Employability Skills

Textbook for Class XI

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NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

ISBN 978-93-5292-126-3

First Edition
March 2019 Chaitra 1941

PD 5T BS

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₹ 215.00

Printed on 80 GSM paper with NCERT watermark

Published at the Publication Division by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110 016 and printed at Raas Technoprint, A-93, Sector-65, Noida-201 301 (U.P.)

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Foreword

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

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

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

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

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

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

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

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

HRUSHIKESH SENAPATY
Director
National Council of Educational
Research and Training

New Delhi
June 2018

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About the Textbook

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

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

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experience through a blended approach of text and video-based interactive e-learning lessons. Running these e-learning lessons in classrooms would require a computer with Internet connection, projector and sound system, which the school should provide to the teachers and students. The teachers will guide you to actively participate in class — asking and answering questions and following the instructions to complete the exercises and activities.

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Acknowledgements

The National Council of Educational Research and Training (NCERT) expresses its gratitude to all members of the Project Approval Board (PAB) and officials of the Ministry of Human Resource Development (MHRD), Government of India, for their cooperation in the development of this textbook. The Council would like to thank Rajesh P. Khambayat, Joint Director, PSS Central Institute of Vocational Education (PSSCIVE), Bhopal for providing support and guidance in the development of this textbook.

The Council extends its gratitude to Vinay Swarup Mehrotra, *Professor and Head*, Curriculum Development and Evaluation Centre and National Skill Qualification Framework Cell, PSSCIVE, Bhopal, for his untiring efforts, skillful guidance and assistance in the development and publishing of this textbook.

The Council is grateful to Saroj Yadav, *Professor* and *Dean* (A), NCERT, and Ranjana Arora, *Professor* and *Head*, Department of Curriculum Studies, for their sincere efforts in coordinating the review workshops for the finalisation of this textbook.

The Council acknowledges the contribution of the following review committee members from PSSCIVE — Abhijit Nayak, *Professor* and *Head*, Department of Health and Paramedical, Dipak Shudhalwar, *Associate Professor* and *Head*, Department of Engineering and Technology, Kuldeep Singh, *Professor* and *Head*, Department of Agriculture and Animal Husbandry, Mridula Saxena, *Professor*, Department of Home Science and Hospitality Management, P. Veeraiah, *Associate Professor* and *Head*, Department of Business and Commerce, Pinki Khanna, *Professor* and *Head*, Department of Home Science and Hospitality Management, Rajiv Pathak, *Professor*, Department of Agriculture and Animal Husbandry, Saurabh Prakash, *Professor*, Department of Engineering and Technology, R.K. Shukla, *Professor*, Department of Business and Commerce, and Vipin K. Jain, *Associate Professor and Head*, Department of Humanities, Science, Education and Research, for reviewing this textbook.

The Council also acknowledges the valuable contribution of Monal Jayaram, *Core Team Member,* Pratishtha Ingale, *Program Manager*, Anshu Dubey, *Program Director,* Bhaskar Lath, *Program Leader* from Kaivalya

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Education Foundation, and Manisha Date, *Director–People Development and Life Skills* and Annette Francis Parakkal, *Program Associate–Research*, Pratham Education Foundation, towards the improvement of this textbook.

The Council also extends gratitude to Aakarshan Chauhan, *Program Manager*, Wadhwani Foundation, Aakash Sethi, *Chief Executive Officer*, Quest Alliance, Aditi Kumar, *Project Manager*, Quest Alliance, Amit Singh, *Advisor*, National Institute for Entrepreneurship and Small Business Development, Austin Thomas, *Vice President*, Wadhwani Foundation, Deepti Bhomra, *Curriculum Manager*, Wadhwani Foundation, Krishnan S, *Senior Program Manager*, Central Square Foundation, Mekin Maheshwari, *Chief Executive Officer*, Udhyam Learning Foundation, Nidhi Sahni, *Curriculum Manager*, Wadhwani Foundation, Nikita Bengani, *Senior Program Manager*, Quest Alliance, Poonam Sinha, *Joint Director*, National Institute for Entrepreneurship and Small Business Development, Rohit Massey, *Consultant*, National Institute for Entrepreneurship and Small Business Development, Satya Nagarjan, *Consultant*, Wadhwani Foundation, Shivani Gandhi, *Program Manager*, Udhyam Learning Foundation, Sonal Jain, *Consultant*, Wadhwani Foundation, Sonia Kakkar, *Consultant*, Wadhwani Foundation Vijay Siddharth Pillai, *Project Manager*, Central Square Foundation, for their assistance in compiling this book.

The efforts of Hemlata Baghel, *Consultant* (Contractual), Sunita Koli, *Computer Operator* (Grade III) and Akshay Sharma, Computer *Operator,* (Contractual), PSSCIVE, Piyush Deorankar, *Computer Operator* (Contractual), PSSCIVE, Rahul Rajput, *Consultant*, and Akash Sharma, *Consultant*, Lend-A-Hand India are also duly acknowledged. Reema Nath, *Consultant,* Wadhwani Foundation, is duly acknowledged for providing illustrations for the textbook. The images used in the textbook have been sourced from the Creative Commons License.

Ashish Kohli, *State Project Director*, Himachal Pradesh and the vocational teachers of Himachal Pradesh are duly acknowledged for the feedback to customise the sessions for providing a better learning experience to the students. The contributions of the following vocational teachers are also duly acknowledged—Piyush Sewal, Deepak Kumar, Radhika Chauhan, Sundeep Sharma, Ankur Chauhan, Praveen Meghta, Ravi Kumar, Yadu Sharma, Reetika Gupta, Pooja Devi, Ritu Raj, Chandni Mahant, and Daya Ram.

The Council also acknowledges the copyediting and valuable contribution of Shilpa Mohan, *Assistant Editor* (Contractual) and Garima Syal, *Proofreader* (Contractual), Publication Division, NCERT, in shaping this book. The efforts of *DTP Operators* Pawan Kumar Barriar, Sadiq Saeed (Contractual) and Nitin Gupta (Contractual), Publication Division, NCERT, for flawless layout design are also acknowledged.

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Contents

Foreword			*iii*
About the Textbook			*v*
Unit 1:	**Communication Skills**		**1**
	Session 1:	Introduction to Communication	1
	Session 2:	Verbal Communication	6
	Session 3:	Non-verbal Communication	10
	Session 4:	Pronunciation Basics	17
	Session 5:	Communication Styles — Assertiveness	21
	Session 6:	Saying No — Refusal Skills	27
	Session 7:	Writing Skills — Parts of Speech	31
	Session 8:	Writing Skills — Sentences	39
	Session 9:	Greetings and Introduction	45
	Session 10:	Talking about Self	49
	Session 11:	Asking Questions	53
	Session 12:	Talking about Family	57
	Session 13:	Describing Habits and Routines	62
	Session 14:	Asking for Directions	65
Unit 2:	**Self-management Skills**		**69**
	Session 1:	Strength and Weakness Analysis	69
	Session 2:	Grooming	77
	Session 3:	Personal Hygiene	80
	Session 4:	Team Work	85
	Session 5:	Networking Skills	88
	Session 6:	Self-motivation	92
	Session 7:	Goal Setting	96
	Session 8:	Time Management	101
Unit 3:	**Information and Communication Technology Skills**		**106**
	Session 1:	Introduction to ICT	106
	Session 2:	Basic Interface of LibreOffice Writer	110
	Session 3:	Saving, Closing, Opening and Printing Document	115
	Session 4:	Formatting Text in a Word Document	118
	Session 5:	Checking Spelling and Grammar	122

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	Session 6:	Inserting Lists, Tables, Pictures and Shapes	126
	Session 7:	Header, Footer and Page Number	130
	Session 8:	Tracking Changes in LibreOffice Writer	133
Unit 4:	**Entrepreneurship Skills**		**137**
	Session 1:	Introduction to Entrepreneurship	138
	Session 2:	Values of an Entrepreneur	141
	Session 3:	Attitude of an Entrepreneur	147
	Session 4:	Thinking Like an Entrepreneur	150
	Session 5:	Coming Up with a Business Idea	155
	Session 6:	Understanding the Market	161
	Session 7:	Business Planning	166
Unit 5:	**Green Skills**		**171**
	Session 1:	Sectors of Green Economy	171
	Session 2:	Policies for a Green Economy	176
	Session 3:	Stakeholders in Green Economy	181
	Session 4:	Government and Private Agencies	185
Answer Key			**190**
Glossary			**195**
Further Readings			**198**

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