for them. One of the most important criteria for selecting an avenue is that one must feel a sense of keen interest and desire for the chosen path. One of the crucial aspects in making decisions about the choice of career is that one must find enjoyment in the job, particularly when one assumes financial responsibility for the family.

Work, Careers and Livelihoods

Work is a set of activities with an intended set of outcomes. Yet it is not necessarily tied to paid employment, but may include entrepreneurship, consulting, volunteerism, contract, social work for community welfare and other professional activities. Livelihood denotes the means and occupation by which a person supports oneself to meet basic needs, and sustain one's lifestyle. It involves choice of occupation and career path and the design of a work lifestyle. On the other hand, careers are unique to each person and are dynamic, unfolding throughout life. Career is a life management concept. Growing in one's career is a lifelong process that involves managing roles, maintaining a balance between paid and unpaid work, learning, personal life roles, and making transitions whenever or

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wherever necessary to move towards a personally determined future. The Webster dictionary defines career as "a field for or pursuit of consecutive progressive achievement especially in public, professional, or business life" and work as "the labor, task, or duty that is one's accustomed means of livelihood/profession or occupation chosen as one's life's work". Whatever one chooses, in a holistic sense it should nourish body as well as mind and benefit self as well as others.

Work has several perspectives. By and large, the popular connotations of work are:

(i) *Work as a job and livelihood:* Here work is mainly a source of income enabling desired outcomes; for instance, doing a job to support one's family. The person finds job satisfaction primarily from the income earned.

(ii) *Work as a career:* The person views his/her work as a path to progressively ascend professionally in terms of higher posts/positions, status, pay, and responsibility. A person who works for a career will dedicate considerable amounts of time and energy to the work, because these are temporary costs of future gain. Such a person gets job satisfaction from continuing advancement and achievements.

(iii) *Work as a calling:* Seeing work as a calling, a person derives satisfaction from the work itself. The person feels called to do the work based on inner drives and the feeling that the work derives from an inner or higher direction.

The following anecdote illustrates the concepts discussed hitherto: *Three men were breaking boulders with strong hammers. When asked what they were doing, the first man answered, "This is my job, I am breaking these rocks into smaller pieces". The second man said, "This is my livelihood. I break rocks to make a living in order to feed my family". The third man said "I have a vision, to become a sculptor and therefore I am carving a statue out of this big stone".* The third man, visualised that each hammer blow would contribute to the shaping of his career, while the first and second men were clearly focused on their job and livelihood.

REVIEW QUESTIONS

- What are the different ways in which work can be perceived?
- Differentiate between job and career.
- What is meant by meaningful work?

Work, Rest and Recreation

Human beings work, as per choice, circumstances or necessity. The type and amount of work are closely related to the work conditions. They determine productivity and outcomes which are important aspects of work life. To ensure better output and productivity, all human beings perforce need to rest, relax, recoup from fatigue and refresh themselves. Therefore, to ensure good quality of life and well being, it is important to avail of opportunities (even make time) to rest, involve in recreational and leisure activities. Leisure activities or recreational activities are those activities that provide rest, pleasure, involvement, typically promoting fun, enjoyment and well-being. Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

In order to guard against burnout, professionals (and students) should take rest and relax, so that their productivity is not affected. One of the most common and effective methods is to engage in some form of recreation. Recreation is any activity that allows the body, mind and/or spirit to rest and recover from hard work, which may be physical and/or mental.

In fact, the concept of 'eight-hour day' or '40-hour work week', originated in the Industrial Revolution in Britain, where industrial production in large factories transformed working life and imposed long hours and unregulated, poor working conditions. The use of child labour was common and prolonged hours of work, ranging from 10 to 16 hours for six days a week, prevailed. Thus, emerged the slogan " Eight hours labour, eight hours recreation and eight hours rest".The eight-hour day movement forms part of the early history leading to the celebration of Labour Day or May Day in many nations and cultures.

Rest and recreation are essentially for relaxation from work; the brain can stop thinking and worrying, the nerves and muscles are given a chance to rest for some time and become energised. This can be accomplished by changing the kind of work or activity one is doing. Activities that one indulges in for relaxation should be restful, healthy and joyful.

Spending some quiet hours at home with the family is better than the excitements and distractions of a club. A brisk walk will accomplish more than spending time in worthless activities. Watching television is one of the largest leisure or recreational activities; using computers, playing computer and video games, reading, playing sports, listening to music, watching films, gardening, swimming, singing, etc. are examples of recreational activities. In short, it means one should engage in something one enjoys, such as a hobby, a favourite sport or other pastime.

Standards of Living and Quality of Life

People work in exchange for money. This is known as income. The money is used to obtain the goods and services required to survive. The more money one earns, the larger is the contribution to the economic cycle of the nation. This helps to improve the standard of living and betters the quality of life.

'Standard of living' generally refers to the wealth and level of comfort, material goods and necessities available. It is the ease by which people living in a time or place are able to satisfy their wants. Economic standard of living concerns the physical circumstances in which people live, the goods and services they are able to consume and the economic resources they have access to. Basic necessities such as adequate food, clothing and housing are fundamental to wellbeing.

Standard of living commonly refers to the following factors:

- Income
- Quality and availability of employment
- Cost of goods and services
- Gross Domestic Product (GDP)
- National economic growth
- Quality and affordability of housing
- Number of paid vacation days per year
- Quality and availability of education
- Incidence of disease
- Economic and political stability
- Social inequalities or disparities
- Poverty
- Infrastructure
- Amount and hours of work required to purchase necessities
- Affordable access to quality healthcare
- Life expectancy
- Political and religious freedom
- Environmental quality
- Safety
- Climate

Standard of living is often used to compare different areas or countries or to assess the progress of a country by comparing the standard of living at different points of time.

One measure of standard of living is the Human Development Index (HDI), developed in 1990 by the United Nations. It considers life expectancy at birth, adult literacy rates and per capita Gross Domestic Product (GDP) to measure a country's level of development.

> GDP is the value of all goods and services produced within the geographic boundaries of a nation/region within a specific period of time (generally, a year). It is commonly used to measure national income and output (economic output).

'Quality of Life' takes into account not only the material standard of living but also other intangible aspects of human life such as leisure, safety, cultural resources, social life, physical health, environmental quality, etc. The United Nations' Universal Declaration of Human Rights, adopted in 1948, has provided a list of factors that can be considered. It includes many things that citizens of many developed countries take for granted, but are not available in a significant number of countries around the world. Although this declaration is more than 68 years old, in many ways it still represents an ideal to be achieved.

Factors that may be used to measure quality of life include the following:
- Freedom from slavery and torture
- Equal protection of the law
- Freedom from discrimination
- Freedom of movement
- Freedom of residence within one's home country
- Presumption of innocence unless proven guilty
- Right to marry
- Right to have a family
- Right to be treated equally without regard to gender, race, language, religion, political beliefs, nationality, socioeconomic status and more.
- Right to privacy
- Freedom of thought
- Freedom of religion
- Free choice of employment
- Right to fair pay
- Equal pay for equal work

- Right to vote
- Right to rest and leisure
- Right to education
- Right to human dignity

The two indicators, i.e. standard of living and quality of life, help us get a general picture of what life is like in a particular location at a particular time.

A higher standard of living means a higher quality and quantity of goods and services available to individuals and to society, contributing to material well-being. The gross domestic product per person (GDP per capita) is often used as a measure of the standard of living. An increase in GDP is associated with greater material well-being and thus with a higher standard of living.

The right to an adequate standard of living is enshrined in Article 25 of the Universal Declaration of Human Rights. "Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control. Adequate for health and well-being means *adequate food, clothing and housing.* Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection".

It is a fact of life that 'all people are not equally endowed' due to several reasons. Therefore, it becomes the responsibility of those persons who have more 'advantages' to help those who are 'disadvantaged'. It is estimated that about one third of the world's poor are in India.

What is poverty line? It is the minimum level of income deemed necessary to achieve an adequate standard of living in a given country to cover necessities such as food, clothing, housing. If the family income is below the figure specified, it is termed a 'BPL family' (Below Poverty Line family). The poverty line changes over time and varies by region and is defined differently by different governments and institutions.

Development is the key to reducing poverty. However, the pace of development of a nation or a group depends on the productivity and success of all its members. Hence, in this context, it is important to realise that all members of society should make conscientious and concerted efforts to help the disadvantaged to have a better life. It is often said that one should give back to society what one receives and gains from it.

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Social Responsibility, Volunteerism, *Shramdaan*

Social responsibility was viewed in the past by some people as the prerogative of visionaries and missionaries who believed they could make a difference to the lives of people who did not have adequate resources. However, in the modern day, this approach has become essentially a 'welfare model' for helping the disadvantaged groups in society. A mature outlook, genuine liking for people, concern for their welfare, patience, no prejudices about class, culture, religion or race make up a social worker's personality. The ability to work in difficult conditions, accepting and tolerating problems, is required of social workers. Majority of those engaged in social work are dedicated, conscientious people.

Social responsibility entails actions and procedures, particularly on the part of governments, institutions and corporates, to help individuals in need and to promote total well-being of the society. These efforts may address several needs such as improving the economic situation of people in need, education, sanitation, agriculture, and many other aspects of their lives including physical and mental health, care of the elderly and differently abled. Social responsibility is about how people, communities and institutions in a society take action to provide certain minimum standards and certain opportunities.

Volunteering is the practice when a person works for others without any motive of getting financial or material gain. Here volunteerism can be described as contributing one's time, talents, skills, energy, for charitable, educational, social, political, or other worthwhile purposes. It is generally altruistic and is undertaken to promote quality of life. Volunteering has a meaningful, positive impact on your community. Sometimes volunteering can help to gain skills. Volunteering takes many forms and is performed by a wide range of people. Many volunteers are specifically trained in the areas they work in, such as medicine, education, disaster relief and other natural and man-made calamities.

When students volunteer in areas in which they are specifically trained and have skills such as nursing, early childhood education, care of the elderly etc., it is spoken of as skills-based volunteering. Other areas for

volunteering include environmental volunteering. Volunteers can conduct a range of activities that contribute towards environmental management including environmental monitoring, ecological restoration such as re-vegetation and weed removal, and educating others about the natural environment. eVolunteering is a modern trend. It is also known as virtual volunteering, online volunteering or cyber service and teletutoring. For this, the volunteer helps with selected tasks, in whole or in part, using the computer and Internet.

Shramdaan, Seva, Kar Seva

Every human being seeks satisfaction and fulfillment in life. In this search, many think beyond monetary considerations and involve themselves in activities that are in the interest of less endowed or marginalised people or even to preserve nature. Thus, the need for a balance between the two attributes – the spiritual and the material–is indeed the essence of human happiness and dharma. *Seva* or service to others has been undertaken by innumerable persons for this purpose. It is believed that *seva* helps to relax the mind and makes one less self-centred. Social service and selfless activity also help to enhance creativity and innovation. One refreshes not only one's mind, but also one's whole personality. The concept of equity and justice is an integral component of human life and Indian culture. Mahatama Gandhi, the Father of our nation, is globally reputed as a leader who understood and practised this.

Shramdaan has been practised by Indians, wherein '*shram*' denotes effort and '*daan*' means donation. In India, there are innumerable examples of individuals, groups and organisations that work towards 'doing good to others'. This effort serves dual purposes: it helps the person to understand his/her own nature better and assists in fostering a sense of self-worth and also leads to individual transformation and empowerment. *Kar Seva* is another type of *shram daan* where the *'Sevaks'* volunteer free services for a religious cause. It originates from the Sanskrit words *'kar'* meaning hand and *'sevak'* meaning helper. You may have heard of the *'kar seva'*/ voluntary service offered at the Golden Temple in Amritsar.

At the societal level there is collective upliftment and joint efforts to solve any problem ranging from road building, improving sanitary conditions, water conservation, economic benefits as well to working for the cause of alleviating oppression of gender, class or caste. This is born out of the philosophy of equality of human beings, dignity of labour and the concept of people capable of helping themselves. In the past in India, communities joined hands to undertake welfare activities for the community as a mark of their contribution to the land that sustained them. This was also supported

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by the principle that every person has a purpose and unique talent to give to others, the blend of which leads to an offering of service to others. It is also believed that service and *shramdaan* are good 'stress-busters'. Thus a triad of spiritual belief in duty to oneself and others coupled with yogic way of life and service and *seva* are vital for coping with the mental and physical demands of daily life and work pressure.

Individuals involved in helping professions, social work, social responsibility initiatives and activities are committed to the dignity, worth, and value of all human beings, regardless of social class, race, colour, creed, gender or age.

In recent times, Corporate Social Responsibility (CSR) is being increasingly integrated into business by large companies with a view to sharing their profits with society. Corporate leaders and companies take responsibility for the impact of their activities on the consumers, employees, communities, stakeholders and all other members of the public and the environment. Current approaches in CSR include community-based development projects such as early childhood education, enriching school education for children, skill training for adults, reduction and prevention of malnutrition, morbidity and mortality, health promotion in rural and tribal areas, adult education programmes, non-formal education, providing income generation activities and market channels, promoting region-specific eco-friendly practices, water conservation, environmental sanitation, providing R&D support and promotion of natural fibres, textiles, eco-friendly dyes, embroideries, other crafts. The practice of CSR has come to stay and indicates that this trend will grow and become stronger. This creates opportunties for persons with interests and aptitude in social services and community welfare, sustainable development and environment management.

ACTIVITY 1

Field visit: Organise field visits to at least three NGOs who are involved in different types of voluntary efforts. Encourage the students to write reports on the objectives and activities of the NGO, the type and coverage of participants in the services rendered, the students' reflections and comments.

ACTIVITY 2

Form groups of students, each group having not more than 6-8 members. Students should be encouraged to access internet and study one of the following.:

a) NGO interventions at the national level.

b) NGO interventions at the international level.

c) Government of India /State Government/Municipal initiatives.

d) Corporate Initiatives /Corporate Social Responsibility.

Direct each group to discuss success stories.

Discussion points

- Sharing of information regarding objectives and activities.
- Outreach activities that are currently done and those that could be done.
- Scope of future interventions by the NGOs.
- How the younger generation can be involved in voluntary efforts.

TRADITIONAL OCCUPATIONS OF INDIA

India is one of the richest countries as far as art and culture are concerned. Few countries in the world have such an ancient and diverse culture as does this country. Despite diversity, there has been cultural and social cohesiveness of an enduring nature. Over the years, the stability of this culture has been maintained more through the social and cultural practices, though there have been some disruptions through foreign invasions and upheavals.

Agriculture has been one of the major occupations for a large proportion of the population because the climatic conditions in most parts of India are suitable for agricultural activities. Since almost 70 per cent of the population lives in rural areas, farming is the largest source of employment for millions of people. A considerable proportion of them are involved in farming small plots of land, many of which may not even be owned by them leading to only marginal production of crops. Such poor yield may not be even sufficient for family consumption, leave alone permitting sale of produce for profit. In most parts of the country, some farmers produce cash crops for sale in urban markets, and in some areas, crops such as tea, coffee, cardamom and rubber are of great economic importance because they bring in foreign exchange. India is the largest producer of cashew nut, coconut, milk, ginger, turmeric and black pepper in the world. It is the one of the largest producers of fruits and vegetables, spices and condiments and tea. Yet another important traditional occupation has been fishing because of the country's very long coastline.

Handicrafts have been one of the traditional occupations in Indian villages, and today many Indian arts and crafts are very popular in the international market and have become a means of livelihood for the rural folk. Some examples of crafts are wood craft, pottery, metal craft, jewellery making, ivory craft, comb craft, glass and paper craft, embroidery, weaving, dyeing and printing, shell craft, sculpture, terracotta, sholapitha craft, dhurries, rugs and carpets, clay and iron items, etc. Weaving is a cottage industry in India. Each state has typical woven fabrics, embroideries and traditional costumes which are suitable for the region-specific climate and life style. Different regions in India are famous for different types of weaving. Indian hand-woven fabrics have won acclaim for centuries.

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In the past many of these were made for daily use and others for decorative purposes. These occupations and many others are reflective of the base of the socio-economic culture. However, the modern economy has catapulted such craft items into the global market, earning the country considerable foreign exchange.

Shola craft of Odisha

Channapatna dolls of Karnataka

Stone Sculpture

Traditionally, the processes, techniques and skills of the crafting and manufacturing were handed from one generation to the next, to members within the family. The transfer of this indigenous knowledge and training thereof, was primarily home-based training, and the know-how and finer nuances were tightly guarded secrets within closed groups in a given occupation. In India, the dynamics of religion, caste and occupation have been tightly interwoven, coupled with hierarchical order of clusters within the social fabric of the country. There are hundreds of different traditional occupations, for example, hunting and trapping birds and animals, gathering and selling foreign produce, garland making, salt making, tapping of *neera* or palm sap juice, mining, brick and tile making. Other inter-generational traditional occupations include priests, sweepers, scavengers, leather workers, etc.

Like weaving, embroidery and the visual arts, each region of India has a typical cuisine, comprising a vast variety of local foods cooked with indigenous ingredients and spices. India is well known for its tasty, tongue-tickling cuisine which has emerged as a source of livelihood for innumerable persons, ranging from street food vendors to speciality restaurants and theme pavilions in 5-star hotels. Many popular traditional foods and spice mixes and *masalas* are in demand in other countries.

Embroidery and Textiles of India

India has a multiplicity of visual arts that have been in practice for over four thousand years. Historically, the artists and artisans were supported by two main categories of patrons: the larger Hindu temples and the princely rulers of various states. The main visual arts arose in the context of religious worship. Distinctive regional styles of architecture are seen in different parts of India, reflecting various religions namely Islam, Sikhism, Jainism, Christianity and Hinduism, which typically co-existed across the country. Therefore in different places of worship and mausoleums (burial chambers), palaces, etc. a great variety of images skilfully carved in stone, or cast in bronze or silver, or modeled in terra-cotta or wood or colourfully painted were commonly prevalent, most of which have been preserved in India's vast heritage. In the modern scenario, these arts are preserved and promoted through the efforts of government and several non-governmental organisations, providing occupational avenues including entrepreneurship.

Warli Painting of Maharashtra

Puppetry Craft

Despite the rich heritage of traditional occupations, in the modern context, these works of art are gradually losing out to mass–produced goods, leaving the artisans with meager sources of income on the one

hand and a gradual erosion of the aesthetic appreciation of fine arts on the other. Illiteracy, general socio-economic backwardness, slow progress in implementing land reforms and inadequate or inefficient finance and marketing services are major constraints that cause this trend. Shrinkage of forests, depletion of resource base and general environmental degradation are responsible for various problems faced in this context.

Coconut craft of Kerala

Bamboo craft of Assam

These are tremendous challenges and indicate an urgent need for the revival and sustaining of the indigenous knowledge, know-how and skills which are fast losing ground. Some of the areas where interventions are required are design innovations, preservation and refinement strategies, use of eco-friendly raw materials, packaging, establishment of training facilities, conservation of traditional knowledge and protection of intellectual property rights (IPR). It is important for the modern youth and communities to be aware of the tremendous scope and potential for career avenues for individuals. In addition, such efforts and initiatives will go a long way to enhance the income generation potential of the rural folk. It is worthy to note that the Government of India is making concerted efforts in this direction. The need of the hour and the challenge confronting Indian society is to maintain the diversity without the hierarchy or caste-based work divisions in the democratic milieu.

ACTIVITY 3

Visits to local artisans can be arranged by the school. This may be followed by students preparing resource file on the local traditional arts, crafts, cuisines.

ACTIVITY 4

An exhibition may be organised to showcase the local traditional arts and crafts.

WORK, AGE AND GENDER

The age and sex of members of any workforce influence the dynamics of personal and professional lives, both from the perspective of the individual (micro perspective) and also that of society and nation(macro perspective). The health and development of children and women is at stake when they are forced into labour that is not suitable to their physiological and psychological state. These segments of the population as well as the elder population need attention from several perspectives. Let us briefly discuss the challenges facing these three groups.

Gender Issues in Relation to Work

Nature distinguishes the two sexes clearly in most forms of life, with biological and functional differences being well established. Human beings generally differentiate between the two sexes, i.e. men and women. However, lately India's Supreme Court has recognised transgender people as a third gender who are also refered to as transsexual, cross dressers etc. The differences between men and women range from biological to socio-cultural. The terms '**sex**' and '**gender**' indicate the differentiations from the biological to the social and cultural perspectives. The term sex and gender are often used interchangeably, but strictly speaking they have different biological meanings. Sex refers to the bilogical categorisation based on genetics, reproductive organs or similar things, whereas, gender is based on social identity. Male denotes boys and men whereas female denotes girls and women. The external manifestation of sex is through the primary sexual organs or the genitals. This difference is due to XX and XY or some other chromosome combinations. In every society, the social and cultural practices determine how various genders are expected to behave and the type of work they do, thus constructing the identity of individual's right from an early age which slowly continues to impact all throughout their growth and development. The members of any society or community are expected to perform their roles in particular ways as demanded by social and cultural traditions thereby creating and establishing norms of gender role identity. Over a period of time, these norms and practices become stereotyped and then it is considered the normal and expected behaviour from each one of its members. Although these norms and practices are

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not written down and there is no rule book for these, they are generally passed on from one generation to another and continue to be practised. Therefore, it is said that *Gender is socially constructed.*

Any deviation from that normal and expected becomes unconventional, non-traditional and sometimes even defiant. However, with time roles and behaviours are evolving, resulting in 'continuity with change'. It can be seen that the age old assigned roles as bread winner for men and as home maker for women are in transition. However, in India, women have all along been engaged in production and in some societies even in marketing. In rural India, women are intensively and extensively involved in agriculture and animal husbandry. In urban areas, women are involved in construction activities or are employed as domestic labour. All these are working women and have been contributing to the income of the family in one way or the other. In many families, women are the sole bread-earners.

Despite their active participation in earning and contributing to the family resources, freedom to make decisions and vogue to independence are denied to women. Women therefore continue to remain powerless. The need of the hour is to educate and empower women and give them their rightful voice and place in society.

Women cannot be empowered until the work they do at home is valued and is considered equivalent to paid work. The work performed by women as homemakers has rarely been valued or even counted as an economic activity. However, there is a saying 'money saved is money earned'. The household chores and the domestic work that women do to support the family, in all stages of their life as mother, sister, daughter, wife and grandmother, demands energy throughout their lifetime. Such contributions help other members of the family to perform their roles and duties more efficiently. Therefore, domestic work done by women needs to be valued as an economic contribution and productive activity.

Women's participation in the workforce outside the home has helped emancipate the woman as well as improve the family's resources. Women have started participating in each sector of the economy, many of them occupying senior positions. However, this has placed a double burden on women, since they are still expected to perform most or all of their household chores and be the primary caregivers.

Issues and Concerns Related to Women and Work

Opportunities of participation by women in the labour market have declined and they have been marginalised due to the need for skilled workers. Therefore, to safeguard the interests of women, training facilities to develop skills need to be increased. Primary earning members are considered to be

men and women's earnings are considered supplementary and secondary, and even if they are sole bread earners, they do not have a similar standing in the market. Some of the other issues concerning women in modern India are stress and adverse effects on health, security and safety at work places without gender discrimination, maternity benefits and social support for child care.

Constitutional Rights, Acts and The State Initiatives: It is important to note that the Constitution of India guarantees equality to both men and women in all walks of life, including guaranteeing equal opportunity for all citizens in matters relating to employment or appointment to any office under the State and forbids discrimination in respect of any employment or office on grounds of caste, creed, colour, race or sex. It also stipulates that women workers be provided just and humane conditions of work and be protected from any kind of exploitation, and be supported and encouraged in their educational and economic pursuits. The Indian Constitution also empowers the State to make special provisions for women and children. Also, there are Acts which safeguard Constitutional rights of women such as the Factories Act of 1948, the Plantation Labour Act of 1951, the Mines Act of 1952, etc. which provide protection to women in various industrial sectors, Employees State Insurance Act (ESI Act) and the Maternity Benefit Act, 1961.

> Article 16 (1) of the Constitution of India guarantees equality of opportunity for all citizens in matters relating to employment and appointment to any office under the state.

Besides this, Section 48 of the Factories Act states that creches should be maintained if more than 30 women are employed in an industry or factory. Children below six years should be looked after in these crèches which will be maintained by the industry itself. Many state initiatives were taken to improve the condition of women in employment and in need of employment. Women's cells were created in the Ministry of Labour to look at the problems of women workers. The Equal Remuneration Act for equal wages for the same work or work of a similar nature also came into force. A National Plan of Action (NPA) for women was taken up by the Department of Social Welfare to implement the Equal Remuneration Act. A working group on women's employment was also constituted by the Planning Commission for enhancing the employment opportunities for women belonging to rural areas and to review the labour laws on women's work and their participation in economic and productive activities. A steering

committee to build the data base on women's work, particularly in the rural areas, was also formed by the Planning Commission.

Over the years there has been a paradigm shift in the ways women's programmes have been initiated. During the earlier decades the programmes for women were based on the welfare approach, slowly it moved to equality of opportunity and then finally to development approach. It was realised that until women's development programmes are in full swing benefits cannot be reaped as women are part of human resource. Although in some sectors women have been achievers, economically and financially they have to march long roads to achieve equal partnership with men. The mindset has to be modern. The attitude and approach have to change to ensure dramatic transformation in the way gender issues related to work are approached in the society.

Kasturba Gandhi Balika Vidyalaya (KGBV): KGBV was initiated as a scheme of Government of India under *Sarva Shiksha Abhiyaan* (SSA). Currently, it is subsumed under *Samagrashiksha,* an overarching scheme and the umbrella programme of Government of India for the school education. KGBV started as a scheme for bringing never-enrolled and dropout girls from rural, remote and disadvantaged sections of the society into school education till elementary level in residential schools. The scheme now has been extended till Class XII to ensure inclusive and equitable quality education at all levels of school education. All the girls enrolled in KGBVs study the Bridge Course for preparing them for the entry level. The entry level in KGBVs for these girls is Class VI. The KGBVs have been opened in backward blocks of each district. This scheme also helps in the implementation of 'Right to Education Act' (RTE) of Government of India.

Woman Entrepreneur

Kiran Mazumdar Shaw (a Biotechnologist), the Chairperson and Managing Director of Biocon India Ltd., is an eminent woman entrepreneur. She started her professional career as a trainee brewer in Carlton & United Beverages and in 1978 formed her own company, Biocon India Ltd. Under her leadership, Biocon has transformed to an integrated biopharmaceutical company with strategic research initiatives. Today Biocon is India's pioneering enterprise. Kiran Mazumdar Shaw received many prestigious awards such as ET Business Woman of the Year, Leading Exporter, Technology Pioneer and Best Woman Entrepreneur. In 1989 she was honoured with Padmashri and in 2005 with Padma Bhushan. She continues to be a model entrepreneur and a successful technocrat of global understanding.

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REVIEW QUESTIONS

- What do you understand by the terms gender and sex?
- Who are home makers? What is their contribution in the economy of the family?
- How will the women get recognition in the family and the society?
- How are women guaranteed equality in India?
- What are the government initiatives in favour of women?

ACTIVITY 5

Find out about organisations or individuals in your region who are helping women to become empowered and self-reliant.

Make a scrap book and display for the entire school.

ACTIVITY 6

Collect information on women in your region who have contributed significantly to society.

ACTIVITY 7

Prepare a power point presentation (with the help of teachers) of distinguished women in Science, Technology, Mathematics, Sports, Education, Literature, Medicine and other important areas.

Organised Efforts for Empowerment of Women

Shri Mahila Griha Udyog Lijjat Papad is an organisation of, by and for women. Its objective is to provide employment to women to enable them to earn a decent and dignified livelihood. This society was started in 1959 with 7 members and in 1966 it was registered under the Bombay Public Trust and Societies Registration Act. During this period it also got recognition from Khadi and Village Industries (KVIC) as a 'village industry'. Later *Lijjat* was also awarded 'Best Village Industry'. Today their products include *Khakhra, masala, wadi,* detergent powder, *chapattis,* cakes and other bakery products. The society gives self employment to about 45,000 members all over India with the sales turnover of ₹ 1,600 crores annually including export to many countries, paving the way for women to become self-reliant.

CHILD LABOUR AND CHILDREN'S WORK

In the global scenario, in all cultures children do a variety of work, although the type of work and work conditions differ. Such work takes place along a continuum. It ranges from work that is beneficial for enhancing a child's development without compromising on the child's education, schooling, recreation and rest. Such work is generally 'light', undertaken before or after school hours, such as helping in farm work, in family business or light household errands. At the other extreme is the work that children are compelled to do under exploitative and often harmful conditions, wherein their holistic development is hampered, opportunities for education denied and are hazardous to the physical and mental health of the child.

The term 'child labour' generally refers to any economic activity performed by a person under the age of 15 years, as defined by the International Labour Organisation (ILO) of the United Nations. Child labour is a matter of global concern. Governments and international agencies have passed age regulations for work, which differ across the world. For example the legal minimum age for all work in Egypt is 12 years, in the Philippines and India it is 14 years and in Hong Kong, 15 years. ILO conventions allows light work at age 12 or 13, but hazardous work not before 18 years. The ILO has established a general minimum age of 15 years in countries where compulsory schooling is completed by 15 years. This is the most widely used yardstick when establishing how many children are currently working around the world. The World Bank projects that over 40 million children are employed. In India alone, more than 15 million children in the age group of 5 to 14 years are involved in various types of work, both remunerative and non-remunerative, including domestic work.

Not only is the age a matter of concern, but the type of work and work conditions are important considerations. Internationally, experts have identified hazards that include working with unsafe machinery, hazardous substances (like insecticides, herbicides), heavy lifting and extreme temperatures. In deep-sea fishing, children are made to dive to depths of up to 60 metres to attach nets to coral reefs, risking exposure to high pressure and attacks by carnivorous and poisonous fish. Children may be involved in manufacture of glass bangles, matches, fireworks or bricks where they may be exposed to noxious fumes and radiant heat from the molten substances. Stepping on or handling hot broken glass; exposure to hazardous chemical mixtures; stuffing cracker powder into fireworks, risking fire and explosion; exposure to silicate, lead and carbon monoxide; carrying excessive weights; and burns from ovens through the processing of clay in the making of bricks are all hazardous. In the Child Labour Act of our country, more than 50 professions that are hazardous for children

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have been listed. This includes domestic work in homes and working in the hospitality sector, specifically in hotels and restaurants.

It is not uncommon in many homes in India to hire young girls as domestic workers. Their education, health as well as physical and emotional well being are likely to be neglected and jeopardised. As citizens of this country and from the perspective of human rights, it becomes our duty to help in stopping such practices. Communities need to be sensitised towards the issues of child labour, harassment of domestic workers. We must be prepared to help the girl child, and her immediate family, to pursue her school education as well as to equip her with life skills and other skills for self reliance.

Several reasons at societal and family levels push children into work. They include poverty and family debts, rural-urban migration of the families, dropout from school, domestic abuse, loss of parents, attraction towards the world of "glamour", truancy, among many others.

Two UN agencies have directed their attention to the prevention of child labour worldwide: the United Nations International Children's Emergency Fund (UNICEF) and the International Labour Organisation (ILO). They have helped define the problems and develop international legal frameworks to correct them. As a result of their work, we now have several international treaties (or conventions) banning child labour and identifying concrete legal measures for governments to take. There are about 20 such international treaties against child labour. Once a country ratifies a convention, UN bodies monitor compliance and hold countries accountable for violations. The need of the hour is strong enforcement at the national level. Among other things, governments are expected to:

1. introduce action programmes to remove and prevent the worst forms of child labour;

2. provide direct assistance for the rehabilitation of children and their social integration;

3. ensure access to free education;

4. identify children at special risk;

5. take account of girls and their special situation.

Governments must also report regularly to the ILO regarding the application of the Conventions and be accountable for all allegations of violations.

The strategies employed in different nations range from policy and legal provisions made by the government to non governmental and voluntary efforts by groups and individuals, many of them involving youth and students in the advocacy initiatives.

Students have been involved in raising funds to build schools and treatment centres for child workers. For example, Free the Children, is a Canadian-based student organisation formed by Craig Kielberger a 13-year old student. This organisation has raised funds to build schools in South Asia (http://www.freethechildren.org). Many corporate bodies have become aware and are consciously making efforts to eliminate child labour.

ACTIVITY 8

Find out if the Government of India has ratified the conventions concerning child labour (A status of countries and their actions concerning Convention No. 182 is available at http://www.globalmarch.org/convention-campaign/index.html).

ACTIVITY 9

Identify hazardous occupations in which children in India are involved.

ACTIVITY 10

Identify local initiatives or campaigns to prevent child labour.

REVIEW QUESTIONS

1. What do you understand by child labour?
2. Describe the life and plight of any child whom you have seen working as a domestic labourer or as a worker in a *dhaba* or a small restaurant.

WORK AND THE ELDERLY

All over the world, 'old age' is signified by chronological age. By and large, particularly in India, 60 years is considered to be the criterion to categorise adults as 'older adults' or 'senior citizens'. At this juncture, it is important to note that 'old' may be considered derogatory and therefore terms like 'senior citizen', 'elderly', 'aged' are to be preferentially used. For working people (men and women) the significant indicator of old age is retirement

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from active work. In general, society views ageing with fear and reluctance. One of the biggest misconceptions is that older persons should retire from active work. Other misconceptions are evident with some employers, some of which are : the aged cannot be trained in new processes or technology, they are not as efficient or as productive as younger workers, they get sick and are absent more often than younger workers, and they are comparatively more rigid than younger adults.

In fact, just chronological age does not signify inability to work further. Advances in medical and health care and technological developments have not only enhanced longevity but also help persons to remain physically healthy, mentally alert and capable of productive work.

Many senior citizens would like to continue working beyond the traditional retirement age for several reasons such as:

- Enjoyment in work.
- Gives them self-esteem and self-respect.
- Allows them to make meaningful contribution to society.
- Life of leisure and recreation alone is not satisfactory to some.
- For some it may be an economic necessity (While there are a number of individuals who can retire but *choose* not to, there are also a vast number of individuals who want to retire but cannot afford to).
- The desire to remain independent.

There are innumerable senior citizens who are healthy, active and mentally alert and are contributing immensely in different ways. It has been observed that older workers can indeed be trained to perform new tasks and it is useful to employ older workers for one or more of the following reasons:

- They are experienced and dependable.
- They introduce different forms of style and motivation compared to their younger coworkers.
- Many older workers may accept compensation in kind or perks rather than salary or financial incentives.
- They are less likely to leave and move on to other jobs very easily.
- They are less likely to indulge in irresponsible absenteeism.

A counter argument sometimes offered for continuance of elderly in the work force is that the succeeding generation will be crowded out of the labor market by elderly workers because there is excess supply over demand. Further, it is sometimes felt that they may 'block' promotional opportunities for younger coworkers because some will presumably remain with the same employers and in the same positions. Though it may be true to a small extent, in reality, it is worthwhile to engage the

seniors productively not only because they provide continuity but also in specialised fields, their depth of knowledge, experience and wisdom can have a significant and positive impact. In addition, some employers have found that senior workers tend to offer a 'calming effect' on the younger employees.

The older population faces several problems ranging from absence of assured and sufficient income to support themselves and their dependents, ill health, loss of social role and recognition and non-availability of opportunities for creative use of free time. As people live longer and into much advanced age (say 75 years and over), they need more intensive and long term care, which in turn may increase financial stress on the family.

Traditionally, Indian families respected and provided care for the elderly. Thus older members of the family were normally taken care of in the family itself. The traditional joint family system and social networks provided an appropriate environment in which the elderly spent their lives. In spite of several economic and social problems, the younger generation generally looked after their elderly relatives. However, in the modern world, industrialisation, urbanisation, migration for educational and occupational opportunities as well as growth of individualistic philosophy have resulted in a decline of care of elders by the younger family members. Though the young generation takes care of their elders, living conditions and the quality of life of the elderly differ widely. All of these give rise to a sense of powerlessness, helplessness and low self-esteem. Women, especially those widowed and living alone, are found to be the worst off among the poor and vulnerable.

Therefore, it is essential to address the needs of the elderly. On the one hand, there is a need for changing views about the elderly in society; on the other, it is crucial to provide better care facilities and services, enabling both generations to adapt to changes arising from ageing. In response to these problems, the Government of India formulated the National Policy on ageing in 1999. The Central Government implemented the National Old Age Pension (NOAP) scheme which provides for a pension every month to old people living in conditions of destitution. The NOAP scheme is in operation all over India and reports indicate that the most vulnerable sections of Indian society have benefitted from this scheme. In addition State Governments have introduced schemes for old age pension although the criterion of eligibility and the amount of pension given differ from State to State.

For older persons, life can become meaningful when they have a purpose and satisfying relationships. Working offers unparalleled opportunities to stretch talents, serve others, and engage in meaningful relationships

with people of all ages and cultures. Outside the home, the workplace is typically most people's primary community. Given these benefits, it is crucial to engage senior citizens in meaningful work to the extent possible. This emphasises the numerous opportunities for youth to work with and for senior citizens, in various spheres. These are generally referred to as 'intergenerational interactions and activities', which have been found to be beneficial to both generations. The programmes that are implemented should focus on making senior citizens active and empowered individuals with self-esteem and a positive self-image.

Attitudes and Approaches to Work, Life Skills and Quality of Work Life

Attitudes and Approaches to Work

The attitude towards work is not only about the work / job itself. It is also about how any individual perceives ones' own work situation, handles the circumstances and demands of the job and the various tasks entailed. An individual's experience of job satisfaction or dissatisfaction is considerably influenced by their attitude, rather than being determined entirely by the job *per se*. Further, an individual's perception can be affected by comparisons they may make. For instance, if a person compares only the salary s/he receives with that of another, without taking into account the work responsibilities, the qualifications required, the work output, sincerity and dedication of the other person, there is scope for dissatisfaction. On the other hand, under realistic scrutiny of all aspects (both positive and negative) of one's own job, the possibility of satisfaction and happiness is greater. Most people spend a considerable proportion of time everyday at work. Therefore, the importance of work routines being established along with good health practices such as eating healthy, balanced diets, sleeping well and using leisure time proactively should be emphasised. But often, some people perceive work as something they have to 'do somehow or anyhow' and therefore are unable to enjoy or even think of enjoying the work. However, when a person perceives his/her 'work' as a source of energy, fulfillment and learning, job satisfaction is ensured.

On the other hand, some persons enjoy their jobs, look forward to challenges, handle difficult tasks with a positive outlook and this makes them feel good about their jobs. Similarly, opportunities for progress in their career and to use their abilities, skills and knowledge contribute to personal happiness and the 'quality of working life' of the organisation.

Quality of Work Life

Quality of Work Life (QWL) of employees is considered important by organisations. In this approach, the employees are considered to be 'assets' and it is believed that people perform better when they are satisfied with their work conditions. It is generally accepted that satisfying employees' social and psychological needs is as important as satisfying their economic needs to help motivate them. It incorporates several perspectives which are not only work-based factors such as job and career satisfaction, satisfaction with pay and relationships with work colleagues, absence of stress at work, and opportunities for participative decision making, balance between work / career and home and general feelings of well-being.

All human beings like to survive and thrive in an environment that encourages and motivates them to do all the good work that they are capable of. Therefore, it is crucial to have a culture of creating happy and healthy work environments, not only in the physical and social sense but also in the deeper psychological / mental and emotional aspects. A healthy work environment is a positive work environment. Such an environment can be created by focusing on:

- Paying adequate attention to the individual employee's needs and expectations in addition to organisational needs
- Building a positive work climate
- Motivating individuals
- Being fair and treating people equally
- Ensuring and facilitating technical competence
- Providing an attractive and safe work environment
- Making the job interesting and challenging
- Matching the person to the task
- Delegating wherever necessary
- Fostering team spirit and team responsibility
- Developing employees through training, building confidence, feedback, encouragement and praise, support, positive reinforcement and involvement
- Empowering employees, giving them authority wherever appropriate
- Sustained opportunities for self-development

All of this can help the employer to boost the morale of those involved in the organisation/ work place. In short, any wise employer / manager recognises that people are assets and are the ultimate valuable resource. Hence creating an environment where employees feel a sense of loyalty to

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the organisation and organisational development is as important as self development.

It is important not only to focus on the pay package but also to look at the entire life holistically. It is not how much you make that matters. What is important is whether or not you are able to live your life in a happy way. Look at your life as a whole. Think about your free time, your family, your friends, etc. This will help you to reach retirement age without remorse and regret about why you did not spend them on things that were more important.

One of the prerequisites is to possess and hone certain life skills that will help us to function effectively, with minimum stress and maximum productivity in personal and professional lives.

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.
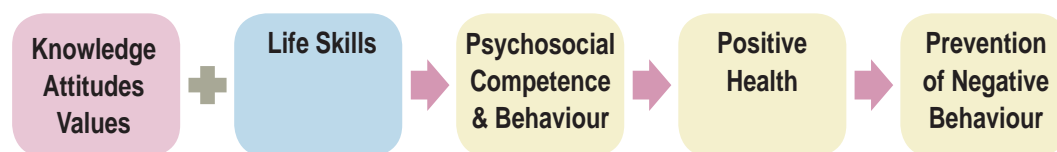
Why are life skills important? Life skills help people to deal with the demands and challenges of everyday life. They are important because they apply across the life span and promote and protect life, health and well-being in all situations. According to the World Health Organisation, life skills are thinking, coping, and social skills, which are abilities that can enhance people's interactions with others and with the environment, and which may even give rise to greater individual resilience in situations of adversity.

Ten core sets of skills have been identified by experts:

Self-awareness	Empathy
Communication	Interpersonal relationships
Decision making	Problem solving
Creative thinking	Critical thinking
Coping with emotions	Coping with stress

Life skills are abilities that enable people to behave in healthy ways, particularly in situations that challenge them. It is important to develop

appropriate skills as indicated above, in order to prevent manifesting unhealthy or negative behaviour. Appropriate and adequate knowledge, attitudes and values enable one to develop healthy life skills, and prevent negative health behaviour as indicated in the conceptual model below:

Knowledge Attitudes Values		Life Skills		Psychosocial Competence & Behaviour		Positive Health		Prevention of Negative Behaviour

Life skills enable people to act in ways that can contribute to personal and social changes for the promotion of their own health and development, as well as that of the communities in which they live. They are needed by individuals to function effectively and constructively in society. They include personal and social skills and help the person to function confidently and competently in their families and in society. Life skills are competencies and actual behaviours which cannot be taught in a classroom; rather experiential learning helps people to acquire them.

Improving One's Own Work Life

Improving work life in totality is crucial for the organisation. However, it is more vital for each individual to consciously improve one's work life and thereby ensure job satisfaction and enhanced quality and quantity of output. Quality of work life from the perspective of the employee/worker is not so much about the job alone but also about how it is perceived by him/her. Towards this it is important to look at one's work as a source of energy, fulfilment and learning. Some general tips in this context are given herein:

- *Develop healthy personal habits.* Take care of one's body, mind and spirit, maintaining a healthy lifestyle, by eating a wholesome diet, taking adequate and appropriate exercise and getting enough sleep. Such a lifestyle is helpful to face challenges and pressures at the workplace.

- *Be empathetic and compassionate.* Interacting with peers, subordinates and supervisors is inevitable and calls for empathetic approach, which in turn will yield positive outcomes.

- All persons at work have to remember the interdependence on each other, personally, professionally and psychologically. Positive attitudes and behaviour and interactions with peers, subordinates and supervisors will generate goodwill all round. People who help

each other tend to experience greater satisfaction and reward and help a person to fulfil her / his own needs. Good communication and interpersonal skills are vital for successful completion of tasks and career development.

- It is important to maintain loyalty and commitment to the organisation and to be *professionally ethical* at all times.

- *Encourage partnerships and work as a member of a team.*

- People who help each other in this way tend to experience greater satisfaction and reward. Interactions with others should generate results for mutual benefit. Work in collaboration with others, respecting and recognising their contributions and achievements.

- It is wise to *be responsive to situations and not reactive*. For example, when faced with a reprimand at work by a senior, it is appropriate to respond by examining the situation realistically and calmly, rather than react with justifications and emotional outbursts. If the reprimand is deserved, one should take corrective measures, including apologising, if necessary.

- *Flexibility, adaptability and problem-solving attitude and skills are core abilities* essential in the work arena, whether you are self-employed or working for others.

- *Be a good citizen and create a healthy community around you.*

- People who follow these tips tend to attract like-minded persons. Together, they can often create a community of like-minded folks who strive to get the job done while serving everybody's needs. For job satisfaction, be a good citizen within your organisation, recognise others for their achievements and work in collaboration with others to effect responsible change.

- *Learn from the lessons of life.*

  Job satisfaction is all about taking those day-to-day challenges, pressures and upsetting situations and turning them into life lessons that allow you to grow and move on as a better, more fulfilled person and professional.

This balance between life and work is not easy to achieve but the ability to positively adapt to societal and environmental change is essential. In any occupation, core abilities/essential workplace skills are the basic requirements. They cannot be taught as 'academic lessons' in schools or colleges, but they are vital to enable persons to become competent, and have to be acquired and honed as one develops as a person.

REVIEW QUESTIONS

1. Explain the terms:
   (a) Quality of work life
   (b) Life skills
2. What is meant by healthy work environment? How can it be created?

Essential Soft Skills at Workplace

- *Working productively* — The worker applies effective work habits and attitudes in his/her job and tasks. This requires sufficient knowledge, skills and expertise as well as experience. Productivity is also influenced by enthusiasm, zeal and dynamism. Involvement with the job and sense of belonging to the organisation are important factors.

- *Learning effectively* — Every individual requires some necessary skills in reading, writing, and computing as well as skills in acquiring information within the field, and ability to use learning tools and strategies. Equally essential is the motivation to work hard and update oneself to keep pace with advances/ developments in one's field in order to be acclaimed/ renowned in the field.

- *Communicating clearly* — Apply appropriate writing, speaking, and listening skills so that one can precisely convey information, ideas, and opinions.

- *Working cooperatively* — Every individual must work with others to complete tasks, solve problems, resolve conflicts, provide information, and offer support. Cultivate a sense of belonging to the organisation

- *Thinking critically and creatively* — Every successful person applies the principles and strategies of analytical thinking, critical evaluation, being innovative and creative.

- *Other skills required* — Concentration, alertness, presence of mind, tactfulness, empathy, soft skills, abilities to train, to delegate and to get others to do their work, forethought and vision, and the ability to multitask.

Work, Ethics and Dignity of Labour

Work, whether a paid job or unpaid work in the home, as a caregiver, or in a volunteer capacity, is fundamental to human nature. Every human being is infinitely worthy; however, in modern times wealth is being given more importance. Whatever the type of work done, or the position held, or financial status, every person deserves respect. The Universal Declaration of Human Rights states that all human beings are born free and equal in dignity and rights. Every individual, through his or her share of work, however big or small, contributes to the betterment of the society.

Dignity of labour means that the person takes pride in whatever she/he does. Abraham Lincoln was the son of a farmer and rose from a penniless boy to become the President of the United States of America. Mahatma Gandhi was a shining example of the dignity of labour. He did sweeping, scavenging and cleaning in his 'Ashram' in Wardha. He never felt degraded or insulted in doing the jobs that some people consider inferior or menial. He used to clean his own toilet, to demonstrate the dignity of labour.

In this context, it is necessary to remember that whatever a person does should be driven by values and ethics. Values and ethics provide behavioural rules. Values are beliefs, preferences, or assumptions about what is desirable or good for humans. Values affect how we practise. There are six important values: service, social justice, dignity and worth of all persons, importance of human relationships and integrity.

Ethics are a formal system or set of rules which are explicitly adopted by a group of people, e.g., professional ethics, medical ethics. Ethics can be defined as 'the rules or standards governing the conduct of a person or the members of a profession'. Being ethical at all times, earns respect of one's colleagues or peers and encourages them also to be ethical. At the workplace, values and ethics help to reduce waste of time and money and simultaneously increase employee morale, confidence and productivity.

In all work settings, generic norms of ethics and dignity are applicable. However, young workers/children and senior citizens as well as the female workforce are special groups and their presence in the workplace has many implications and ramifications in terms of their own quality of life as well as the society at large.

REVIEW QUESTIONS

- What is meant by dignity of labour?
- Explain briefly the role of values and ethics in professional life.

Performance, Creativity and Innovation

Performance can be explained as accomplishment of a given task. Generally performance is measured against standards of accuracy, completeness, cost and speed. Performance of human beings is generally determined by desire and motivation, ability and the capability to do the job. The work environment, including the tools, materials, and information needed to do the job, also influence our performance. The abilities to be resourceful, creative and innovative are closely linked to good performance.

Creativity in individuals is influenced by motivation (your internal motivation and passion to develop something new, different and original), resources (your knowledge, expertise, access to information) and creative thinking. Creative thinking skills are the capacity to think 'out of the box' and to innovately put existing ideas together in a new combination.

Resourcefulness is the ability to use available resources/ materials 'wisely', efficiently or ingeniously /creatively.

Creativity is the ability to change the usual and familiar to the NEW, NOVEL, ORIGINAL

Innovation refers to 'new ideas' being effectively and successfully put to use.

The outputs of creativity can be varied and may include an artistic design, a musical composition, perhaps even a slogan, a better mousetrap, a comfortable chair, a theory on aerodynamics, a medical discovery, a faster way to cook, or a new weapon to destroy germs.

Creativity at work can be stimulated by one or more of the following:

- Freedom in deciding work to do or how to do it
- Challenge to work hard on important projects
- Resources needed to do the work
- Encouragement from good work models
- Support from the work teams.

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Ways to Develop and Enhance Creativity	Barriers to Creativity
♦ First hand experiences	♦ Self discouragement
♦ Playing games	♦ Fear of failure
♦ Solving puzzles	♦ Fear of criticism
♦ Hobbies	♦ Distrusting one's own creative potential
♦ Fine Arts	♦ Lack of perseverance
♦ Reading	♦ Poor observation
♦ Writing	♦ Being judgmental
♦ Brainstorming	♦ Passivity: it is easier to be one of the crowd than the ONLY ONE.
♦ Observing and sharpening one's senses	♦ Restricitive home/school conditions.
♦ Asking questions	
♦ Thinking and imagining	
Even 'dreaming DREAMS'.	

The human mind is like a parachute;
It works only when it is open.

Innovation implies to do something that is routine in a better and different way. Thus, innovation may mean renewal or altering an existing product or service. The prerequisite for innovation is the dissatisfaction with the current status and a creative mind, working to improve and improvise. It can also be explained as an existing idea for a laterally different purpose or application. Whatever the innovation, it is generally 1 per cent innovation to 99 per cent perspiration.

Job Satisfaction

Job satisfaction is a complex and multifaceted concept, which can mean different things to different people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. Job satisfaction is more an attitude, an internal state associated with a personal feeling of achievement, either quantitative or qualitative. In recent years attention to job satisfaction has become more closely associated with broader approaches to improved job design and work organisation, and the quality of working life movement.

Research on job satisfaction shows that those individuals who are more satisfied in their jobs are self-confident, feel competent in work and life. Jobs that offer recognition, variety in skills, give a sense of personal identity, promote a sense of achievement, give a sense of responsibility, freedom and independence of action and opportunities for advancement are likely to give more satisfaction. Employers can promote job satisfaction among their employees through recognition of their contribution, training and feedback, encouraging positive relationships in the workplace. Further, impressing upon the employees about the value they provide help them to have a sense of mission, vision and passion for their work. Employers need to recognise that the management style and culture, employee involvement and empowerment influence job satisfaction. The benefits of job satisfaction for the employer and the organisation are primarily better performance and productivity, more output and lower absenteeism and turnover of employees. For the employee, job satisfaction leads to a sense of achievement, gives self-confidence and promotes health, well being and life satisfaction.

REVIEW QUESTIONS

1. How can creativity be enhanced?
2. Explain what you understand by the term innovation.
3. What is job satisfaction and why is it important?

ACTIVITY 11

Students to be acquainted with information on innovators (local, national, international) and efforts that are being made at regional, national, international fora/levels to encourage innovation. [Suggestion: the electronic and print media, resource persons, organisations, films, video clippings, etc., may be used].

Productivity, Time Management and Multitasking

Productivity can be explained as the efficient use of resources, such as labour (manpower), capital (money), land, energy, materials, information, in the production of various goods and services. It is a measure of the output in relation to per unit of input. For example, labour productivity is typically measured as a ratio of output per working hour which is an input. In fact, it implies more effective use of human and capital resources. Productivity can be considered as a comprehensive measure of how organisations manage to meet two attributes; a) efficiency i.e., how effectively resources are utilised for useful output; and b) effectiveness i.e., what is achieved compared to what is possible/feasible.

It is truly said that 'there is no human activity that does not benefit from enhanced productivity'. Thus productivity is relevant to all organisations whether their output is a product(s) or service(s). Globally, the concept of productivity is being increasingly linked with quality. Improvement in productivity helps ensure a better standard of living for individuals and society. It is being increasingly recognised that rising productivity and improving quality of work life tend to go hand in hand. Thus, the role of productivity in national welfare is widely accepted.

Productivity largely determines how competitive a country's products are internationally. Low productivity results in inflation, an adverse balance of trade, poor growth rate and unemployment. In developing countries like India, the vicious circle of poverty, unemployment and low productivity can be broken by increasing productivity. This can be achieved by facilitative and favourable social, political, cultural, educational and motivational work environment. People in an organisation are the principal resource and the central factor determining productivity. Hence, the following can be used to enhance productivity at the individual level and ultimately at the organisational and national levels – education and training, fostering and developing healthy/positive attitudes to work, motivation to perform better, rewards and incentives, communication, job security, health security, improved work methods, use of technology. Productivity enhancement is not just 'doing things better' but rather doing the 'appropriate things better'.

Time Management: Time is one of the most valuable resources. Managing it means more than just managing yourself in relation to time. Rather it means setting priorities, being willing to change those habits or activities that cause waste of time. It may also require you adopt habits and methods that enable you to make maximum use of time. With good time management skills you can control your time, stress and energy. You can maintain balance between your work and personal life. This enables you to find enough flexibility to respond to new opportunities/surprises/unexpected

events more calmly. It is not how much time one has, but rather the way one uses it.

Multitasking is regarded as an essential skill at the workplace in these modern times. Life in the 21st century has become increasingly complex and involves doing many different things/tasks simultaneously. Attempts to multitask can be honed and polished into a fine skill. It involves having diverse skills and making optimum use of them. Multitasking began with homemakers and naturally with women but has now become essential at work desks and chambers in most offices and organisations. Every person is required to multitask; some are more adept at this than others. Today's professionals are valued for their ability to handle information and manage time efficiently. Success in a career is gained or lost by soft skills and the ability to handle large and varied workloads. The ability to quickly process and synthesise information and turn it into actions is one of the most emergent skills of the professional world today. Time management is important, and productivity is at a premium - therefore multitasking is vital.

Achieving or completing a number of tasks in less time is a challenge that all of us face, and we should actively look for ways and tips that help us in accomplishing this. Therefore, students who are the future professionals need to develop such skills by practising them, the best time to start being right now.

■ Make a list of what you have to do and prioritise items. Start with the most important task.

■ Doing the difficult things first helps to finish it faster rather than procrastinating and being worried about it.

■ Focus on the task at hand and give it your full attention to be effective and efficient.

■ Take a short break occasionally.

- Reduce any kind of interruptions. Constant interruptions, especially for relatively unimportant matters, make one lose focus.

WORK AND WORK ENVIRONMENT

All human beings like to survive and thrive in an environment that encourages and motivates them to do all the good work that they are capable of. Therefore, it is crucial to have a 'culture' of creating happy and healthy work environments - not only in the physical and social sense but also in the deeper psychological / mental and emotional aspects. A healthy work environment can rightly be called a positive work environment. Such an environment can be created by focusing on:

- Paying adequate attention to the individual (employee needs and expectations) in addition to organisational needs.
- Providing an attractive and safe work environment.
- Matching the person to the task.
- Ensuring and facilitating technical competence.
- Making the job interesting and challenging.
- Fostering team spirit and team responsibility.
- Being fair and treating people equally.
- Building a positive work climate / ethos.
- Motivating individuals and providing sustained opportunities for self-development of employees.
- Developing employees through training, building confidence, feedback, encouragement and praise, support, positive reinforcement and involving them.
- Empowering employees, giving them authority wherever appropriate.

All of this can help the employer to boost the morale of those involved in the organisation / workplace. In short, any wise employer / manager recognises that people are 'assets' and are the ultimate valuable resource. Hence creating and providing the climate / environment where employees feel a sense of loyalty to the organisation and organisational development is viewed as important as self-development.

In this context, a great deal of attention has been focused towards occupational health and safety. Globally, legislative measures concerning vital issues of occupational safety and health are being introduced and enforced. Two international organisations, actively involved in these efforts are the International Labour Organisation (ILO) and the World Health Organisation (WHO). Worldwide, this movement towards health

and safety has included the role of ergonomics in the workplace, making it a specialised area of research and development activities.

What is Occupational Health?

The modern definition of Occupational Health (ILO and WHO) is: *"The promotion and maintenance of the highest degree of physical, mental and social well-being of workers in all occupations – total health of all at work"*. It represents a dynamic equilibrium between the worker and his occupational environment. It is dedicated to identifying and preventing ill health in the workplace Through appropriate occupational health monitoring, it also ensures that an individual does not have a specific medical condition that would be made worse whilst in the working environment. The purpose of ensuring occupational health is as follows:

- To maintain and promote the physical, mental and social well being of the workers
- To achieve maximum human efficiency and machine efficiency
- To reduce occupational hazards and accidents
- To prevent occupational diseases and injuries
- To reduce absenteeism due to illness and enhance productivity
- To adapt the work place and work environment to the needs of the workers i.e., application of principles of ergonomics
- It should be preventive rather than curative.

In short, the goal of occupational health care is a healthy and safe working environment, a well-functioning working community, prevention of work-related diseases as well as the maintenance of employees' working ability and functional capacity, and promotion of their health.

This involves ensuring that:
- the premises are safe
- the machinery and materials are safe
- systems of work, the working environment and facilities are safe
- information, instruction, training and supervision is provided to employees on safety matters
- employees' working ability vis – a –vis the load is assessed and their health status is monitored
- above all, hazards are eliminated / reduced to the extent possible.

Generally the aspects of occupational and personal safety are related to ergonomics of workstations, noise levels, industrial hygiene, protection against electric shock, protective equipment, radiation protection, safety

of machinery, vibration and shock, protective clothing, protection against falling and slipping etc.

What are Occupational Hazards?

They are viewed as 'sources or situations' with a potential for harm in terms of injury or ill health, damage to property, damage to the workplace environment, or a combination of these. Occupational hazards are of various types: physical, chemical, biological, mechanical and psychosocial. Table 1 lists hazards in each category.

Table 1: Different Types of Occupational Hazards

Physical	Chemical	Biological	Mechanical	Psychosocial
Heat Fever, cramps, exhaustion burns *Cold* Frost bite *Noise* Occupational deafness Radiation Cancer, Leukemia, Aplastic anemia *Electricity* Burns, shocks	*Toxicity* through inhalation, ingestion, skin absorption. *Asphyxiants* Carbon monoxide, hydrogen sulphide *Irritant gases* - Ammonia, sulphur dioxide *Inorganic Dust* coal dust, silica, asbestos. *Organic Dust* cane fiber, cotton dust, tobacco, grain dust	Bacteria Tetanus, Tuberculosis, Anthrax *Viruses* Hepatitis, AIDS *Protozoa& Parasites* Malaria, Hookworms, tapeworms *Fungi*	*Injuries* Falls, cuts, abrasions, concussions, contusions *Ergonomic Disorders* Musculo-skeletal disorders (MSDs), Cumulative-trauma-Disorders (CTDs)	*Psychological & behavioural changes* Lack of job satisfaction, insecurity, poor interpersonal relations, work pressure, ambiguity, hostility, headache, body-ache, aggressiveness, anxiety, depression, alcoholism, drug addiction, sickness, absenteeism.

It is clear that different work environments can pose different types of hazards and risks for health of the employees. Therefore it is important to identify and address the hazards with appropriate safety measures,

not only by the employers but it is equally important for each individual employee to be responsible for the safety and welfare of self and all persons working in the organisation as well as the environment.

What are the Benefits of Occupational Health Care and Safety Measures?

Benefits are both for the employees as well as the organisation as a whole/ employer. For the employees / workers, the benefits include:

- Better health and earning capacity.
- Better quality of work life.
- Prevention of accidents and any temporary or permanent disability.
- Improved morale and enhanced productivity.

For the organisation / employer there are several advantages that translate into financial benefits due to:

- Greater productivity as a result of reduced absenteeism due to sickness by preventing occupational diseases / other work-related illnesses.
- Increased profitability by keeping the workforce healthy.
- Enabling the organisation to focus on core business.
- Reduced risk and cost of litigation.
- Reduced medical and legal claims, reduced workers' compensation costs.
- Better staff attendance and retention.
- Improved staff motivation and performance.

Accidents are more expensive than most people realise because of the hidden costs. Some costs are obvious — for example, Workers' Compensation claims which cover medical costs and payments for an injured or ill worker. These are the direct costs of accidents. Besides this, there are costs to train replacement worker(s), repair damaged property, investigate the accident, implement corrective action, and pay for the insurance coverage. Indirect costs of accidents include schedule delays, increased administrative time, lower morale, increased absenteeism and poorer customer relations.

Several large organisations take care to include pre-employment screening. This helps the employer to ensure that people are fit for the job for which they are to be employed and to place new employees appropriately in relation to their physical capabilities.

Effective occupational health and safety programmes focus on six elements:

- Assessment of worksite safety and job hazard analysis. Job safety analysis should form a base for the comprehensive survey. This involves studying and recording the steps of a job in order to identify existing or potential job hazards and to determine the best possible way to perform the job to reduce / eliminate hazards (Table 2 shows symbols used for some hazards). It includes analysing planned and new facilities, processes, materials and equipment.

- Prevention and control of hazards: In industries it is important to maintain a record (inventory) of all chemicals and hazardous materials in the plant. For many industries, a survey of noise levels, air samples analysis, and a review of ergonomic risk factors are required.

- Training of staff regarding health and safety issues. The hazard communication program should be developed, implemented and periodically reviewed.

- Commitment of the Management: Management believes in safety and health culture on the job as an important company goal along with other organisational objectives such as cost control, quality, and productivity.

- Involvement of the Employees: Individuals within the organisation believe they have a right to a safe and healthy workplace and accept personal responsibility for ensuring his / her own safety and health. They also believe that s/he has a duty to protect the safety and health of colleagues.

- The organisation should provide health counseling including physical and mental health, stress management as well rehabilitation programmes on all aspects – medical, social, educational, vocational as per the problems and needs of individual employees.

Table 2: **Indications of Danger and Symbols for Substances and Preparations Dangerous for Supply**

Indication of danger	Symbol-letter	Symbol
Explosive	E	
Highly inflammable	F	
Toxic	T	
Harmful Irritant	Xn Xi	
Corrosive	C	
Dangerous for the environment	N	

ERGONOMICS

Ergonomics is the study of humans at work, in order to understand the complex interrelationships of people with their job requirements, methods of working, tools/equipment used and the environment. Ergonomics is derived from two Greek words — 'ergon' (work) and 'nomics' (natural laws). It may also be spoken of as 'Human Factors Engineering'. In short, ergonomics is the study of work with the primary goal being to adapt the work environment to the worker. The objective is to generate working

conditions that are not hazardous to human health, are acceptable to the workers / the work force and are optimal for work output and productivity.

 Ergonomics is "Adjustment of human and Machine". It involves application of human biological sciences combined with engineering science to achieve optimum *mutual adjustment of human work,* with the benefit being measured in terms of human efficiency and well being. Tools, machines and workstations are designed to fit the work so that stress and problems reduce stress and health problems.

Important aspects that are considered by ergonomists are in relation to worker capacity (both physiological and psychological), task demands (comprising nature and complexity, force required, duration, posture) and the work environment (noise, humidity, vibration, light, temperature). The science of ergonomics is set on the four pillars, namely anthropometry (body size and measurements), biomechanics (musculoskeletal activities and forces exerted), physiology and industrial psychology.

Need for ergonomics:

Use of ergonomics in the workplace is important for :

- Improving safety and health by
  - reducing number and severity of workplace injuries.
  - reducing possibility of accidents due to human error.
- Improving job effectiveness by
  - increasing productivity
  - reducing errors
  - eliminating or reducing injuries

Ergonomics: An effective productivity tool that addresses matters related to:

- workplace / workstation design
- task design / design of work methods
- equipment design
- facilities
- environment

- Improving job effectiveness by
  – increasing job satisfaction through comfortable working conditions.

Benefits of Ergonomics
- ◆ Reduces risk of injury and accidents
- ◆ Increases productivity
- ◆ Reduces mistakes and need to do the work again
- ◆ Increases efficiency
- ◆ Decreases absenteeism due to ill health / accidents / stress
- ◆ Improves morale of workers.

The importance of ergonomics can be illustrated with a simple example. For a person who does office work, sitting on a chair that does not conform to ergonomic safety specifications can cause back pain. According to ergonomic principles, it is necessary that the chair height and stand be adjustable to the user's height and body measurements. The number of chair legs must be suitable to its size to avoid falling.

Any ergonomics intervention must be viewed in light of its effect on productivity, and the best ergonomics solutions will often improve productivity. Simply put, reducing unnecessary or awkward postures and exertions almost necessarily reduces the time it takes to complete a given task, thus improving productivity. Creating a safe and productive work environment is critical for any work place. Employees represent an organisation's most important asset. When a task is matched with the ability of the people who will perform it, they will make fewer errors and produce less waste. Ergonomic design considerations have been shown to influence employee productivity and retention.

We have discussed at length various employment-related aspects that are pertinent to livelihoods and productive professional careers. At this juncture, it is necessary to also direct attention to the exciting possibility of self-employment, personal enterprise and entrepreneurship. Self-employment and innovative entrepreneurial ventures can be challenging, stimulating and highly rewarding; hence they merit attention as an avenue for building satisfying careers.

Entrepreneurship

Entrepreneurship is the act of creating a new and innovative enterprise/ product or service. The function of entrepreneurs is to change the pattern of a production or design of a product through innovations / invention or even attempting new technological methods/modifications for producing a new commodity or producing an old one in a new way. An entrepreneur is a person who undertakes the creation of such changes in an enterprise or business. Entrepreneurs use their acumen to assemble resources and/ or finances and aim to make a livelihood. This may even result in new organisations or may be part of revitalising existing organisations.

An entrepreneur is a person who can take risks for converting a novel idea into reality. An entrepreneur is innovative, creative, organised, and risk taker. India has excellent examples of entrepreneurs who had the vision and thought e.g., Mr. Narayan Murthy, JRD Tata, Dhirubhai Ambani to name only a few.

Entrepreneurial activities differ depending on the type of organisation that is being started. Entrepreneurship ranges from small individual projects / micro units, sometimes involving the entrepreneur only part-time, to major undertakings which give jobs to many people in addition to the entrepreneur himself / herself. Many kinds of organisations now exist to support aspiring entrepreneurs, including government agencies, scientific institutes and organisations, financial institutions, such as banks and some voluntary organisations.

Entrepreneurs make things happen:

- May be a concept, product, policy or institution.
- They become champions of new process(es), engineers of change

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Characteristics of Entrepreneurs

An entrepreneur must necessarily have some personal attributes that enable him to take on the challenges of an enterprise. These include:

- Willingness to work hard
- Knowledge and skills for planning and implementation
- Skills of management of finances, materials, personnel and time

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- Having the courage to take calculated risks
- Ability and preparedness to handle many tasks simultaneously
- Ability to learn and acquire the necessary skills for the tasks at hand
- Ability to deal with tough issues and find the solutions
- Being realistic and not expecting easy solutions
- Ability to cope with set-backs, challenges and failures
- Ability to develop partnerships, and able networking
- Ability to negotiate, strategise and prioritise
- Being flexible and able to handle crises
- Have good communication skills.

In short, to achieve his / her objectives, the entrepreneur must be innovative, creative and goal-oriented. The entrepreneur must be ready to initiate direct action and be motivated to seek and adopt more effective means of doing things. Recently, more comprehensive and holisitic conceptualisations of entrepreneurship have emerged wherein entrepreneurship is seen as a specific mindset resulting in different forms of entrepreneurial initiatives such as social entrepreneurship and knowledge entrepreneurship.

Social entrepreneurship focusses on doing social good. The social entrepreneur aims to achieve large scale benefits through entrepreneurship for a specific group or to society at large. Generally, the social entrepreneur works for the benefit of the underserved, neglected, disadvantaged groups or individuals who do not have the financial resources to achieve the benefit by themselves. Social entrepreneurs are 'social catalysts', visionaries who create basic social changes and sustainable improvements. Such actions may have the potential to stimulate global improvements in their specifically selected areas, be it education, health care, economic development, the environment, the arts, or any other social field. The success of social entrepreneurship is ascertained not so much by the profits made but more by the social benefits and impact.

ACTIVITY 13

Form groups of 6-8 children and organise a discussion in the groups about issues concerning unemployment. The discussion and presentation should focus on the following:

- Do you know anyone who is unemployed?
- How is that person's standard of living and state of mind affected by the fact that he/she is unemployed?
- Does he/she want to work?
- Is unemployment a problem in our country?
- What do you think are the main causes of unemployment in India?
- What does the government (locally and nationally) do about the problem?
- What other suggestions can you make to resolve this problem?

KEY TERMS

Work, meaningful work, careers, livelihood, rest and recreation, standard of living, social responsibility, ethics, volunteerism, traditional occupations, age and gender, child labour, attitudes and approaches to work, life skills, work and dignity, quality of work life, job satisfaction, creativity and innovation, work environment, occupational health, entrepreneurship.

NOTES