



12



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HOUSING

Food, shelter and clothing are our basic needs. Fulfilment of these basic needs is of utmost importance. Our primary needs are food, clothing and shelter. All animals make shelters for their young ones. Human beings call shelter a house. There are many types of houses. Your relations may be staying in a small house in a village. Radha's friend, Shanti lives in a flat and another friend, Rajni lives in a big bungalow in a city. A family starts living in a 'house' and makes it a 'home' by sharing, loving and jointly performing different household activities.



Fig. 12.1

We all need a house to live but now the question arises about its selection. This selection means what features or special qualities to look for in a house. There are many important considerations such as location, surroundings, sanitation etc. You will find answers to these and some other questions in this lesson.



OBJECTIVES

After studying this lesson, you will be able to:

- describe the functions of a home;
- evaluate the site of your own house for the required features;
- identify different areas in the house for efficient functioning, and
- maintain hygiene inside and outside the house.

12.1 FUNCTIONS OF A HOME

In general the words 'Home' and 'House' are used interchangeably. But there is a difference.



Notes

‘House’ is physical construction made of brick, sand, cement, stone etc.



Fig. 12.2

A ‘house’ becomes ‘Home’ when all the family members start living there and enjoy all the happiness, love and affection, health, ease, comfort, social and entertainment activities



Fig. 12.3

Now you must have understood that a home is much more than a house. A house has to be converted into a home. We all know the importance of a home. As the saying goes, “East or west home is the best”. It will therefore, be not very difficult to understand the functions of a home.

Home provides not only the shelter but also provides security and belongingness. It provides for physical and emotional needs of all the family members. For children it provides education in basic values like respect for elders, love and affection to others, health, religion, discipline and responsibility. It is a place for loving and celebrating together. Figure 12.4 lists the function of a home.

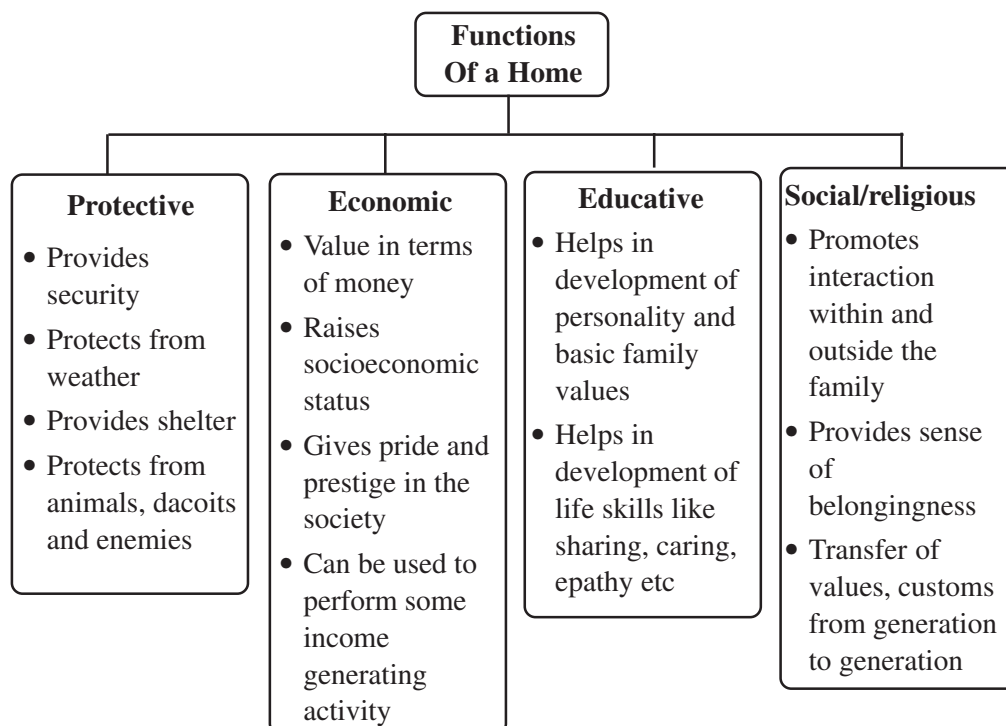


Fig. 12.4

12.2 SITE SELECTION FOR A HOUSE

Now you understand that our home meets many of our needs. Do you think that selection or construction of a house is an easy task? No, not at all. It involves a lot of money and cannot be changed often. It is important that certain points are kept in mind so that a wise decision is made.

The place where we construct a house is called a **site**. Site of your house plays an important role in its selection. Do you agree? Let us see how you can select proper site for your house.

- **Neighbourhood:** Attention must be given to the environment and the neighbourhood where the house is to be located. The house should be in the area which is developed in all aspects. A place is called a developed area when it has electricity, roads and drainage laid out. Common facilities like post office, banks, school and markets are available near by.



Fig.12.5

- **Physical features:** While selecting a site, choose a house in an open area. It should not be close to heavy traffic areas. These can affect health and activities due to air and noise pollution. Low lying areas should be avoided due to danger of flooding or water logging. An elevated site provides better view to the house.
- **Soil:** The foundation of the house should be strong for it to stand on. The foundation depends upon the type of soil. The soil should be firm till 2 to 5 feet below the surface for a strong foundation.

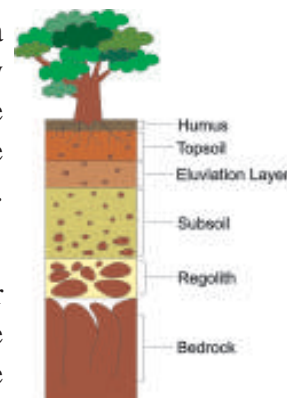


Fig.12.6

While constructing a house, it is important to consider the type of soil in a region. Loose soil creates problem for the house in later years as the house may tilt due to shifting of soil. The sandy and gravel type of soils tend to make the house hot to live in. Rocky surface is good for foundation but does not absorb water and creates problems in laying of drainage pipes.

- **Sanitary requirements:** You must have seen vacant plots filled with garbage. Such a piece of land is not recommended for construction of a house. A house built on such a plot will have uneven soil level and



Fig.12.7





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drainage problems. The site should be filled with fresh and firm soil and elevated to the level of the road outside.

Practical convenience: Adults living in a house have to go to their jobs and children have to go to school or college. To meet our daily needs, we need a market. To travel, transport facilities such as railway station or bus stand is required. Similarly, a family needs practical conveniences such as post office, bank and hospital nearby. These should be within reasonable walking distance of a house.



Fig. 12.8



ACTIVITY 12.1

Evaluate your own house against the required features

Required features	Existing features of your house (Yes or No)	Can you help to improve (Yes or No) If yes, give suggestions for improvement
Developed area		
Matching social and economic status		
Have open space		
Away from heavy traffic		
Elevated ground		
Proper water supply		
Electricity		
Pucca Roads		
Drainage and sewerage facility		
Proximity to banks		
Proximity to post office		
Proximity to markets.		
Proximity to hospitals		

12.3 AREAS IN THE HOUSE

Our home consists of different parts. An ideal home is the one that provides space for all the functions of the family. In order to understand this, we first need to know the functions or activities performed in a home. These are cooking, eating, sleeping, bathing, storing, entertaining, studying etc. To perform these multiple activities, we need adequate space. However, this is not possible for all of us. We can make the best use of the available spaces to make a house functional and be comfortable for all the occupants. Can you think of ways to carry out your household activities smoothly? Let's find out some ways and means to make a home more comfortable and functional.

The following general points will help you:

- First of all make a list of all the activities which take place in each room.
- Mark space for every activity.
- Try to combine the activities so that they can be carried out in a common area. For example, dining can be combined with kitchen or drawing room or study can be combined with bedroom.
- Take care not to over crowd the room with too much furniture.
- Try to use multi-purpose furniture like sofa cum bed. At night, the sofa can be pulled out and used as a bed for sleeping. The dining table can be used for studying also. Two or more boxes can be joined together and converted into a settee. These multi purpose furniture items are available in the market.
- Some pieces of furniture can be used as storage units and room dividers. For example, the drawing room can be partitioned with shelves on either side. Books can be placed on the shelf facing the living room, whereas, crockery items can be stored in the shelves on the dining room side.
- Storage can be provided in the furniture itself like bed with boxes, tables and stools with drawers etc.
- The space below the staircase can be converted into a storeroom or converted into a toilet.

Let us study the different types of rooms in a house:

Living room or combined living-dining

room: It is a place to entertain guests, relaxation, reading and entertainment. It should be near the entrance of the building. Sometimes in small houses, it can be combined with dining room, as it adds space and is useful for holding family functions. Furniture is arranged in such a manner that people can talk to each other comfortably.



Fig.12.9: A living Room



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Good lighting is needed for reading as well as other purposes.

Bedrooms: Bedrooms should be placed carefully, as we spend 1/3rd of our life in sleep and taking rest. They should offer privacy and be free from noise. Rectangular bedrooms are more convenient for accommodating beds, other furniture and storage. Preferably bedroom should be attached to bathroom or toilet. Adressing table can be provided in this room.



Fig.12.10: A

Bathroom: A combination of bathing space, water closet and wash area is referred to as a bathroom. Floor should be non slippery and easy to clean. At least one wall of a bathroom should be exposed to outside for proper light and air to avoid dampness and also to offer ventilation.



Fig.12.11: A Bathroom

Kitchen: Ideally kitchen should be in the east or north east direction to get direct sunlight during morning. Sunlight has disinfectant properties which kills the germs. A kitchen should have a good drainage system. For sanitation wire-mesh doors should be provided to keep away flies and mosquitoes. Sufficient lighting both during the day time and night should be ensured for doing tasks comfortably. One wall of kitchen must be on exterior side of the house for providing good light and air. Exhaust fan can be installed to take away smoke. By all means cross ventilation has to be provided here. Sufficient storage space above and below the work counter facilitates smooth functioning of the work. The kitchen should have light colours on walls which reflect maximum light. Traditionally Indian women work on the floor. However, these days standing kitchens are becoming the norm in cities.



Fig.12.12 Sitting kitchen

By carefully planning the rooms and following the above tips, our family can enjoy a comfortable house.



ACTIVITY 12.2

You want to create space for studying in a two room house. Here one room is used mainly for sleeping and the other for entertaining guests and sitting. Present your plan giving adequate reasons. Use the following table for your answers and give reasons.

Rooms/areas	Used for any other activities	Problems faced	Your suggestions for study area
Sitting room			
Sleeping room			



INTEXT QUESTIONS 12.1

1. Write the type of function (protective, economic, social/religious and educative) against the activities given below

	Activity	Functions
a.	Celebrating Diwali	
b.	Keeping paying guest	
c.	Caring of children and old people	
d.	Taking tuitions	
e.	Learning to respect others and be responsible	
f.	Having meals together with the family	

2. State which aspect of site selection relates to the following situation. One example is given below.

	Situation	Site features
E.g.	Open space provides children with place to play.	Physical features
a.	House in an area having proper water supply, electricity, roads and drainage facility.	



Notes



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b.	Houses built on loose soil have poor foundations.	
c.	Plots filled with garbage are unhygienic for building houses.	
d.	The child has to start very early for school.	
e.	The elevated soil with slopes drains away water soon.	
f.	House in a quiet area.	

3. Match the column A and column B. Write the correct number of response (i, ii, etc) from column B . In the Answer box against its match.

	Column A		Column B	Answer
a.	Ideal home	i	Entertainment	
b.	Small rooms	ii	Privacy	
c.	Drawing room	iii	Exhaust fan	
d.	Bathroom	iv	Provides space for all the functions	
		v	Multipurpose furniture	

4. You want to make your room look more spacious. Given below are two options in one set. Choose the one which is the most suitable.

- Heavy furniture or Light furniture
- Single use furniture or Multi use furniture
- Combine kitchen and dining room or Kitchen and sitting room
- Light colours on walls or Dark colours on walls

12.4 MAINTAINING HYGIENE INSIDE AND OUTSIDE THE HOUSE

Observe your home for the following aspects

Does it get proper sunlight? Is it well ventilated? Is it kept clean, both in and around? Is it exposed to loud noise? Does the area have proper drainage, sewerage and garbage management system?

Let us examine the aspects which are important in maintaining hygiene for a healthy living. Three aspects need special care. These are:

- Light

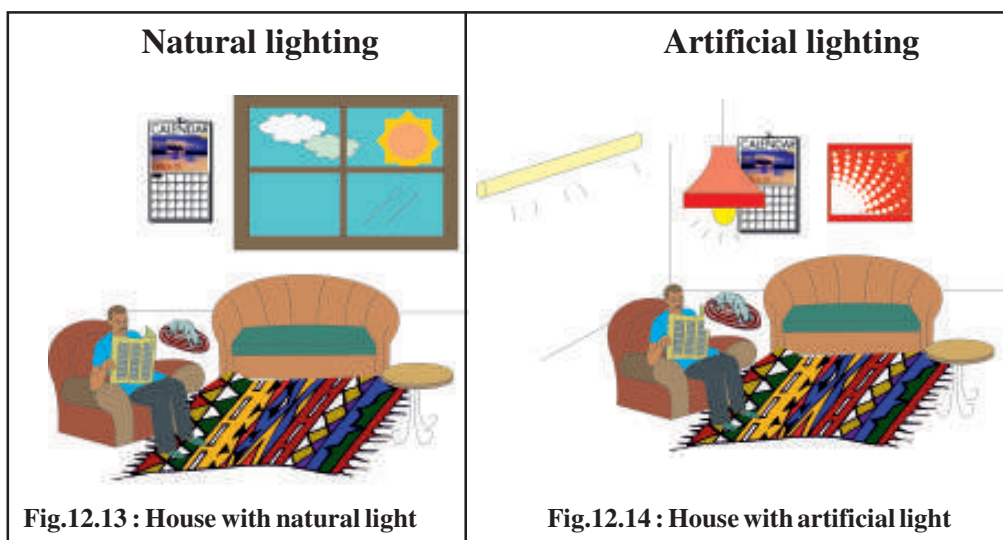
- Ventilation
- Sanitation

Let us discuss each one of these in detail.

12.4.1 Light

Proper lighting is important to perform various activities in the house. It also enhances the beauty of the house, particularly during the evening hours. Every house has two types of lighting:

- Natural Lighting:** The light that we receive from natural sources i.e. the sun.
- Artificial Lighting:** The light that we receive from artificial sources such as tube light, bulbs.



When you check the lighting in your home, you must make sure that most of the rooms get some sunlight during the day. Can you say why? The answer to this question lies in your science lessons. Sunlight is important for all the rooms but more specially for kitchen and bathrooms where water is used frequently. If sunlight does not enter into these areas they will remain dark and damp. It will encourage the entry of mosquitoes and cockroaches. It is not very hygienic to stay in such a house. This increases the chances of infections and fungal diseases. You must have observed that even plants when placed in a darkroom soon lose their luster, droop and wither.

Sometimes it is not possible to have natural light in each and every corner of the house. So we use artificial light. In the evening, we need artificial lighting. When artificial light has to be used, make sure that it is not too strong and that it falls on the work that you are doing and not on your eyes. The glare from the light falling directly on your eyes will make it difficult for you to see. Your eyes may also ache and start watering. You should be careful that for studying, there should be proper lighting, otherwise, your eyes will get tired soon.





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12.4.2 Ventilation

You know that houses have doors, windows, ventilators and exhaust fans. These are made to allow fresh air inside the house and remove stale air. Fresh air is essential for healthy living. This is the reason why we must ensure that the house that we live in has proper ventilation. It can be done through natural or artificial sources.

Ventilation means to circulate fresh air and driving out foul air in order to freshen up the interiors of a house.

Windows of the rooms should be kept open. Even in winters, when it is very cold, at least one window of the room should be kept open so that fresh air circulates freely. The air circulation in rooms should be sufficient to remove smoke, bad smells, moisture and fumes that offend and also control cold drafts in winter. Cross ventilation is desirable and can be achieved by placing windows on two different sides of the house or by having door and window across from each other in a room.

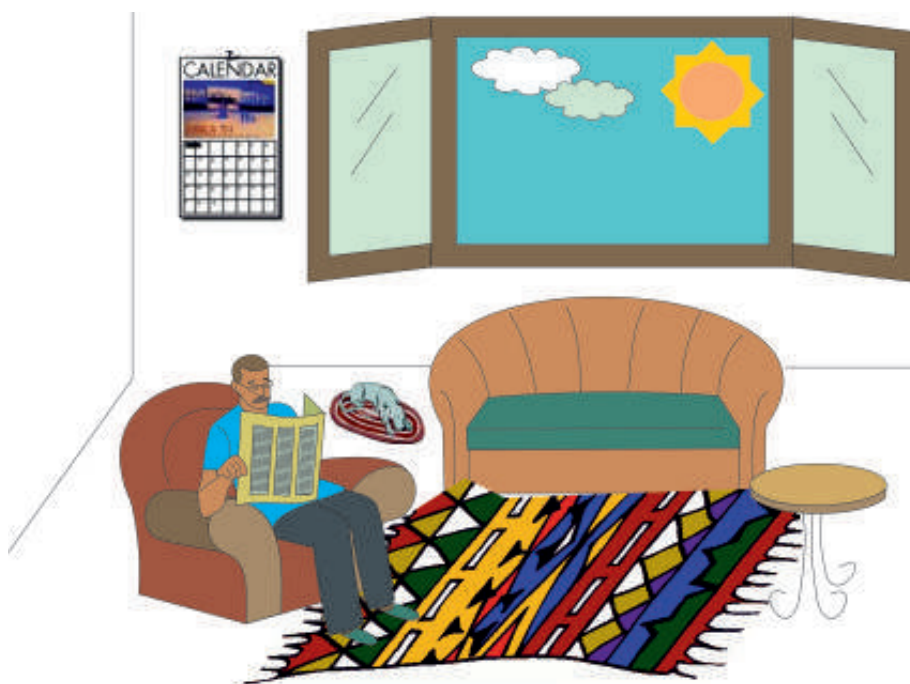


Fig.12.15

You must remember that the openings at the floor level help to bring in fresh air and the openings near the ceilings drive out stale air.

12.4.3 Sanitation:

Can you say why it is important to keep our homes and surroundings clean? Clean surroundings keep insects and germs away from us. In order to prevent the spread



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of diseases and to keep our environment healthy there are many activities which are to be performed and many facilities which are to be created for maintaining sanitation. The most important ones are:

- maintaining cleanliness,
- removal of garbage and
- disposal of excreta.

Let us discuss each one of these in detail.

(a) Maintaining cleanliness:

Dust is a great enemy of our health, as most of the diseases are spread by it. Cleaning is basic to maintaining hygiene but it is a heavy household task compared to others. It involves physical labour and a lot of time has to be spent in keeping the house clean and comfortable for the family. Encourage your family members to place items at their respective places to maintain cleanliness.

Cleaning is of many types. You must have observed your house being cleaned everyday. The store is cleaned only weekly or may be monthly. The entire house is thoroughly cleaned only before Diwali or some major festival or special occasion like a marriage in the family or a birth celebration. So we can say that cleaning is a daily, weekly and seasonal activity.

Types of cleaning

Let us find out about the types of cleaning and the activities to be performed under these.

Daily cleaning

- Sweeping and mopping of floors
- Dusting surfaces
- Cleaning of rugs and carpets
- Making beds in the morning
- Tidying up objects in every room



Fig.12.16

Weekly cleaning

- Thorough cleaning of different surface areas and materials like bathrooms, toilets and wash basins
- Removing cobwebs
- Cleaning shelves of kitchens



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- Cleaning door handles and other fittings
- Polishing the wooden surfaces and other areas
- Cleaning mirrors and pictures

Spring or seasonal cleaning

- Airing mattresses, cushions, pillow, rugs and carpets in sunlight
- Washing curtains
- Thorough cleaning of rooms after removing all furniture
- Cleaning the store room
- Cleaning and polishing of the wood work and getting any repairs done



Fig.12.17

General points to be considered for cleaning rooms

- Thorough knowledge of the methods of cleaning go a long way in simplifying heavy work.
- One way to keep a house clean is to prevent dirt getting into the house by using special pair of footwear for indoor use and foot mats. It prevents outside dirt getting into the house.
- Fine wire mesh door and windows block entry of dust and insects.
- In daily cleaning : start from inner most part of the house and move towards cleaning outward areas. All beds should be made before starting cleaning. Open doors and windows to allow fresh air to enter. Sweep the rooms with a soft broom. Sweeping should be followed by dusting of furniture. Brush carpets or rugs. Finish by mopping floors. A disinfectant like phenyl may be added to the water for mopping the floor.

Ensure regular cleaning using proper methods to simplify work at home and work place to save time and energy

Cleaning of different surfaces and materials:

The house has different surfaces like walls, mirrors, pictures, tiles, toilet floors. There are many items to be cleaned such as plastic mugs, buckets and metal objects. In order to clean these, different materials are required.



Notes

Surfaces	Materials required
Floors	Broom, brushes, soap or detergent, water, kerosene oil, lime and phenyl
Ceramic tiles, kitchen and bathroom tiles	Soap or detergent, commercial tile cleaners, vinegar, mild hydrochloric acid
Plastic mug, buckets, chairs, taps	Luke warm soap or detergent solution, scrubber, vinegar, kerosene (Avoid hard cleaners) and soda
Glass/mirror windows glass/mirror	Moist newspaper pad, vinegar and commercial glass cleaner
Metal taps, brass taps	Lemon, vinegar, tamarind, hot soapy water and salt
Wood surfaces	Soft cloth, sponge wrung out of a mild soap solution and vinegar



INTEXT QUESTIONS 12.2

- Given below in the box is a jumbled list of activities related to cleaning. Place each under the category of daily, weekly or seasonal.

Dusting, cleaning before Diwali, sweeping of floor, removing cobwebs, polishing of furniture, cleaning of metal objects, making beds, washing curtains, cleaning bathrooms, cleaning of tiles in toilets, cleaning of stores, cleaning carpets with a brush, tidying up rooms, cleaning drains, mopping of floor, cleaning of washbasins.

Daily activities	Weekly activities	Seasonal activities

- Removal of garbage:** The garbage from the house, dust collected through sweeping and waste materials like fruit and vegetable peels from the kitchen should be put in a covered dust bin. This dust bin should be emptied into a packet everyday and this packet of waste should be disposed off in the public garbage bin in the street. This method of waste disposal works very effectively and is sanitary too. Household waste generally has two kinds of waste



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material. Kitchen waste that is vegetables and fruit peels are bio-degradable and other household waste like polythene bags and plastic bottles are non-bio-degradable. These should be segregated and disposed off separately. In rural areas, a pit should be dug for disposal of bio-degradable household garbage. It should be covered with soil. After some time, the garbage will turn into manure which can be used in the kitchen garden.



Fig.12.18

- (c) **Disposal of waste water:** There is generally a fair amount of waste water generated from our home. Waste water from the bathroom, washing place and kitchen should be led by a drainage pipe to a kitchen garden or a soakage pit. We should never let waste water stagnate near the house. There are some localities where drainage system has not been provided. This is also true in rural areas. Therefore, soakage pits are the best alternative for disposing off waste water.
- (d) **Disposal of Human excreta – sanitary latrines:** Hygienic disposal of human waste is necessary to prevent spreading of diseases. It is important that all people use proper latrines. Otherwise, diseases would spread through flies sitting on food, drinking polluted water, eating contaminated raw fruits and vegetables. Germs can enter our body even when we walk barefoot.

Let us look now at some of the ways of safe disposal of human excreta.

- a. **Water Closet:** In a majority of large towns, human excreta is removed through the water carriage system. In this, along with the household waste water, the faeces and urine are carried away by a flush of water through a system of drains and sewers. A water closet is a sanitary installation for reception of the human excreta. It is connected to a sewer through a pipe.



Fig.12.19: A water closet with a raised seat



Fig.12.20: A squatting pan water closet



Notes

Water closet system is the most sanitary method for removal of human excreta

Soakage Pit

- These are very important for areas where there is no drainage system.
- They are cheap and easy to construct.
- A suitable soakage pit is about 2 metres deep, 1 meter wide and long enough to deal with the household waste water. The average length is 2-3 meters.
- Fill one third of the pit with coarse stones, preferably over burnt bricks of $\frac{3}{4}$ size. The middle portion is filled with small stones and pebbles and the upper most portion with sand.
- The soakage pit may be covered with earth and grass.
- The waste water from the house is led through a drainage pipe to the soakage pit. The waste gradually percolates and soaks away into the ground from the pit.
- Soakage pits should not be constructed near a well. Can you think why? Yes, the water in the well may get contaminated.

However, this system does not work unless there is plenty of water for the purpose. Also, it is expensive to construct.

As a result, in most of the villages and many of the towns in India, we find that the closets and sewerage system are not there. In such circumstances, pit latrines or the bore latrines may be constructed.

- b. Septic tanks:** As you know, sewerage system is the ideal solution for the disposal of human and other wastes, but it costs too much. It requires a lot of water. Septic tank is another alternative. These can be seen in semi urban areas or localities where sewerage system has still not been laid. This method basically involves constructions of concrete tank or pits. Household drains are connected to these pits.

You must have observed the logo of “Sulabh Shauchalaya”. These toilets are based upon the principle of septic tanks.

Advantages of septic tanks

- Hygienic
- Low cost and easy to construct than the water closet system
- Does not pollute surface or ground water
- Free from foul smell



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- Maintenance is easy and cost low
 - Needs only 1.5 to 2 liters of water for flushing as compared to 13-14 lit. of water in a conventional flush toilet
 - Does not require cleaning of pits
 - The sludge from the pits is a good manure
 - Gases are dispersed into the soil
 - Eliminates mosquitoes, insects and fly breeding
- c. **Pit latrine:** A pit is dug to receive human excreta. The pit should be more than 3 metres deep. This is to prevent flies from sitting on it as flies rarely live in holes as deep as this. The soil should be sandy and allow the liquid portion of the excreta to drain away. Otherwise, the pit will fill up quickly. Water should be added daily to help the faeces to flow down and get decomposed. This is ideal only in case of temporary use for few days.

There can be a concrete platform around the opening of the hole and raised foot stands. The opening of the hole should be covered with a lid. This will discourage flies attracted by smell and also prevent foul smell from spreading but this system is not very hygienic as it allows the discharge to pollute the ground water.

**ACTIVITY 12.3**

1. Identify the type of waste disposal method your family uses in your home (Covered bins or uncovered bins). Now analyse the problems faced by you with existing waste disposal method for solid waste inside and outside your home. Now collect the following information:
 - a. Inside home
 - i. How is waste collected?
 - ii. How often are the bins cleaned?
 - iii. Is there a foul smell from the waste?
 - iv. Are the drains blocked?
 - b. Outside home
 - i. Is there a heap of waste or garbage in the street?
 - ii. Is there foul smell from waste spreads?
 - iii. Are animals gathering around the waste?
 - iv. Do drains get blocked?



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- v. How far are the municipality garbage bins located?
- vi. Is the number of bins adequate to the amount of garbage generated?
- vii. How often are the garbage bins emptied?
- viii. Are the garbage bins covered?

2. Discuss with friends of locality or in the study centre the following:

How satisfactory is the disposal of waste inside and outside the house? What can be done and how to sort out the problems/improve the present status?

Individual level	Community level	Panchayat/ MCD level



INTEXT QUESTIONS 12.3

1. State whether the statements given below are true or false.
 - a. Sunlight acts as a mild disinfectant
 - b. Indoor plants turn yellow when placed in brightly lit rooms.
 - c. People living in dark and dingy rooms are more prone to falling sick.
 - d. Circulation of air removes stale air and brings in fresh air.
 - e. ventilators provide light and fresh air in rooms.
2. Why is cross ventilation important for maintaining a healthy environment inside the house? Suggest ways to ensure cross ventilation in a house.
3. Tick mark (✓) the most appropriate answer:
 - a. Soakage pits provide a hygienic method for the disposal of _____.
 - i. garbage
 - ii. waste water
 - iii. human excreta
 - iv. all of these
 - b. Disposal of human excreta through water carriage system is generally not found in rural areas because it _____.
 - i. requires plenty of water

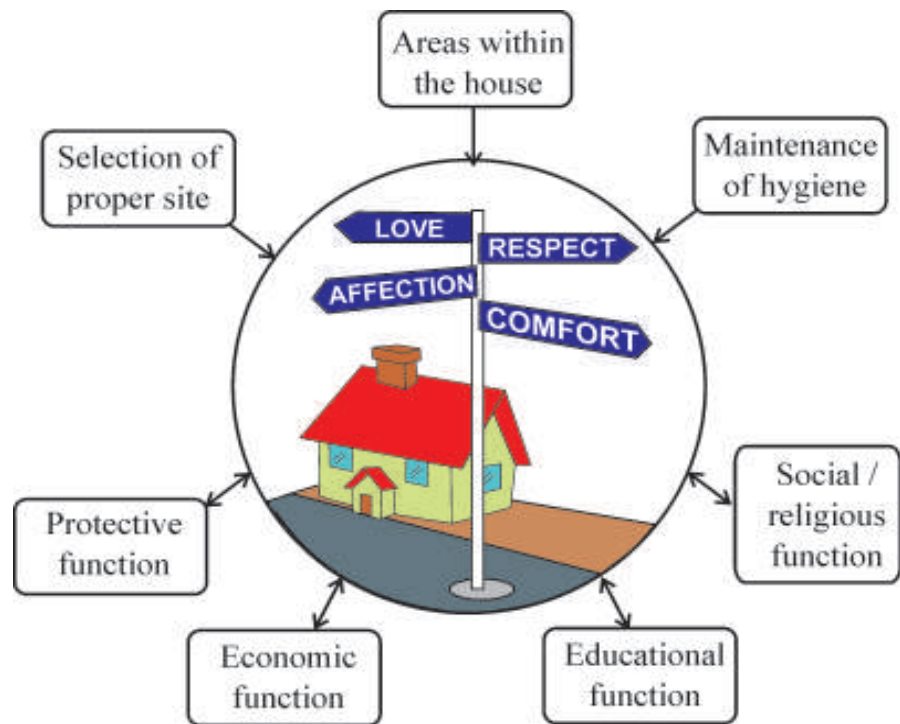


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- ii. is expensive to construct
 - iii. requires a common system of removal
 - iv. all the above
- c. The purpose of ventilation is _____.
- i. to give ample light
 - ii. to circulate the fresh air
 - iii. to bring in ample light and air
 - iv. none of these
- d. The ideal method of disposal of human excreta at community level is _____.
- i. water closet
 - ii. pit latrine
 - iii. septic tank
 - iv. any of these
- e. An ideal method of garbage disposal in a village is construction of a _____.
- i. garbage pit
 - ii. placement of garbage bins
 - iii. throwing garbage on the sides of sheets
 - iv. none of the above



WHAT YOU HAVE LEARNT





TERMINAL EXERCISE

1. State any three functions performed by your home.
2. State any four important points to be considered while selecting a house and tell why you consider these important.
3. Name two sources of lighting in the house and state why each one is important.
4. State any three advantages of ventilation.
5. What are the effects of poor lighting on your health?
6. Which method do you suggest is ideal for the disposal of human excreta and waste water and why?
7. Name two cleaning agents you will use to clean window glass panes?
8. Suggest two ways you will adopt to make a one room house appear spacious.
9. Write any three essential planning tips for designing a good kitchen.
10. List any four activities which are performed in a kitchen.
11. Think of the situation given below and answer the questions.

The festival of Diwali is approaching and your mother is not keeping well. You want to help your mother in cleaning and decorating your home for the festival.

- a. List the activities that need to be performed for cleaning and decorating your home.
- b. Sequence these activities in an order.
- c. Assign specific activities and tasks to different family members. What criteria will you keep in mind while doing this?



ANSWER TO INTEXT QUESTIONS

12.1

1.
 - a. Religious
 - b. Economic
 - c. Protective
 - d. Economic
 - e. Social
 - f. Social



Notes



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2.
 - a. Neighbourhood
 - b. Soil conditions
 - c. Sanitary requirements
 - d. Practical convenience
 - e. Physical features
 - f. Practical convenience
3.
 - iv a.
 - v b.
 - i c.
 - i d.
4. Refer to the text.

12.2

1.

Daily activities	Weekly activities	Seasonal activities
Dusting	Removing cobwebs	Cleaning before Diwali
Sweeping	Cleaning of metal objects	Washing curtains
Making beds	Cleaning of toilet tiles	Cleaning of store
Cleaning bathroom	Cleaning of washbasin	
Tidying up rooms	Polishing furniture	
Cleaning carpets with brush		
Cleaning drains		

12.3

1.
 - a. True
 - b. False
 - c. True
 - d. True
 - e. True
2. It provides good circulation of air in the room.
 - Cross ventilation is possible when a window opens on to each of two different sides of the house and direct flow of air can take place between the two openings.
 - By placement of door and windows across from each other.
3.
 - a. i
 - b. ii
 - c. ii
 - d. i
 - e. i



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SAFETY IN THE HOME

I had to board a train for my aunt's house, I got up early to pack some food for the journey. I burnt my hand while making tea, as the cloth I was using to lift the pan from the stove caught fire. I was still reeling in pain when I cut my finger while chopping vegetables. Luckily the cut was not too deep so the bleeding stopped after I put a band aid on it. I was already running short of time, I ran to have a bath but only to slip in the bathroom.

With my head and knees hurting from the fall, my thumb throbbing with pain, I wobbled to take a rickshaw for the station. For once, I was relieved to know the train was an hour late.

Sitting in the train I was wondering, could I have avoided these accidents? Have you also had accidents like these at your home? Can we make our homes safe and prevent accidents? Let us read this lesson and find out ways to make our homes accident proof our homes and also learn how to deal with these accidents in case they happen.



OBJECTIVES

After reading this lesson you will be able to:

- assess the need for ensuring safety at home;
- critically evaluate your home for unsafe zones;
- adopt safety measures to make your home safe for all family members;
- suggest first aid measures for specific accidents and
- recognize the importance of tying bandages.

13.1 NEED FOR SAFETY AT HOME

What is the need for making our homes safe?

Accidents are major cause of death especially among elderly and children. 80% of the



Notes

accidents occur at home. Many a times, we slip or trip but somehow get saved. These are near misses or warning signs of potential accident sites which need attention to prevent the accidents. For example, there may be a loose wire on which you trip. So what do you do? Yes, pick up the loose wire and tape it against the wall; so that nobody falls over it.

Are there chances of this boy falling off the roof? Can this accident be fatal? Can this accident be avoided? Yes, by putting a high boundary around the roof and by adult supervision. So we need to make our homes accident- proof in order to prevent accidents which can either be fatal or leave a person temporarily or permanently disabled. Accidents can also affect a person’s psychological, social and cognitive development. We can prevent most of the injuries by creating a safe environment at home. Besides, living in a safe house can decrease constant fear from injuries of accidents.

Now, do you realize how important it is to make our homes accident proof?



Fig 13.1

13.2 COMMON ACCIDENTS AT HOME

Accidents are usually unpredictable and unintended. Carelessness about basic safety norms in the house can take just a second to cause an accident. Even one unsafe area is enough to cause an accident in your home. Good news is that most accidents can be avoided. It is important to know what kind of accidents can occur in our homes.



ACTIVITY 13.1

Recall any five situations which led to an accident in your home.

1. You slipped because _____
2. You fell _____
3. You burnt yourself _____
4. You cut yourself _____
5. You suffered an electric shock _____
6. Any other accident _____



Notes

Besides these accidents, you or someone you know may have been a victim of poisoning, bee sting, snake bite, choking or suffocation.

Now let us examine the cause of each of these accidents.

13.2.1 Falls: Watch your step!!

Ayushi was all alone in the house and wanted to eat some ladoos kept in the topmost shelf of the kitchen. She put a stool on a table and stood on it. The moment she picked up the jar, she lost her balance and fell down. Do you know that nearly half of the accidents at home are caused by falls? What can we do to eliminate these accidents? Yes, by critically examining our homes and identifying potential danger zones as well as behaviour that can lead to accidents.



ACTIVITY 13.2

You can suffer from falls in the following conditions. Choose either of the two given options (1 and 2) to know the cause of falls. Then evaluate your home, do you think it is safe, if not, give recommendations for improvement. Give one mark for each point.

S.No.	Incidence	Option 1	Option 2	Your home status?
1.	Floor is	clear	cluttered with things	
2.	Window	has a grill	Does not have a grill	
3.	Ladder used for climbing is	steady	wobbly	
4.	Roof has	Boundary wall/ railing	no boundary wall/ no railing	
5.	Stairs are	well lit	dimly lit	
6.	The floor is	dry	soapy/wet /slippery	

Recommendation for improvements:

.....

.....

.....

.....

.....

.....



Notes

13.2.2 Cuts

Four year old Bittoo was playing with a toy truck. Suddenly his mother heard him cry. She ran to him and found that his hand was bleeding. Bittoo got a cut on his palm. His mother observed the toy truck had a sharp edge.

How could this accident be avoided?

Yes, by removing hazardous items like knife and glass from the child's reach, choosing toys carefully. Also one should avoid leaving children unsupervised.

To prevent such accidents, let us examine your home for items which can lead to cuts-

- Sharp corners of any furniture.
- Cracked or chipped glasses or cups.
- Knives, stored facing upwards.
- Blades or scissors lying within the reach of children.
- Cutting tin without a tin cutter.

If the answers to all these conditions are YES, then you need to be worried / alarmed- you may soon suffer a cut.

Make sure you pay attention to these items to avoid cuts.

Broken glasses are common occurrence in our homes. It is a challenge to pick up all the pieces and dispose them off safely. Some effective methods of picking up broken glass pieces are using

- wet mop
- sticking tape or plasticine
- kneaded dough

to collect all the glass pieces as they get stuck to their surface. Thereafter, they should be wrapped in several layers of newspaper before being thrown in a bin.



INTEXT QUESTIONS 13.1

Answer the following questions along with reasons.

1. Kartik cut his hand while chopping vegetables. What could be the possible reasons? Write down three such reasons.
2. Suggest two safe methods of picking up broken pieces of glass on the kitchen floor.
3. Which is a safer way to open a window with its handles or by pushing the glass?

4. Your younger brother wants to sharpen his pencil. What will you give him? A sharpener or a blade? Why?

13.2.3 Burns and Scalds

Fatima was cooking lunch for the family and did not realize that the edge of her sari pallu was on fire, until her daughter brought it to her notice. Fatima had the presence of mind not to run out. She quickly took a large plate and doused the burning sari. A major calamity was averted.

Some examples of common burn accidents that can occur at home are given below.

1. Hot tea gets spilt on someone.
2. Hot oil splashes while frying.
3. Cloth used to remove utensils from stove, catches fire.
4. Child plays with a matchbox.
5. Kerosene oil being filled while the oil stove is lit.
6. Cooking oil kept near the gas stove.
7. Lighted cigarettes and hot ashes thrown carelessly on garbage.
8. Inflammable liquids like acids, chemicals carelessly stored.
9. Worn out wires that may lead to short circuit and overheating.
10. Two or more appliances used in one socket.
11. Open lamps or burning candles kept near the windows curtains.
12. Cooking gas cylinder leaks.



INTEXT QUESTIONS 13.2

Fill in the blanks using either of the given clues in the bracket, to suggest ways to prevent fires. You can check the correct answers later.

1. Keep the matchbox and chemicals _____ reach of children. (within/ out of)
2. Before sleeping _____ burning candle or lighted fire. (extinguish/ continue)
3. Store inflammable liquids in _____ containers. (labelled/ unlabelled)
4. Put two electric appliances in _____ socket/s. (two /one)



Notes



Notes

5. All worn out wires and cables should be _____
(replaced/repaired)
6. Wear _____ clothes in the kitchen. (loose/ well fitted)
7. Knob on the gas cylinder should be _____ at night. (put off/ kept on)
8. Buy only _____ appliances and gas pipes. (branded/ISI certified)

What do you do, in case of a cooking gas cylinder (LPG, liquefied petroleum gas) leaks?

Yes you —

- open the windows.
- evacuate the house, especially children and the elderly.
- never ignite any match stick or light any type of fire.
- do not turn on any electrical switch. (A tiny spark from the switch is enough to ignite a fire)
- take out the leaking cylinder and put it in open air.
- call the fire brigade or the emergency helpline phone number of the gas supplier.

What do you do in case of fire?

- Put out the flame with sand or water. Do not use water to put off an electrical fire.
- Never run if your clothes are on fire. It will only fan the fire.
- To douse your clothes on fire, roll on the floor. Better still, wrap yourself with a woollen blanket and roll on the floor.
- Tie a wet cloth around your face.
- Crawl along the floor to escape. Remember the air at the ground level is cleaner as hot air and smoke rise upwards

**ACTIVITY 13.3**

- a. Survey the market and get detailed information for fire extinguishers and choose which can be easily fitted in your kitchen and operated by any one of you.
- b. Visit a fire station and learn safety tips from firemen.



INTEXT QUESTION 13.3

1. A fire broke out in your neighborhood. You have volunteered to help the firemen. What would you use or do? Choose the correct out of the two options given in the bracket.
 - a. Throw (sand/ water) on open flame caused by electricity.
 - b. Throw (Cold water/ hot water) on the fire.
 - c. Use (single Ladder/ multiple ladder) to rescue people.
 - d. To come out from building (crawl on floor/ run out).
 - e. Use (wet/ dry handkerchief) to breathe.
 - f. (Open/ close) all windows.
 - g. Use (Blanket/ bed sheet) to douse the flames from a victim's clothing.
2. Choose the correct answer from the following options given below:
 - a. Careless handling of which liquid can cause a fire?
 - i Petrol
 - ii Aerated drinks
 - iii Hot water
 - b. Do not put more than one electrical appliances in one electric socket because
 - i it leads to overheating of wires
 - ii it does not look nice
 - iii it entangles the wires
 - c. Wearing clothes made of which fabric is most dangerous in the kitchen?
 - i Cotton
 - ii Silk
 - iii Nylon
 - d. When a fire breaks out in the house , clean air is at the
 - i ceiling level
 - ii ground level
 - iii window level
 - e. In case you smell cylinder gas leaking in the kitchen, what should you do?
 - i Light a matchstick
 - ii Switch on a light
 - iii Open the windows



Notes



Notes

13.2.4 Poisoning

Ruby was nearly five years old. She went to a cupboard and found a small packet which seemed to contain sweets. She opened the packet. She was about to put it in her mouth when her mother snatched it from her hand. That was a packet of Naphthalene balls. Many children are not so lucky!

Poisons are substances when ingested can be dangerous and even cause death.

All chemicals like household cleaners, detergents, insecticides, pesticides, fuels like kerosene, expired medicines can cause poisoning.

Food poisoning can also occur when stale and contaminated food, water or milk are consumed. Over spraying of pesticides on fruits and vegetables can make them poisonous.

Let us examine how to prevent poisoning at home.

1. Label all medicines or bottles.
2. Read all the labels carefully, so that you know what you are consuming.
3. Keep chemicals preferably in the containers labelled originally.
4. Do not store them with food items or in food containers.
5. Keep chemicals locked, away from the kitchen and out of children's reach.
6. Before consuming, wash all fruits and vegetables thoroughly.
7. Check the expiry date and discard all the expired medicines.



Fig 13.2



ACTIVITY 13.4

Find things in your house which may be poisonous. Label their containers and lock them up.

**INTEXT QUESTIONS 13.4**

Identify the wrong habits given below and give appropriate suggestions to correct them.

- a. Kerosene oil is stored in a used vegetable oil container.

- b. Medicines are kept in the lower shelves of a cupboard.

- c. Cupboard where pesticides are kept is left open.

13.2.5 Bites and Stings

It was a very pleasant day and our family decided to go for a picnic. The children Rubina and Arshiya were happy to see a big mango tree and started throwing stones at the mangoes. One stone accidentally hit the beehive and a swarm of bees stung them. They both had to be hospitalized. The stings of bees and wasps can cause a lot of pain and swelling. In extreme cases the victim may even suffer from shock. You must be aware that dog and monkey bites can cause rabies and should not be ignored. Similarly, snake bite can be fatal, if not treated immediately. Therefore it is advisable to consult a doctor as soon as possible.

13.2.6 Electrocutation and Shocks

Joseph was enjoying dancing to the music. Accidentally his foot touched the wire and the naked wires came off the socket. Remembering how his father fixed it; he tried to insert the naked wire into the socket; only to get an electric shock. After a while his mother found him in an unconscious state and rushed him to the doctor.

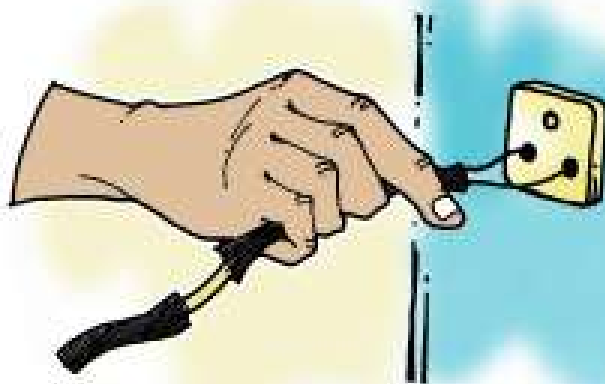


Fig 13.3



Notes



Notes

Luckily he could be saved due to timely help. Electricity if used improperly can be very dangerous for both life and property.

How can we prevent electric shock at home?

Safe use of electricity at home

- Do not attach too many appliances on a single socket. It will overheat the wires and cause short circuit.
- Do not touch any electric switch or appliance with wet hands as the water is a good conductor of electricity and will cause a shock.
- Wires should not pass through the door-frames as constant opening and closing of doors will damage the wire covering.
- Never remove plugs from the socket by pulling the wire. Pull out the plug itself.
- Old and worn-out wiring should be changed promptly.
- All the electrical appliances should have earth connection. For this three pin plug should be used. Earthing makes appliances relatively safer to use.
- Buy ISI marked electrical appliances only.
- Train children in the correct use and handling of electrical appliances.
- Get electrical repairs done from a qualified electrician.
- Do not attempt repairs on your own.
- No electric wire should cross any heating device.
- Electrical sockets should not be directly exposed to water to prevent electrocution.
- Cover all unused sockets with safety plugs or sticking tapes.
- Wear rubber slippers while handling electrical appliances.
- Keep electrical appliances on a wooden board as wood is a bad conductor of electricity.



INTEXT QUESTION 13.5

Some situations have been presented below:

Each has one right and one wrong answer (underlined). Choose the right answer from the options given below.

Rahul got electric shock because of following reasons:

- a. He was using too many electric appliances on one socket/ only one appliance on one socket.



- b. He touched the electric heater with wet/dry hands.
- c. He pulled the radio with its wire/plug.
- d. Wires of the television were frayed/new.
- e. He used a 2 pin plug/ 3 pin plugs.
- f. He was wearing rubber slippers or was barefoot while handling electrical appliances.
- g. Appliance was kept on a wooden plank/marble counter.

At home, never ignore the following to prevent electric fires:

- Fuse bows off
- Lights flicker
- Wire turns black
- Smell of plastic burning

13.2.7 Suffocation and Choking

Little Ginni popped a button in her mouth and almost choked. Then one day she tried to wear the colourful polythene bag as a cap and almost suffocated. These are every day happenings. To prevent accidents related to choking and suffocation among children, following points must be kept in mind :

- Adult supervision is a must.
- Buy toys which do not have very small detachable parts.
- Toys with small parts should not be given to young children.
- Keep polythene bags out of the reach of children.

Another reasons for suffocation and choking amongst children and adults could be fumes from LPG cylinder, motor exhausts, generators, charcoal stove, soft coal and wood produced carbon monoxide, which can cause death due to suffocation.



INTEXT QUESTIONS 13.6

Fill in the blanks with a suitable word:

- a. Burning of soft coal or wood can produce _____ (carbon monoxide / oxygen) which can cause death.
- b. _____ (plastic / cloth) bags are the most common cause of suffocation in infants.



Notes

- c. A child can choke if swallows _____ (big / small) objects.
- d. Children should be _____ (unattended / supervised) while they play.

In an unfortunate event of any accident at home, professional medical help may not be available right away. So what should you do? Can you do something to prevent the victim's condition from worsening? Yes you can!

You burnt your hand, what did you do? Put it in water? Did it help to reduce some pain? This kind of initial treatment is called **first aid**.

First aid could include things like preventing excessive bleeding or providing a simple splint to a fractured arm. First Aid can be useful in saving a victim's life. Let us learn about First aid and its rules.

13.3 FIRST AID AND ITS RULES

First Aid is the potential life saving technique which is given initially for any injury until professional medical treatment can be given to the victim.

In our daily lives we come across many situations when timely first aid can make a lot of difference to victim. Each of us should try to acquire knowledge and skill to handle these emergency situations in positive and responsible ways. First Aid is not a substitute for medical aid. The victim should be taken for medical assistance without losing time.

There are some simple rules of first aid:

- Keep a first aid box readily accessible in your house.
- First aid should be given quickly, without wasting time.
- You should remain calm and be resourceful while giving first aid.
- Take the victim to a safe place, if needed.
- Reassure the patient
- Disperse the crowd.
- Attend first to injuries which can be fatal.
- In case of unconsciousness do not give any liquids.
- Keep emergency helpline numbers handy.
- Call the doctor.
- Know the shortest route to the nearest medical institution and take the victim there.



Fig 13.4

**ACTIVITY 13.5**

Make a first aid box for your home.

Make sure you include the following things in your first aid box—

- i. First aid manual
- ii. Gauze and adhesive bandages of different sizes
- iii. Adhesive tape
- iv. Crepe bandage
- v. Thermometer
- vi. Torch and new batteries
- vii. Scissors
- viii. Antiseptic lotion/ointment
- ix. Sterile cotton
- x. Alcohol/antiseptic swipes
- xi. Caladryl lotion
- xii. Paracetamol (for fever)
- xiii. Burn relief ointment
- xiv. Antibiotics for stomach infection
- xv. Antacid
- xvi. Isabgol (loose motions/constipation)
- xvii. Anti-inflammatory painkiller tablet and balm
- xviii. Map of the city indicating hospitals

Check the first aid kit periodically and replace any missing or expired items.

**ACTIVITY 13.6**

1. Find out the current list of emergency numbers of Doctors, ambulance, hospital, police station and fire station.
Paste them at a prominent place or next to your telephone.
2. You can visit this website <http://indianredcross.org> and search for possible ways to handle emergencies.

**Notes**



Notes



INTEXT QUESTIONS 13.7

Describe any two desirable qualities you would want in a person administrating first aid on you.

13.4 FIRST AID FOR SPECIFIC INJURIES

Not all accidents are dealt in the same way. What can you do when someone gets injured?

In case of	What to do?
Fracture	<ul style="list-style-type: none"> • Reassure the patient. • Support the injured part with the help of a splint (wooden scale or plank, umbrella, newspaper wad). • The splint should cover a joint above and a joint below the fracture. • Protruding bone should not be pushed back. • Do not move the injured part unnecessarily. • Move the injured to the hospital carefully
Sprain/muscle rupture	<ul style="list-style-type: none"> • Apply ice bag for at least ½ an hour. • Put an anti-inflammatory ointment and tie a crepe bandage. • Do not put pressure on the affected body part. • Do not move the injured part unnecessarily.
Bleeding	<ul style="list-style-type: none"> • Press the bleeding part with the help of sterile gauze, for 20 minutes. In case bleeding does not stop, ice bag should be applied on the dressing. • Wash the spot with antiseptic. • In case, blood is flowing in jerks, then tie a bandage tightly on the side, closest to the heart. • In case bleeding continues, raise the bleeding part to slow down the flow of blood and tie the bandage on the side which is away from the heart.



Notes

	<ul style="list-style-type: none"> • If the cut is very deep and has rough edges, immediately take the victim to a hospital. Tetanus shots may have to be given.
Unconsciousness	<ul style="list-style-type: none"> • Disperse the crowd around the victim. Take the victim out in fresh air. • Make the victim lie on his/her side. • Sprinkle water on face. • Loosen any tight clothing. • Rub his hands and feet for circulation.
Burns	<ul style="list-style-type: none"> • Remove victim away from fire. • Place burnt area under running cold tap water. (do not use ice, as it causes blisters) • Pat dry and apply antibiotic. (silver sulphadiazine) • Put clean gauze and bandage on the burnt part. • Give water to drink. • For serious burns, rush to the hospital. • Home remedy (egg or peeled aloe vera leaf applied on burnt area also helps to prevent blisters and eases pain)
Shock	<ul style="list-style-type: none"> • Make the victim comfortable and lay her down with the legs above the level of the head. • Loosen the clothes and cover with a blanket or a thick cloth to prevent the heat loss from the body. • Do not use hot water bottles to keep the patient warm. • Do not give anything to drink or eat as the victim may vomit and choke. In case thirsty, give a handkerchief soaked in water to suck.
Electrocution	<ul style="list-style-type: none"> • Switch off the current. • Person providing first aid should wear rubber sole shoes or slippers. • Move the victim away from the current using a wooden stick. Never touch the victim before disconnecting the electric supply. • Check for other injuries and provide first-aid as required for fracture, burns or shock.



Notes

Burns from chemicals	<ul style="list-style-type: none"> • Remove clothes and thoroughly rinse the burnt part with water, for at least 15 minutes. • Cover with clean dressing and take the victim to the doctor.
Dog bite	<ul style="list-style-type: none"> • Wash the area thoroughly with soap and water. • Do not put any antiseptic. • Do not cover the wound. • Go to the hospital for tetanus and anti rabies and strictly follow the vaccination schedule. • Consult a doctor as soon as possible.
Sting	<ul style="list-style-type: none"> • Remove the sting, with help of a tweezer. • Apply cold compress to relieve pain and swelling • Run cold water over and around the sting • Apply skin smoothening lotion to relieve itching. • For a sting in the mouth, give ice cube to suck. • Apply vinegar for wasp sting and soda for bee sting. • In case swelling does not subside, consult a doctor. • A person prone to allergy or having been severely bitten may need to be hospitalized.
Choking	<ul style="list-style-type: none"> • In case a child chokes on something, he should be immediately turned upside down(legs up) and thumped on the back • One should never insert a finger in the mouth as it may push the object further, • In case the child swallows any object, he/she should be fed a lot of bananas.



INTEXT QUESTIONS 13.8

1. Choose the correct answers:
 - a) If a victim has a fracture and is bleeding as well as, the bleeding part should_____
 - i. be raised
 - ii. not be raised

- iii. be treated first
 - iv. be tied to a splint first.
- b) The fractured area can be tied to a_____.
- i. wooden stick
 - ii. rolled up magazine
 - iii. scale
 - iv. all of the above
- c) While treating a sprain, cold water is applied to_____.
- i. lower the body temperature
 - ii. lessen pain and swelling
 - iii. calm the victim
 - iv. all of the above
- d) A person suffering from shock needs a_____.
- i. blanket
 - ii. damp sheet
 - iii. hot water bottle
 - iv. thin saree
- e) Victim of shock should be made to lie down_____.
- i. with the legs raised
 - ii. with the head raised
 - iii. flat on the ground
 - iv. on the side.
- h) To disconnect a victim from electric shock, it is advisable to use_____.
- i. your hands
 - ii. any object nearby
 - iii. hockey stick
 - iv. a metal stick
2. Arrange the order in which first aid should be given.
- a. In case of electric-shock :
- i. Pull the victim from the wire
 - ii. Treat the victim's burns
 - iii. Switch off the current
 - iv. Treat the victim for shock
- b. In case of fracture :
- i. Tie a splint
 - ii. Tell the patient not to move
 - iii. give something warm to drink
 - iv. call the doctor





Notes

IMPORTANT CHECKLIST

- Do you know your blood group? (only 2-3 drops of blood are needed for the test)
- Do you know if you suffer from any allergy?
- Do you know the important emergency numbers to seek help?
- Are you aware of a qualified doctor in your neighbourhood?
- Do you know the names of medicines and their dosage prescribed by your doctor?
- Do you eat medicines prescribed by the doctor only?
- Do you take the full course of medicines prescribed by a doctor and not stop eating the moment you feel better?
- Do you keep a file of all your medical investigation test reports, X-ray's, ultrasounds?
- Do you check the expiry date while buying medicines and discard all the expired medicines from your medicine cabinet?

If your answer is no to any of these questions, then ensure you start now!



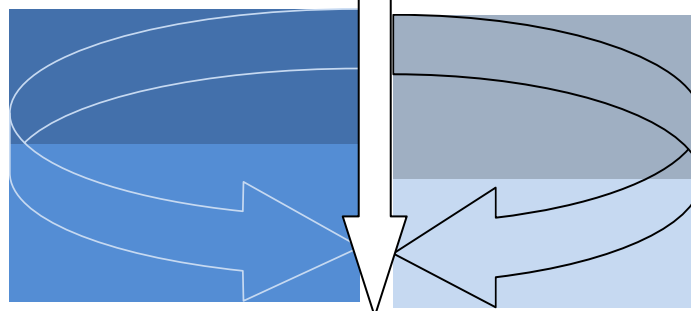
WHAT YOU HAVE LEARNT

NEED FOR SAFETY AT HOME

falls	Cuts and Wounds	Poisoning
burns and scalds	ACCIDENTS AT HOME	stings and bites
electrocution and shock		suffocation and choking

FIRST AID

PREVENTION



SAFETY AND HEALTH ASSURANCE



TERMINAL EXERCISES

1. Little Shalu fell off the roof. Her grandmother advised to massage her foot and put some ointment. By the evening her foot had swollen. They waited for a few hours for the pain to subside but there was no relief. Finally, when the pain was unbearable they took her to a doctor. The doctor took an X-ray and informed that she had fractured her foot. If you were Shalu's sister or brother how would you have given her first aid? Analyze the mistakes the family members had made?
2. Inform your friend about ways to prevent getting an electric shock.
3. Advise your friends on how to give first-aid treatment in case of
 - (a) bleeding
 - (b) burn
4. A lady has dropped hot oil on herself. How will you help her?
5. Saleem was driving a car at a very high speed when it went out of his control and hit the motor cyclist. The boy became unconscious. Seeing no one around he decided to flee. He thought he was lucky to escape until he came home and realized he had hit his own son, who could have been saved had he got timely medical attention!
 - If you were the driver, what would you have done?
 - If you were a passer by would you have taken the victim to the hospital or just looked the other way?
 - Had you been the victim, what would you have expected
 - To be left lying on the road or to be immediately taken to the hospital?



ANSWERS TO INTEXT QUESTIONS

13.1

1.
 - i Keep her hand flat while chopping vegetables on board/not curled finger.
 - ii Cutting with hand/Not using chopping board.
 - iii Knife not sharp/using blunt knife.
2. Anything sticky will pick up fine remnants of glass and the person handling the broken glass does not cut his/her hands.
3. Glass, when pushed, can break and cut your hand.



Notes

**Notes**

4. Sharpener, reason-as there are no chances of cutting his hand with it or he may cut his hand with a blade.

13.2

1. out of
2. extinguish
3. labelled
4. two
5. replaced
6. well-fitting
7. switched off
8. ISI certified

13.3

1. a. Throw sand on open flame caused by electricity.
b. Throw cold water on fire.
c. Use multiple ladder to rescue people.
d. You will crawl on floor to come out from building
e. Use wet handkerchief to breathe.
f. Open all windows.
g. Use Blanket to douse the flames from a victims clothing.
2. a. i b.i c.iii d.ii e.iii

13.4

- a. Kerosene oil should be stored in a labeled bottle or container or in its original container as someone can mistake it to be oil and use it.
- b. Medicines should be kept in the upper shelves of locked cupboard, out of reach of children.
- c. Cupboard, where all pesticides are kept, should be locked at all times.



Notes

13.5

Rahul got electric shock because of following reasons

- a. He was using too many electric appliances on one socket
- b. He touched the electric heater with wet hands.
- c. He pulled the radio along with its wire.
- d. Wires of the television were frayed.
- e. He use a 2 pin plug.
- f. He was barefoot.
- g. Appliance was kept on a marble counter.

13.6

- a. carbon monoxide
- b. plastic
- c. small
- d. supervise

13.7

- a. Kind/Empathy b.Quick

13.8

1. a.iii b.iv c.ii d.i e. i f.iii
2. a. ii, iv, i, iii
b. iii, i, ii, iv



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14

INTRODUCTION TO RESOURCES

You receive a letter from NIOS that your examination will begin by the end of September. Your sister's wedding is also scheduled in September end. You need to decide on arrangements with your family like food to be served, guests to be invited, place for the wedding and many more tasks.

There is so much to do yet so little time. You also need to study for your exams. Will you be able to achieve all your goals? Can you manage these events systematically? Yes, you all **can do it**.

Let us find out how to:

- organize our work systematically and efficiently;
- make the best use of what we have, and
- use what we have to achieve what we want.



OBJECTIVES

After reading this lesson, you will be able to :

- define the terms such as goal, resources and management;
- identify the different type of goals;
- classify resources as human and non-human;
- suggest guidelines to use resources especially those which are limited;
- explain the importance of management in day to day life;
- identify and explain the steps involved in management- planning, organising, implementing and evaluating;

- illustrate the use of management process in various life situations and efficient use of resources;
- understand the process of management remains the same in any situation, and
- evaluate whether resources at your home are being utilized effectively.



Notes

14.1 GOALS

Consider the situations given in the box:

What are these things that Asha, Rakesh, father, brother or you want? These are targets or aims which they want to achieve. **These aims are known as goals.**

Can you now define a goal? Yes, a goal is a target or aim that we want to achieve to satisfy our needs.

Lakshmi wanted to stand first in sack race in the inter school tournament. She practised a lot and did get the first position in the sack race.



So, can you say what was Lakshmi's goal? Yes, we can. She wanted to get the first position in the race. Think of some of the goals which you have been able to achieve. Did you feel happy after achieving them? Yes, we all feel happy and satisfied after achieving our goals.

What happens if you are not able to achieve your goals? I do feel unhappy and dissatisfied.

- **Asha wants to become a doctor**
- **Rakesh wants to pass an examination**
- **Father wants to buy a new car/scooter/cycle**
- **Your brother wants to cook a special dish for the family**
- **You want to visit your friend's house on Sunday**
- **You want to write to your parents**
- **Boundary wall to be repaired.**


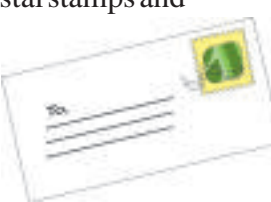
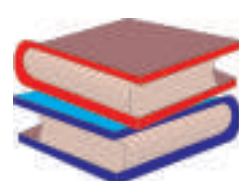
14.2 RESOURCES

Consider the following :

Want	What you need or what you will do to get what you want
To buy a dress	Money 
To go to watch a movie. How will you go there?	Walk or go by bus 



Notes

Family wants to build a house	Acquire Land and money 
To post a birthday card to a friend	Procure Postal stamps and envelope 
To pass an examination	Gain Knowledge and books 

What are these things that you or your family members want to do? These are the goals that they want to achieve.

What are they using to achieve the goals? They are using means like money, bus, land, postal stamps, knowledge, etc., to attain these goals. The means used to attain goals are called **resources**. Or we can also say that resources are all the things needed and used to achieve goals.



ACTIVITY 14.1

Make a list of any two goals you want to achieve within the next five years. Compare them with the goals of your sister or brother who is about four years younger to you.

S. No.	Goals	Resources required
Example	Pass class Xth examination	books, time to study, knowledge, stationery, money
1.		
2.		



INTEXT QUESTIONS 14.1

1. Define the terms goals and resources.
2. Identify the goals and resources from the jumbled list given below and write them in the table below.

List: Buying a mobile phone, piece of land; Rs. 6000; making a chair; obtain wood; reaching bus stand; installing a community tap; making rangoli, planning to visit to a mela.	
Goals	Resources

14.2.2 Types of resources

In activity 14.1, you have identified some of the resources which you will require to fulfill your goals over a period of five years. But just think of the years ahead. Your goals will keep changing, becoming bigger and more complex and there will be lot many resources you will use to fulfill these goals in the future. These resources can be money, land, time, energy, knowledge, material goods, community facilities, skills and abilities.

Now, you think about at this list of resources carefully. You will realize that there is a difference between resources like money, land, etc. and resources like knowledge, time, skills etc.

A piece of land or a house would have a fixed cost for everyone. In other words anyone can buy the same plot of land or house at the same price. We also have 24 hours in a day. We cannot share this time with others. You cannot give your 2 hours to your sister and make it 26 hours in a day for her and 22 hours a day for yourself.

Your sister embroiders beautiful designs. This is her skill (her resource) and only she can use it. Similarly, your energy or capacity to work is yours own. Nobody else can use your energy or time or your knowledge.

From the above examples we can say that some resources are within an individual and can be used only by that person and cannot be taken or shared by others. These resources are called **human resources**.



Notes



Notes

Can you now list human resources? Yes, they are energy, skills and abilities, time, knowledge. Human resources are the capabilities and characteristics of individuals.

At the same time, there are some resources which are available equally to everyone. Community facilities like parks, hospitals, market, library, buses, roads and schools can be used by everyone whosever wishes to use them. Money can change hands or your money can be used by your sister also. Land can be purchased by others too. A table, chair, gas stove, clothes etc. can be purchased. All such resources are known as **non-human resources**.

Let us list the non-human resources. These are money, land, community facilities, material goods.

To make it easier for you, let us look at this chart.

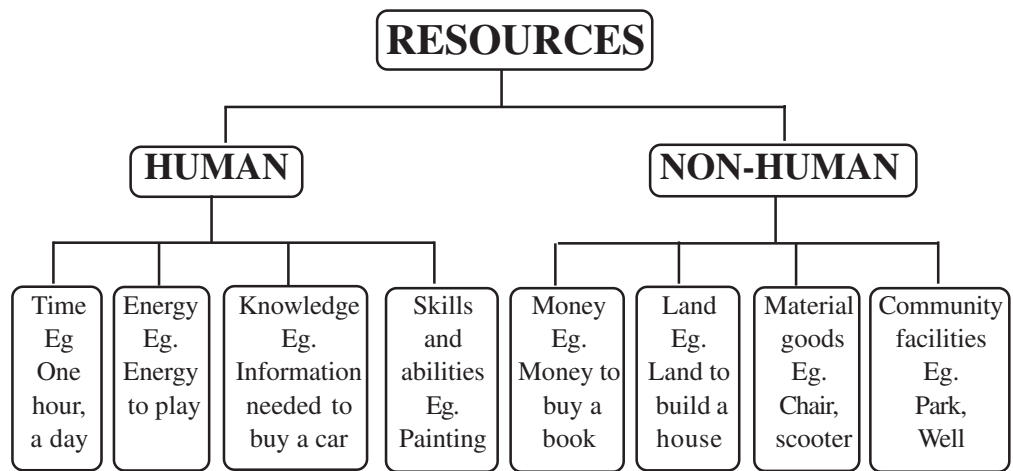


Fig. 14.1

So it must be clear to you by now that resources are of two types.

Human resources are those resources which belong to a person and cannot be taken away by others. You only can use your energy, time, knowledge and skills



Non-human resources, on the other hand, can belong to a person or a community. These can be shared by others. Community park is used by all the children to play. Money can change hands and go from one person to another. Land, table or chair can be purchased by anyone.



**ACTIVITY 14.2**

1. List the various community resources that you and your family use to do various activities.
2. Identify one community facility which is not available in your neighbourhood. Suggest ways by which this facility can be made available in your neighbourhood.

**INTEXT QUESTIONS 14.2**

1. Differentiate between human and non-human resources. Give two examples of each.
2. Why do we consider money as a non-human resource?
3. List all the resources you will need to achieve the goal of doing the weekly washing of your clothes?

14.2.3 Guidelines to use resources

Resources are always limited. The money available to us is limited; the total time of the day available to us is limited—24 hours for everybody. Land on this earth is limited too. To achieve our goals, we have to manage within the limited resources. Each one of us has limited resources to achieve the goals. It is therefore, important to use them wisely. Given below are some guidelines to use resources efficiently:

- Do not waste resources.
- Conserve resources.
- Try alternative ways of using resources.
- Learn ways to make resources last longer.
- While conserving resources make sure you do not deprive others.

**ACTIVITY 14.3**

1. From the list of community resources prepared by you in the previous activity, observe their misuse and suggest ways to prevent it.

**Notes**



Notes

**INTEXT QUESTIONS 14.3**

1. With the help of two examples, bring out the importance of using resources wisely.
2. List three guidelines for making wise use of resources.

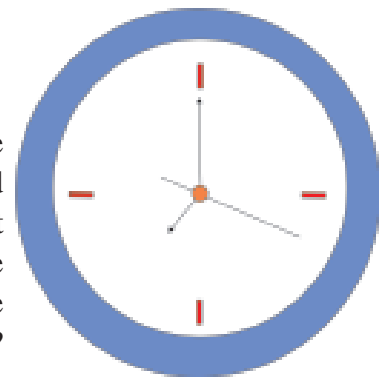
14.2.4 Use of resources

We have to manage our resources to achieve our goals. Sometimes we have to achieve many goals within a limited time. How would you manage your time so that you can do the following activities within a day like study for your exam, visit your friend, teach your younger brother or sister and help your parents to prepare the evening meal for the family in one day.

Thus, in order to finish all this work you must either:

- get more time,
- use your time effectively or
- decrease the amount of work to be done.

Out of these three possible alternatives, the first one cannot be done. You know that, time is a limited resource; you only have 24 hours a day. Now, what to do? Decrease the amount of work? No, all these are important goals which you want to achieve. None of them can be left out. So what could you do then? The only alternative left with you is to plan the time schedule in such a way that all these goals can be achieved.



This is just one example. We all face similar situations with respect to other resources in our day to day life. Maximum utilization is the answer to our problem. This is for all resources. As resources are limited, we have to plan their utilization in such a way that we can get maximum benefit out of them. This is only possible with proper planning.

**INTEXT QUESTIONS 14.4**

1. Why is it important to plan for the use of resources?
2. Sudha wants to become a doctor. For this she has to work very hard and secure 90% marks if she wants to get admissions in a good college. Her mother wants her to eat well so that she is healthy. Besides, Sudha also plays badminton for 2 hours in the evening as she is aiming for the state championship.

Identify Sudha's goals.

3. What are resources?
4. List four human and four non-human resources.
5. Given below is a list of activities. Write down the resources (both human and non-human) needed to carry out each of these activities:
 - (i) Buying vegetables from the market
 - (ii) Washing clothes
 - (iii) Sending a telegram
 - (iv) Helping your brother with his home work
 - (v) Doing embroidery on a table cloth



14.3 MANAGEMENT PROCESS

Consider that your family has to make a trip to attend your cousin's wedding. Your mother and father have to organize this trip. What all are they going to do?

- Preparing a list of all the tasks to be done.
- Planning for who is to do what and when.
- Arrange the money for the trip.
- Plan and buy the gifts for your cousin.
- Buying/stitching clothes to wear.
- Deciding about the number of days for the trip.
- Buying bus or train tickets.
- Father and/or mother applying for leave from work.
- Review of the plan from time to time.

These are some of the activities being planned. Now **'to attend the wedding of your cousin' is just one goal the family is to achieve.**

Our goal is that the family is able to attend the wedding and enjoy it. The resources that the family has to achieve this goal are money, time, energy and even people in the family would do what they are asked to do.

- Parents are using money to buy the tickets.
- Parents are using their time and knowledge to think and organize the trip.

Management is a process of controlling/organizing whatever we have(resources) to achieve what we want(goal).



Notes

- Your brother and you are helping to collect the clothes, accessories and toiletries and pack them.
- You and your brother are using your skill to design and stitch clothes to wear on the wedding.

Thus, all the family members are trying to manage this activities in order to be able to make this trip a success.

Can you now tell what is management?

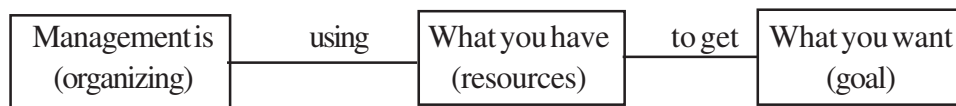


Fig 14.2: The management process

14.3.1 Steps in management process

Your parents, in order to attend the wedding are not only making plans, they are doing much more than that. They are taking action to complete each task. They are assigning duties and even making changes in plan as per their resources or the problems that are arising.

So, we can say that management is not only sitting and planning to achieve a goal. It starts with thinking out what to do, that is, you **plan**. Then you have to check to see that you have everything you need to put the plan into action. You also decide what is to be done by whom and how. In other words, you **organize**. After that, you perform the actual task, you put your plans to action or you **implement**. Once the task is over, you check to see whether everything went according to plan, and what went wrong or in other words, you **evaluate** and decide on any changes that should be made next time.

These all are steps in Management. There are four steps of management-

- Planning
- Organizing
- Implementing
- Evaluating

Planning has to be followed by organizing the ways and means for carrying out the plan. Once this is done, the plan has to be implemented. Evaluation is done at the end as well as during the implementation of the plan.

You can see that you cannot carry out an activity unless you organize your resources. Without organizing you cannot implement your plan. And, unless you evaluate your activities, you cannot find out your mistakes and avoid them in future.

Therefore, all the steps of management are related to each other and are dependent on each other for the successful achievement of a goal.



ACTIVITY 14.5

1. Your PCP group students plan to go for a picnic. You have been made in-charge for organizing this picnic along with a team of five more students.

Given below is the diagram showing the steps of management process. Fill in the boxes, the actions and/or persons as required in each management step.

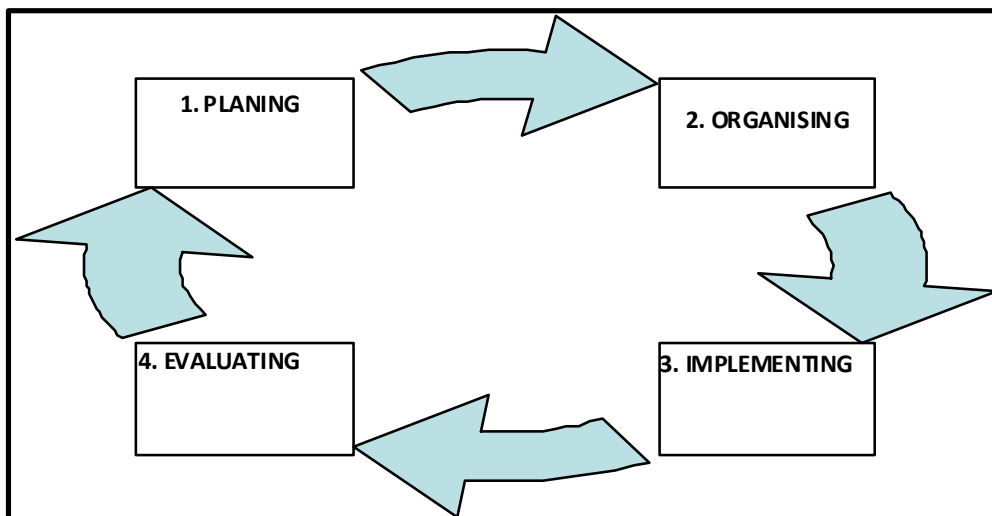


Fig 14.3

Let us study these steps in detail.

Step 1 Planning: This step consists of thinking in advance about what needs to be done. A simple way to plan is to make a list of all the things that need to be done. Since certain things have to be done first and others later, these should be arranged in a sequence.

Examine the plan your family made when they were going to attend your cousin's wedding. Your parents prepared a list of all that was to be done. After that, they chose the task that needed to be done before others. For example, your parents first planned to go to the bank to take out the money and then planned to get the reservation of the train and so on. While doing this they were arranging each activity in the sequence in which it was to be performed.

Apart from this, the family also decided upon the alternative date in case the train reservation for the decided date was not available. This is called a **flexible** or an **alternative plan**.



Notes



Notes

Why is planning important? Yes, it is important so that you do not forget any important aspect once you start carrying out the task. Thus, planning is listing activities, sequencing activities and providing scope for flexibility to cope up with changing situations.



INTEXT QUESTIONS 14.5

1. List the steps in the management process.
2. Your mother is planning to invite your newly married cousin and her husband home. Given below is a list of activities that need to be done. Arrange them in the sequence in which they should be done.
 - a) Cook the meal
 - b) Go to the market to buy the vegetables
 - c) Plan the menu
 - d) Clean and dust the house
 - e) Get dressed
 - f) Get the gifts out and pack them
 - g) Soak channas
 - h) Set the curds

STEP 2 Organizing

When you plan, you decide

- who is to do what;
- how the activities are to be done;
- when the activities are to be done;
- you also decide what will you need (the resources) to carry out the plan.

The resources needed may be:

- human resources
- non-human resources

Do you remember what ‘human’ and ‘non-human’ resources are?

If yes, read on. If no, go back to previous section and read it again. Let us now go back and once again examine the example given earlier.

When your father was planning the trip, he decided to send you to the railway station for purchasing the tickets, that is, he fixed the responsibility on you. But a plan may not

always involve the help of other people. When you decide to cook the special meal for your family, you decide to do all the work by yourself.

Thus, after deciding who will do what, you set about collecting or assembling everything that you needed to cook the meal. All these activities of fixing responsibilities and collecting resources make up the second step of management that is, organizing. While assigning tasks to other people, we must make sure that they

- are willing to do them,
- have the ability to do them, and
- have the time to do them.

Can you think of what would happen if you assigned the tasks to people who were not willing or able to do them? What would happen if you asked a very busy person to do something for you? The works will either not get done or it may not be done properly. In this case, your plan may not be very successful. This means that organizing is an important component of management.

Organizing means fixing responsibilities and collecting or assembling resources needed to carry out a plan.

Organizing ensures:

- that all the work gets done;
- there is equal distribution of work;
- work gets finished on time and
- time is saved.

This means that since the work gets distributed among two or more persons, it saves time. Since more than one person is doing the work, all the work gets done and no one is over burdened either; that is, there is fair distribution of work.



ACTIVITY 14.6

1. Make a plan for organizing Independence Day celebration in your locality. Distribute work to all the members of group according to their ability and time available to them.

STEP 3 Implementing

You had made a plan to attend wedding in Step 1. Assume that the wedding has been planned and work has been assigned to different people. But the work has to be actually done. This is known as implementing. Implementing is also known as



Notes



Notes

putting a plan into action. For example, how did you cook and serve the special meal? The activities done in order to carry out your plan come under the steps of implementation. Implementing means carrying out the actual activities as planned and organized earlier. As the plan is being carried out, you have to check the progress of your plan. When you do this, you may sometimes find a changed situation which calls for some fresh decisions. For example, suppose they had planned to travel by train and the tickets are not available for all the family members. What will you do? Your family may then decide to:

- travel by bus, or
- travel by road, or
- let only father or mother travel

So, you make adjustments as the plan is being carried out or implemented.

STEP 4 Evaluation

Once the plan has been implemented we now need to examine the steps of management to judge ‘what went right’ and ‘what went wrong’. Evaluation means examining the progress of your plan to find out any short-comings and take corrective measures accordingly. For example, you cook a meal for your family. After the cooking is over, you taste the meal. You also assess whether everybody was able to eat tastefully.

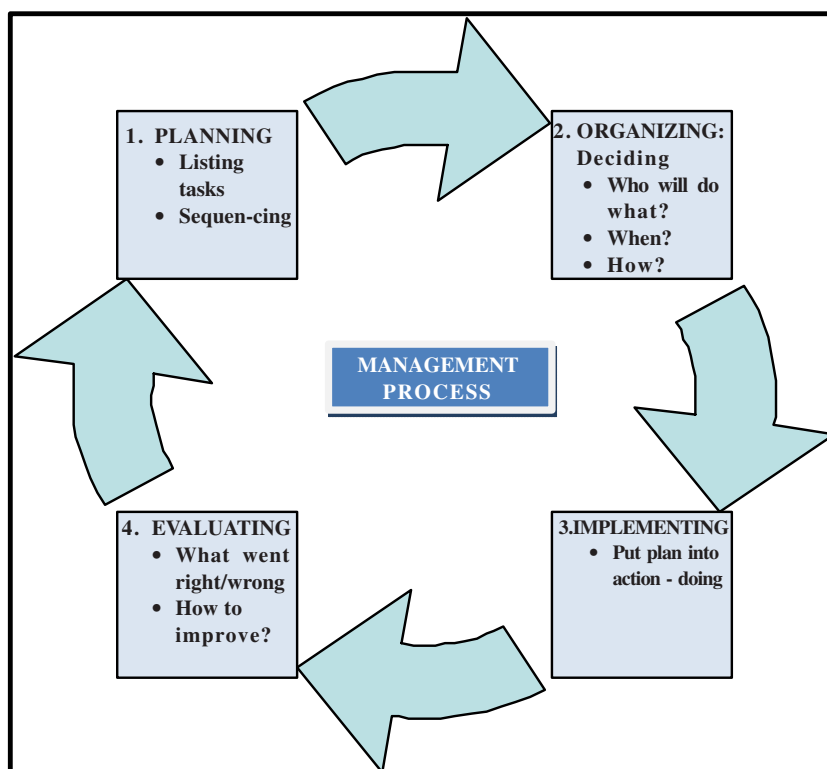


Fig. 14.4 Management is a cyclic process



You check what you are doing? You are finding out how is your cooking and serving. Why do you do that? It is done to check mistakes and improve upon them so that they are not repeated in future. Therefore, evaluating is done at the end of implementing a plan. However, to ensure that the plan is managed well at each step, we should also evaluate at each step, i.e., while planning, organizing and implementing.

Since you are constantly evaluating your work, you come to know the defects of your plan and you are thus trained to make better plans in future.

Thus, you will realize that management is a cycle process. Planning leads to organizing, which leads to implementing, which further leads to evaluating and evaluating helps to make future plans better.



INTEXT QUESTION 14.6

1. Your friend reaches her tuition/coaching classes late everyday Use your knowledge of management process to tackle this problem.

14.3.2 Steps of management process are inter-related

When we are making a building, we need to organize for all the material, labour, money and obtain government permission. There are specific steps to be followed in the construction of the building. Missing of one aspect will affect the next step or the next step may not be possible at all. Similarly, all the steps of management are important. An activity can be done even without proper management but the results are not as good as they would have been if planning, organizing, implementation and evaluation were done properly. Hence, all these steps are essential for the satisfactory achievement of our desired goals. Each step of planning is related to the other. Imagine, a building without a foundation. Planning has to be followed by organizing the ways and means of carrying out the plan. Once this is done, the plan has to be implemented. Evaluation is done at the end as well as during the implementation of the plan.

You can see that you can not carry out an activity unless you organize your resources. Without organizing you cannot implement your plan. And, unless you evaluate your activities, you cannot find out your mistakes and try to avoid them in future.

Therefore, all the steps of management are related to each other and are dependent on each other for the successful achievement of a goal. Each step involves taking a series of decisions without which that step can not be achieved.



Notes

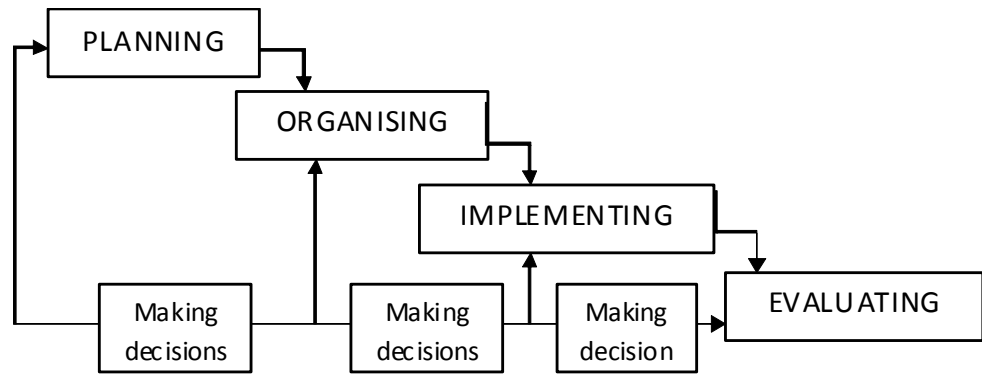


Fig. 14.5

At each step of management, one has to decide things and make changes if required. This process is known as **decision making**.



ACTIVITY 14.7

- List three alternatives in the best order to achieve the given tasks:

Task	Alternatives
Reducing expenditure on clothes for the family	a. b. c.
Thinking of a place where the whole family can go for a picnic.	a. b. c.
Reducing consumption of fuel or electricity at home.	a. b. c.



INTEXT QUESTIONS 14.7

- Why is organising important?
- Your brother wants to host a party to celebrate the first birthday of his daughter. List the goals and the resources he will need to achieve his goal successfully. The party goes off very well and all the guests appreciate its management.

- Can you analyze and suggest what went right at each steps of the management process.
- What suggestions can your brother give to his friends to be able to host the party even better in future in terms of number of guest, menu and quality of food needed and entertainment programme.



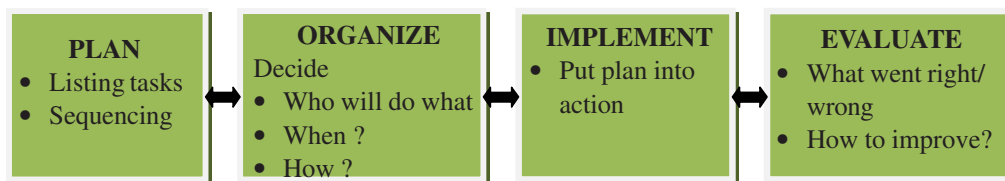
Notes



WHAT YOU HAVE LEARNT

In order to make it easy to remember here are the main points of the lesson:

- The means used to attain goals are called 'resources'. There are two types of resources, human and non-human resources.
- Management is a process through which we attain our goals by the efficient use of available resources.
- Management is a process of organizing and controlling whatever resources we have, to achieve what we want.
- There are four steps of management process and these are related to each other.



TERMINAL EXERCISE

1. What is the relationship between goals and resources?
2. Give any four examples to differentiate between human and non-human resources.
3. What is the importance of planning? You attended your cousin's wedding. All went well except the following:
 - The train reservation was not confirmed till the last minute.
 - On reaching you found that one of your dresses did not fit properly.
 - The family had left behind one of the gifts purchased for the cousin.

On the basis of what you have learnt in this lesson, suggest at least one way in which each of the above stated problem could have been avoided.
4. Explain the importance of evaluation in the process of management.



Notes

- Surroundings of your house must be kept clean for a healthy environment. List the resources you will need and use for this purpose. How will you plan for the beautification of space around your house?



ANSWER TO INTEXT QUESTIONS

14.1

- Goals: A goal is a target or aim that we want to achieve or goals are our needs/wants which we try to achieve.

Resources: The means used to attain goals are called Resources. They are all the things used to achieve our goals.

Goals	Resources
Buying a mobile phone	piece of land
making a chair	Rs. 6000
making rangoli	wood
visit to a mela	bus stand
	community tap

- Give justification to elders why cleaning and beautification should be done in the area surrounding your house. Convince them that it is a must for all family members and the neighbours and that the biodegradable material will be recycled and used as manure.

Resources- time, energy, materials like brooms, buckets, rubber tubing, pots, implements to dig and level the area, plants, manure, resources to start vermiculture.

- Planning- Make a plan to see what all needs to be done like-
 - digging the soil
 - removing all weeds and unwanted plants and leaving them to dry.
 - level the area
 - plants some perennials along the wall of the house.
 - keep some potted plants
 - make a pit in a corner away from the house for vermiculture or preparing leaf manure.
- Involve all family members in different tasks.



Notes

14.2

1. Human resources-are those resources which belong to the person and cannot be taken away by others.e.g. time, knowledge.

Non-human resources can belong to the person or the community. These can be taken over or shared by others.e.g. park, money.

- 2 . Money is non-human resource because it can change hands.

14.3

1. To achieve our goals, we have to manage within the limited resources. Each one of us has our own limited resources to achieve the goals. Therefore, it is important to use them wisely.e.g money is limited, the total time of the day is also limited.

2. Points to be kept in mind while managing resources:

- Do not waste resources
- Conserve resources
- Understand alternative use of resources
- Learn the proper way to make sure you do not deprive others.

14.4

1. As resources are limited, we have to plan their utilization in such a way that we can get maximum out of them. That is why it is important to plan for the use of resources.

2.
 - Were the resources used effectively by all family members?
 - Was bath taken under the shower or a bucket full of water was used?
 - Were Fans and lights left on, even if nobody was sitting in the room?
 - Did family members walk to the nearby park or went by scooter and then walked there?

Request your family members to appraise their friends, relations and colleagues to use resources judiciously and check if they get water or electricity bill which is lower than before.

14.5

1. Planning, Organizing, Implementing and Evaluating
2. c, g, h, b, d, f, a, e.



Notes

14.6

Planning

- Get uniform ready
- Finish home work
- Plan for time to get up
- Get bag ready

Organizing and implementing

- Getting ready
- Eating breakfast
- Catching school bus

Evaluation

- Got ready on time?
- Time to eat?
- Caught bus on time?



15



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MANAGEMENT OF TIME AND ENERGY

We perform many activities in a day. Some of the activities like eating, cooking, exercising, sleeping, bathing and entertaining are also carried out by us along with our work related activities but all these are to be completed within the available time that is 24 hours. We work and feel exhausted, if we do not rebuild our energy from time to time. This means that like time we also need something else to perform these activities. This is called **energy**. It is the capacity to do the work. It means that just as available time as a resource is limited, we also have limited amount of energy. So we can say that within limited time we must finish all our work with our limited energy.

Time and energy are the resources available to all of us. These two resources are very closely interlinked. Each one affects the other. Although energy available to each one of us is different but the time we all have with us is equal i.e. 24 hours in a day. If we want to finish our work properly and on time we need to make best possible use of our time and energy. In other words we must learn to manage our time and energy properly. But how do we manage our time? How do we use our energy to complete our work on time? We will learn about these issues in this lesson. Time and energy are both limited resources and we have to use them efficiently.



OBJECTIVES

After studying this lesson you will be able to :

- explain the meaning and importance of time and energy as valuable resources;
- discuss the role of a time plan for effective utilization of available time;
- elaborate the procedure of making a time plan;
- suggest ways to save time and energy;



- understand the role of dovetailing in time and energy management;
- explain the concept of work simplification and its usefulness in the conservation of time and energy, and
- evaluate your work by simplification methods at home.

15.1 TIME AND ENERGY AS RESOURCES

You have studied in the previous chapter that a resource is something that is available to you for getting some work done. Resources are of two types- human and non-human. Resources like time, money and energy are available to us but these are limited and we have to use these wisely and efficiently.

Making use of available resources efficiently in a way that we get our work done is called the management of that resource. If you go to your friend's house on a bicycle, you will require time to reach the friend's house and energy to ride a bicycle. Even if you walk to the friend's house, you still will need these two resources. Most of the time these two resources are used together and managed together. If you reach your friend's house using a short cut you are saving time and your energy. Hence, you are managing your time and energy more efficiently. **Making best use of time and energy is known as time and energy management.**

15.2 TIME PLAN/ SCHEDULE

In the previous chapter, you have studied that planning the use of resources helps us using them effectively and efficiently. In case of time, we have to prepare a **time plan** or we can call it a **time schedule**. It involves thinking in advance about how are we going to use our time for doing various activities. **A time plan is an advance plan of what we are going to do in a given time period.**



Figure 15.1

You have two assignments to submit to your study centre by tomorrow. You find that your mother is not well and you have to get medicine for her, cook dinner for the family and make beds. With the limited time available with you, how do you think you will complete all the tasks successfully? Think of the different options available to you:

Option 1- Get medicines, make dinner, make beds, serve dinner and next day request your teacher to give you one more day to submit the assignments.

OR



Option 2- You list all the tasks to be done and prioritize them. Get medicine and give to mother; do assignments; cook dinner and in between go and make the beds, serve dinner, and go back to complete the assignment.

What was the difference between the two options?

In the first option, you did not list all activities and prioritize them. In second option, you planned your time properly and completed all the tasks i.e. you made a Time Plan in your mind.

What was the first thing you did in Option 2 which made it possible to do your work successfully. Yes, you listed all the activities to be completed and organized them in an order of priority.

15.2.1 Steps in time-planning

- 1. Listing all the activities:** List activities that you have to perform on a particular day. These can be eating, sleeping, going to school, school time and complete homework, playing going for shopping with your mother, helping your father in cleaning the surroundings of the house; dusting in the house; going for music or dance classes, etc.
- 2. Grouping flexible and inflexible activities:** Separate the activities into two types. Those which are **flexible** like going to market for shopping. The timing and day for shopping can be changed as the situation demands and can be delayed to the next day. The other set of activities are those which are **inflexible**, like going to school, music or dance classes. The time for performing these activities is fixed and cannot be delayed or changed.
- 3. Estimating time required for performing each activity:** In the list that you have prepared in the step-1, allot time required for performing each activity. Going to school may take between 7 -10 minutes or 1 hour. School time may be 5-6 hours. Fill in all other works which can be done within a short time in between all the other activities with fixed activities.
- 4. Balancing:** This is the most difficult task. On one hand you have the total time of the day available with you and on the other hand are the activities you have to do. After allotting time to each of the activities, you might find that the total time required by you to do all the work is more than 24 hours.

However, you only have 24 hours to complete the task. Balancing is the adjustment of time for each of the activities. Reducing time from some activities can help in balancing the total time needed with the total time available bring to harmony. This is a step towards adjustment where listing of flexible and inflexible activities can help you. Also start with things that take long to complete so that these are ready when you are ready.



Notes



INTEXT QUESTION 15.1

1. Classify the following activities into flexible and inflexible activities, keeping in mind that these are for your parents.

Activities	
Dusting, Mopping, Cooking food, Stitching clothes, Going to school, Washing clothes, Going for shopping, Preparing lunchbox for children, to attend a marriage ceremony, Ironing clothes	
Flexible	Inflexible

2. List the steps of making a time-plan.

15.2. 2 While planning the use of your time in advance keep the following points in mind:

1. Make a time schedule which you can easily follow.
2. Make a time schedule which is practical and flexible and can be changed easily in emergencies.
3. Think of an alternative plan of action for emergency.
4. Allow for rest and leisure time activities.
5. Dovetail for better time utilization of time. (You will learn about this a little later in this lesson)

Here is a model of time schedule for Seetha who has a school going child and is also doing a course through open schooling. A list of all the activities to be performed by her are presented in a table given below.

Note: The activities that are underlined in the table given below have to be done at those definite times as the time to do them is inflexible. The other activities can be done according to her convenience as they are flexible.

Table 15.1- An example of a time-plan

TIME	ACTIVITY
<u>5.30 a.m.—6.15 a.m.</u>	Wake up, freshen up
6.15 a.m.— 7.00 a.m.	Wash clothes
7.00 a.m.—8.15 a.m.	Prepare breakfast and start cooking lunch
<u>8.15 a.m.—8.30 a.m.</u>	Dress the child and send to school



Notes

8.30a.m.—9.00 a.m.	Cleaning the surroundings and packing the lunch box
9.00 a.m. —9.30 a.m.	Have breakfast
9.30 a.m. —11.00 a.m.	Clean the house
11.00a.m – 11.30 a.m.	Bathe and get ready
11.30 a.m. — 11.145 a.m.	Rest
11.45 a.m. — 12.45 p.m.	Study
<u>12.45 p.m. — 1.00p.m.</u>	Pick the child from school
1.00 p.m.—1.45 p.m.	Serve and eat lunch
1.45 p.m.—2.00 p.m.	Wind up and clean kitchen
2.00 p.m. —2.45 p.m.	Personal Hobbies/rest
2.45 p.m. — 3.30 p.m.	Pre-preparation for dinner
3.30 p.m. — 4.00 p.m.	Tea break
4.00 p.m.—4.15 p.m.	Shop for daily needs
4.15 p.m.—5.15 p.m.	Help child to do homework
5.15 p.m. — 6.15 p.m.	Prepare dinner
6.15 p.m.—7.30 p.m.	Serve and eating dinner
7.30 p.m.—8.30 p.m.	Wind up and clean kitchen
8.30 p.m—8.45 p.m.	study
8.45 p.m- 10.00 p.m	Get ready for sleeping
10.15 p.m.—10.30 p.m.	Rest

From the time plan presented above, you can observe that there are certain times of the day when a number of activities have to be performed within a fixed time period. These time periods are called **peak load** periods. These peak loads need to be managed by proper planning. For example, children’s uniform can be ironed and kept ready for the next morning and some pre-preparations of lunch and breakfast can be done in the evening. This will reduce some pressure from this peak work load period in the morning next day. Working constantly leads to tiredness and **fatigue** both physical and mental. You may have also noticed that the afternoon time is being spent on rest and hobbies. This is called **leisure period**. This is essential to give rest to the body and to break the monotony of the hectic routine. This also helps to recharge the body physically and emotionally. This also helps us to manage our peak work load efficiently and remove stress.

Every member of a family will have their own time-plan and any chance of time-plans of family members clashing can be resolved by adjusting timing of different activities. Consider a family, where the son is the first to leave for school, daughter leaves for



college after that, then the mother leaves for office; hence their bathing time can be adjusted accordingly. Son takes bath first, next is the daughter and then their mother. Father is a shopkeeper, so he can bathe after everyone has had their bath and left for school, college or office.



ACTIVITY 15.1

Use the time plan given in Table 15.1 and answer the following:

If a guest arrives suddenly during one of your peak load period how would you manage your tasks. *

**Hint: Reschedule activities/ seek help of other family members/ reschedule activities/ simplify tasks*

15.2.3 Advantages of preparing a time plan

When you plan and implement a time plan /schedule, you realize how useful it has been to you.

You will be able to:

- finish all your work efficiently without feeling tired;
- find time for rest and relaxation;
- find time for your hobbies like playing out door games (cricket, football, volleyball and hockey) doing embroidery , listening to music, dancing, watching T.V. etc;
- do more productive work in less time
- you are saved from last minute tensions and confusion; and
- better quality work is done.

What will happen if you do not make a time-plan either mentally or on paper?

- You may not have enough time for each task.
- You may not have time for unforeseen events like visitors dropping in or an unexpected and urgent visit to the doctor if a family member has been taken ill.

To enable us to complete all our tasks, we must try to save time. How do you think we can save time?

We can save time by-

- making time plans and following them strictly.
- not wasting time.



- using labour saving equipments.
- doing two or more activities at the same time which is called as dovetailing of activities.

Dovetailing is the ability to do two or three activities at the same time.

Let's see how we can incorporate dovetailing in our activities.

You have to

- i) cook dal, vegetables, wash dishes and wash clothes in a washing machine.
- ii) study, cook dinner, help sister with her homework.

There are two ways of doing these activities-

Option I:

Activity	Time needed
Cook dal	20 minutes
Cook vegetables	20 minutes
Wash dishes	20 minutes
Wash clothes	20 minutes
Total time taken to do all these activities	80 minutes

Option II:

Activity	Time needed
Fill water in washing machine, add detergent and start washing	5 minutes
First put water on stove for boiling dal	2 minutes
Clean and wash dal and put it in water for cooking	5 minutes
Wash and cut vegetables and keep for cooking	10 minutes
Wash dishes while cooking and washing of clothes is going on	20 minutes
Wind up kitchen cooking	5 minutes
Wind up washing of clothes and drying	8 minutes
Total time taken to do all these activities	55 minutes

Also, while doing dishes you can listen to music or radio.

Thus by dovetailing activities, we can save time.



Notes



ACTIVITY 15.2

1. Observe your mother performing her household chores for one full day.

List all the activities she performs. Suggest to her ways by which she can save her time and is able to watch T.V. Follow her hobbies and find time for her to rest also. Request her to record the number of hours she is able to save by following your suggestions.

2. List four activities that your mother performs in a day and suggest how they can be dovetailed.

Let us now see how we can save energy to do tasks which otherwise might have got left undone.

15.3 WAYS OF SAVING ENERGY

During the day, we all do different types of activities which require different amount of energy.

- i) **Heavy activities** like running, jogging and mopping requires large amount of energy.
- ii) **Moderate activities** like sweeping, ironing and cooking require average amount of energy.
- ii) **Light activities** like reading, watching T.V. and listening to music need very little energy.



ACTIVITY 15.3

1. Make a list of heavy, moderate and light activities performed by every family member in your home. (One example for each type is given. Add more in the table given below).

Family	Heavy	Moderate	Light
Father			
Mother			
You	Cycling	Cooking	Studying



INTEXT QUESTION 15.2



Notes

1. State whether the following statements are True or False. If false, write the correct statement below it.

a. Time and energy are closely related to each other. _____	True/False
b. Time can be utilized more effectively if time-plan is not made. _____	True/False
c. When we combine two or three activities together it is known as dovetailing. _____	True /False
d. While preparing time-plan there is no need to think about number of activities to be performed. _____	True /False

2. A list of some activities is given below. State whether light, moderate or heavy work is required to be done to perform these activities.

- a. preparing notes _____
- b. mopping house _____
- c. diwali cleaning _____
- d. cycling _____
- e. listening to radio _____
- f. telling a story _____

15.3.2 Saving energy

Now you must be able to differentiate between different types of activities which require different amount of energy. We cannot escape performing heavy activities. Since everybody needs to perform all kinds of activities, we must learn ways to save energy.

Some of the ways to save our energy, while performing different activities, are:

- i. **Break the task into smaller activities:** Completing one task involves a number of tasks e.g. in lesson about care and maintenance of clothes, you have learnt about washing of clothes. Now to break this task of washing clothes into smaller activities involves separating different types of clothes, cotton-coloured, white etc., dipping clothes in soap/detergent solution for some time; rubbing of soiled areas etc. It also involves taking out soap/



Notes

detergent. Then these are to be squeezed and put out or hung for drying.

ii. Cut all extra movements and combine activities:

Sometimes we see that some people do more of running around and do less work. For example some guests arrive at home and you have to serve them water. You keep going to the kitchen and bring one glass of water at a time.



Fig.15.2

Don't you think that a better option is to bring all the glasses in a tray and serve all the guests. You have already learnt about 'dovetailing' in this chapter. It also helps us to save energy. In case you need to hang the clothes for drying on the roof and you have to sweep the roof as well, going to the roof once will save the energy of climbing the stairs twice.

iii. Perform activities in a better order: Perform the activities in a proper order.

Some tasks are to be performed before some other activities and some after them. For example, if the dusting is done before the sweeping of the floor, the dust will again settle on the furniture. Dusting will have to be done again. In the example given above regarding hanging clothes and sweeping the roof top, the correct sequence will be to sweep the roof-top first and hang the clothes later.



ACTIVITY 15.4

Given below is an example of cleaning the table after eating food. Sequencing can help to reduce movement.

Sequence of activities to perform the task	How to reduce movements
<ul style="list-style-type: none"> • Collecting items • Bring few things at a time to the washing area • Comeback to collect remaining items • Take remaining things to the kitchen • You make a number of trips to kitchen 	<ul style="list-style-type: none"> • Collect all the plates of the same size and put smaller on top of the bigger ones and keep them on a tray. • Put all spoons on the sides of plates • Take them to kitchen. • You make only 1-2 trips to kitchen

Based upon this example suggest ways to reduce unnecessary movements in the following tasks:

- a. Serving food
 - b. Winding up the kitchen after cooking meal
 - c. Making bed
- iv. **Be more skilled at your work:** Being skillful in performing the tasks makes it easy to perform. This saves a lot of energy. Rajita is learning to ride a bicycle. Her father is holding the bicycle from behind to provide support and balance. He is constantly supervising her learning so that she is safe and gradually picks up the skill in riding a bicycle.

- v. **Use the correct posture :** Arun is sweeping the floor using a traditional broom with short handle. He needs to bend down, sweep with short strokes which allows him to complete his task without getting tired and spending unnecessary time and energy resulting in adopting a wrong posture for the work and sweeping inefficiently. If he uses long handle broom, he can do the same work without bending and making long strokes which reduces energy and time required to do the job. Similarly, while studying it is important to sit erect on the chair. Long hours spent on studying in a wrong posture may lead to pain in the neck and back.



Fig.15.4

- vi. **Work at proper heights and keep things near the place of use:** Sitting on the floor and trying to iron clothes cannot be done for a long time, as you have to bend to do the work. You will get tired and most likely your back will start paining. This happens because the ironing place is low and is not comfortable while ironing or cooking a meal or writing an assignment. However, if you are ironing on the table which is too high your arms and shoulders need to be raised to adjust to the height. This too causes unnecessary strain and fatigue.

When the work surfaces are of comfortable height, you save a lot of energy and indirectly save time also as you will be able to work faster. Where do you keep your text books and note books? Yes, near your study table because you can pick them easily while working on the study table. If you had kept them in a different room or a rack far away from your study table every time you need a book, you would have had to get up and bring it, you waste time and energy. So now, you know why we need to keep things near the place of their



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use. It is also important to use things and then put them back in their place. This way you don't waste time in looking for things.

- vii. **Use labor-saving devices:** Use of electric labour saving devices helps to save both time and energy. e.g. using mixer grinder to grind spices or a toaster to toast bread. This saves a lot of energy and time.



ACTIVITY 15.5

Make a list of time and energy saving equipments at your home. Perform any one activity both ways with and without using any device. Note down the difference in time it has taken and how much tired you feel with and without its use.



INTEXT QUESTIONS: 15.3

1. List several ways by which the following persons will save energy while doing their work:
 - a) a child studying in class V
 - b) a farmer
 - c) a housekeeper
2. Given below in the box are activities required to clean and rearrange the house. List them in the correct order in the space given below.

Cleaning the house	Washing clothes	Making a Stuffed Parantha
dusting , shifting the furniture, clearing webs, mopping, sweeping	brushing, soaking, drying squeezing, hanging	Rolling, making a ball, making dough, preparing; filling, frying

Correct order of doing

--	--	--



WHAT YOU HAVE LEARNT

Time and Energy management → making the optimal use of your time and energy

Time management



Time plan



- finish all the work in time
- find time to rest
- find time to enjoy yourself

Energy management



Use work simplification procedures like

- cutting out extra movements
- developing work skills
- adopting correct postures
- working at proper height
- keeping things within reach
- use of proper equipments and labour saving devices



TERMINAL EXERCISES

1. What are the advantages of preparing a time-plan?
2. Differentiate between heavy, moderate and light work. Give one example of each.
3. Why is it important to categorize activities of work?
4. What do you understand by the term dovetailing and how does it help to save time? Explain with a suitable example.
5. Your mother has to leave home for two days. All the family members have been assigned different tasks being performed by her. You have been assigned the task of cleaning the house.

Using the knowledge you have gained from this chapter, what approach will you use to save time and energy which your mother may not be using while doing all such tasks. Help your family members also to make a plan to save their time and energy.



Notes



Notes



ANSWERS TO INTEXT QUESTIONS

15.1

1.

Activities	Flexible	Inflexible
Dusting and Mopping	F	
Cooking food		I
Stitching Clothes	F	
Going to school		I
Washing clothes	F	
Going to shopping	F	
Preparing lunchbox for husband		I
Going to marriage ceremony	F	
Ironing Clothes	F	
Doing Prayer	F	

2. (a) Listing all the activities
 (b) Grouping flexible and inflexible activities
 (c) Estimating time required of performing each activity
 (d) Balancing

15.2

1. a. True
 b. False. Time can be utilized effectively only if time schedule is prepared.
 a. True
 b. False. Considering number of activities to be performed is very important while preparing time schedule.
2. a. Moderate.
 b. Heavy.
 c. Heavy.
 d. Heavy.
 e. Light.
 f. Light

15.3

1. Refer to the text

2.

Correct order of doing		
Cleaning webs shifting furniture, sweeping, dusting, mopping	soaking, brushing, squeezing, hanging, drying	Sifting flour, mixing ingredients, baking, decorating



Notes



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MANAGING FAMILY INCOME

Food, shelter and clothing are basic needs of a human being. How can we fulfil these basic needs? We have to buy food, clothes and shelter (house). To buy anything, we need money. From where can we get this money?

Your parents work to earn money to run the house and try to fulfil the needs of all the family members. Can your father or mother earn extra money through other sources or can you and your sibling contribute towards the family income? Yes, you can by helping in the household chores like cleaning, mopping, washing dishes or clothes. You can stitch clothes at home or take tuition or repair household gadgets yourself or do typing for others. With this extra money earned or saved members can meet additional needs of the family.



If money is managed carefully, we can achieve our goals as well as save some money. In this lesson our focus will be on the management of family income. Let us see how we can do this.



OBJECTIVES

After reading this lesson you will be able to :

- define family income;
- list sources of family income;
- define expenditure and savings;
- state the purpose of managing family income;
- explain the process of managing family income;
- define and give the importance of a spending plan (budget);

- develop a budget for a family, and
- evaluate the budget of your family and suggest any changes required.

16.1 INCOME AND ITS SOURCES

Whatever is earned in the form of money which comes into the family is called its income. This income may come from various sources.

16.1.1 Sources of Income

Income can be salary from a job, part time classes, rent from a house or shop, interest received from bank or sale of shares and other investments. It may also be earning from the use of your skills or profit from your household produce etc.

When you use your skills like stitching clothes for family members or growing vegetables at home for your consumption or knitting sweaters for family members, you do not get any money in hand but at the same time you save money which you would have given to the tailor for stitching or for buying a sweater or vegetables etc. Such savings add to your income.

Family income is the income from all sources like salary of family members, rents, and interest received from banks and savings from using skill of family members.

Money can also be saved by using free facilities like medical facilities, free education for children or rent free accommodation. Can you now define family income?



INTEXT QUESTIONS 16.1

1. Choose the correct option from the choices given to complete the statement.
 - a. Income means
 - i money
 - ii house
 - iii furniture
 - iv all the above.
 - b. Family income means
 - i income of all related persons living in the household
 - ii commodities and services produced in the country
 - iii right to consume goods and services
 - iv all the above.





Notes

**ACTIVITY 16.1**

1. Discuss with your parents and list all the sources of your family income.
2. List the skills of all your family members. Give them suggestions as to how they can contribute to family income by making use of their skills. Ask them to make some products for sale.

Plan and organize sale of the products made by the family members. Request your friends and family members to evaluate the total efforts in terms of questions given below and report the findings with suggestions for improvement.

- i) was the venue, date and time for sale appropriate?
- ii) stalls and decorations were alright or not?
- iii) were the products sold too expensive?
- iv) were the products well made?
- v) did a lot of people come to the sale?
- vi) has the profit motivated the family to make more products to sell?

16.2 EXPENDITURE

Whatever money we spend from the income for buying various things to fulfil our needs is called expenditure. Let us make a list of all the items and services on which your family spends income. Your list may include several items and services given in the list below.

food

housing

clothing

education

transport

medical expenses

entertainment

others

let us define expenditure-

Income brings money into a family while expenditure takes money out so that it is not available for anything else.



ACTIVITY 16.2

Make a list of your immediate needs (short term expenditure) and needs which can be fulfilled at a later date (long time expenditure).

16.3 SAVINGS

A part of the income which comes into a family must also be kept aside for future use. This money which is set aside is called 'saving' and may be used at any time in future for any purpose like family needs or emergencies, children's marriage or higher education, old age security, health emergencies or to buy luxury goods etc.

Saving is the money set aside by the family for use in times of need.

16.4 NEED FOR MANAGING INCOME

To ensure that some money is saved, the expenditure must be less than the income. In order to manage within your income, you need to plan the expenditure. This is known as 'managing income' and means spending wisely so that all your needs are met. For this, you will have to make a 'spending plan'.

A spending plan is a planned approach to spend money. It is based on the total income of a family. It helps the family to live within their income and also save money for future needs and emergencies.

16.5 WHAT IS A SPENDING PLAN OR A BUDGET?

It is actually a list of requirements of all the family members, with the money allocated for each item to fulfil these needs. To be able to do this you must also know the income of a family.

Why make a spending plan?

- If we do not make a spending plan, we are likely to spend more than what we have. So, if our expenditure is greater than our income it may lead us to borrow money to fulfil needs.

Expenditure > Income ————— Borrowing
(> means more than)

- To avoid getting into trouble, make your spending plan and keep your expenditure less than the income, in order to save money.

Expenditure < Income ————— Saving
(< means less than)





Notes

16.6 HOW TO MAKE A SPENDING PLAN?

Use the following steps to make your spending plan :

1. Keep in mind all the income and facilities available to you for the period for which you are making the spending plan.
2. List all the requirements (commodities and services) needed by the family members for that period.
3. Prioritize these needs.
4. Allocate funds keeping in mind the total income. This will help in effective utilization of money and other resources.
5. Balance the spending plan. This will also help to save some money.

Second step is listing all the requirements (main category). All families have their own spending plan according to their needs.

The items of expenditure in your family may be as follows:

Main category	Sub category	Allocation In Rupees
Food	<ul style="list-style-type: none"> • fresh foods • processed foods 	
House	<ul style="list-style-type: none"> • rent • repairing and maintenance 	
Clothes	<ul style="list-style-type: none"> • purchase of garments/fabric • repairs and stitching • dry cleaning and washing 	
Education	<ul style="list-style-type: none"> • books • fees • stationary • occupational expenses 	
Household expenses	<ul style="list-style-type: none"> • fuel • household supplies • paid services(servant) 	
Transport	<ul style="list-style-type: none"> • personal (automobile) • public 	
Public utilities	<ul style="list-style-type: none"> • electricity • telephone Water • postage 	



Notes

Home furnishings		
Medical expenses	<ul style="list-style-type: none"> • adults • children 	
Tax	<ul style="list-style-type: none"> • income • property or home 	
Entertainment	<ul style="list-style-type: none"> • adults • children 	
Personal allowances of family members		
Emergencies		
Savings	<ul style="list-style-type: none"> • saving deposit • insurances • investments 	



INTEXT QUESTIONS 16.2

Fill in the table drawn below by writing the budget head against each expenditure. The first item has been done for you.

	Expenditure	Spending heads
1.	repair of tap	house
2.	buying a pack/strip of Asprin tablets	
3.	going to a friend's house by bus	
4.	eating out	
5.	buying a toothbrush	
6.	buying a water bottle for school	
7.	getting a telephone connection installed at home	
8.	paying electricity bills	

16.7 HOW MUCH TO SPEND ON EACH ITEM?

Each family has its own needs which are different from those of other families. (Even your needs as a student for books, copy, pencil pen, eraser etc. will be different from other students). How much a family spends on the different items depends on many factors.



Notes

Let us now consider these factors-

- i Income- The total family income from all sources will basically help to decide how much can be spent on various items. More the income more will be the money spent for purchasing different items.
- ii Size of family- More the number of family members more will be the expenditure on food and clothing. Hence, the family will be able to spend less on entertainment and luxuries etc.
- iii Age of family members- If there are school going children, expenditure on education, school uniform, stationary etc. will be more.
- iv Place of residence- In big cities like Delhi and Mumbai, cost of living, food, house rent, travel expenses and school fee are higher than in small towns and villages.
- v Skills- If some family members have certain skills like making preserves or doing household repairs like repairing electrical equipments, carpentry etc. then the family will have to spend less on getting the repairs done.
- vi Savings- Keeping in mind the future needs.

- **Prioritise these needs**

You have listed all the needs of your family members. Before making a spending plan it is important to prioritise all the needs. Below is given a prioritized list of needs according to a particular family. You will agree that the needs and priorities of each family are different.



ACTIVITY 16.3

- Make a list of your own expenditures for a week and prioritise them.
- Ask your friend also to do the same.
- Analyse and discuss with your friend, the flaws in your priority lists.

- **Allocation of funds**

You have the list of expenditures ready with you and you know how much money is available. Now you allot money to different heads according to your income and see how much you are able to save from your income.

The table below gives you an idea about the percentage of expenditure and the amount of money spent on each item.



Notes

Item of Expenditure	Amount (Rs.)
food (35%)	3500
housing (20%)	2000
clothing (5%)	500
family recreation (5%)	500
household operations (6%)	600
education (5%)	500
transportation (8%)	800
medical expenses (3%)	300
furnishing (3%)	300
saving (10%)	1000
TOTAL	10000

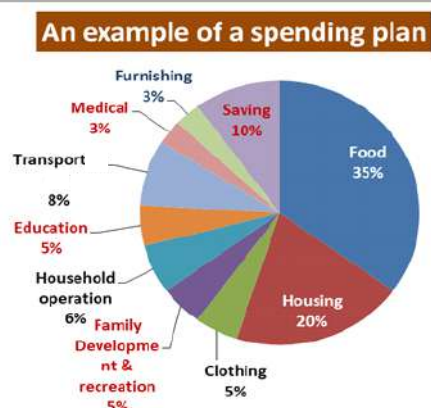


Table 16.1. Expenditure on various items for a family

This table shows the main heads of expenditure. While making your own spending plan you can put down the expenditure on each item separately in detail.

- **Amount to be saved**

Every family, whatever the number or age of its members, must save a part of their monthly income for later needs. The needs can be education or marriage of children, medical expenses, house building, buying a car or a refrigerator depending on the needs of the family, the family will have to shift emphasis from spending to saving. As a guide it is advisable to save about 10% of the monthly income.

- **Balancing the spending plan**

While making your spending plan, you can put down the expenditure on each item according to your requirement. The most important and difficult step in making a spending plan is balancing i.e. making expenditure less than income. With experience we all can master this art.

There are two ways of doing this-



Notes

BALANCING

Two ways to do it



Earn more	Cut down the expenditure
<ul style="list-style-type: none"> • Find other sources of supplementary income according to your capabilities, skills and knowledge like taking tuitions, stitching clothes, making handicraft articles etc. • Increase the income by taking up part-time job, over time, household production like kitchen garden, poultry farming, bee keeping, and making preserved food items. <div data-bbox="523 1064 842 1366" data-label="Image"> </div>	<ul style="list-style-type: none"> • Do not waste food. • Cut down on eating outside. • Check extra expenditure on electricity, water etc. • Ironing and washing at home. • Economic use of stationery i.e. paper, pencils etc. • Use of public transport. • Use of cycle instead of a rickshaw. • Use of public library instead of buying story books. • Looking out for sales/ rebates and places where prices are comparatively lower. • Shop in one trip. • Avoid impulsive buying. • Allocate funds to items which are not necessary, at the end.

These are some of the ways by which you can help supplement family income. Therefore the best budget is where income and expenditure allocation is balanced.

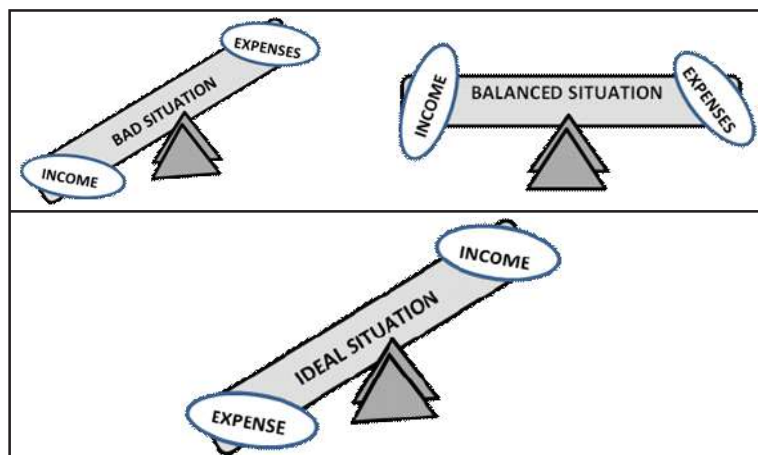


Fig.16.1



Notes

A spending plan

- Discourages ‘impulsive buying’ i.e. keeping away from buying what you really do not need at a particular time.
- Spending plan helps you to meet all the needs of all your family members. For this you make a list, allocate money for each item and then spend according to the spending plan.

Make a spending plan/budget for a family of 5 members i.e. parents, grand mother and two school going children.

Father’s income from job = Rs. 16,000
 Mother’s income from job = Rs. 14, 000
 Interest from bank (from savings) = Rs. 1,000
 Total income = Rs. 31,000 per month

When your spending plan is ready and you have balanced it also. The last step is keeping records of all the expenditure.

Why should you maintain a record of expenditure? Yes, this will help you to-

- know how much you have spent on each item
- know whether you have spent more or less on certain items than the previous month
- control any unnecessary expenditure by not spending money on these items
- plan for future needs
- save money
- check or compare old prices with new prices
- avoid getting cheated

The table below will give you an idea of how to keep a record of expenditure each month.

Table 16.2
Record of expenditure

Month _____ Year _____

S.No.	Items	Week 1	Week 2	Week 3	Week 4	Total
1.	Food					
	cereals					
	pulses					

MODULE - 2

My Family & I



Notes

Managing Family Income

	vegetables fruits milk ghee/oil butter spices egg, meat others					
2.	House rent repair house tax					
3.	Clothes cloth clothes- ready made tailoring charges dhobi ironing shoes/ chappals/ sandals socks, handker- chiefs undergarments school uniforms					
4.	Education school fees books, stationary etc.					
5.	Household bills electricity bill water bill any other					



Notes

6.	Medical expenses doctor's fees medicines					
7.	Transport bus fare metro fare petrol repair/servicing of cycle, car etc.					
8.	savings					
9.	any other item					

16.8 CHARACTERISTICS OF A GOOD BUDGET

- a. **Accurate estimates of income:** Find the exact amount of income that will be available to you for expenditure. (Gross income of the family differs from its take home pay).
- b. **Accurate estimates of expenditure:** The expenditure estimate should be as accurate as possible. Look up the budget of the previous years or the records of past expenditures and savings.
- c. **Reasonably accurate allocation of money:** The resources on expenditures side should be reasonably accurate; the family must be able to determine its present needs and wants and anticipate future changes (e.g. for some families budgeting for October- November will need extra outlay on spending on festivals and other occasions.)
- d. **Flexible:** A budget is made flexible by allowing sufficient margin on certain items. It should allow you to divert some money from one item to another as per your need. For example, some money can be easily diverted from entertainment in case of an unexpected high medical expenditure.



ACTIVITY 16.4

Given below are some of the categories of expenditure. Ask each family member to prioritize them independently and compare the result.



Notes

Items	Ranking by			
	Father	Mother	Yourself	Sister/ Brother
food				
clothing				
education				
entertainment				
payment of bills				
medical expenditure				



INTEXT QUESTIONS 16.3

1. Write T for true and F for false in the space provided before each statement. If false, write the correct answer in the line given below each question.

a. _____ Budget is the process of allocating income among various uses.

b. _____ Family goals affect the budget.

c. _____ A budget forces you to decide what is more important than the other.

d. _____ A budget can't help in achieving long term goals.

e. _____ Budgeting helps in the management of your finance.

f. _____ The main purpose of a budget is to allow you to live within your income.



Notes

g. _____ Income of the family member does not influence the budget.

h. _____ Making a budget helps in saving money.

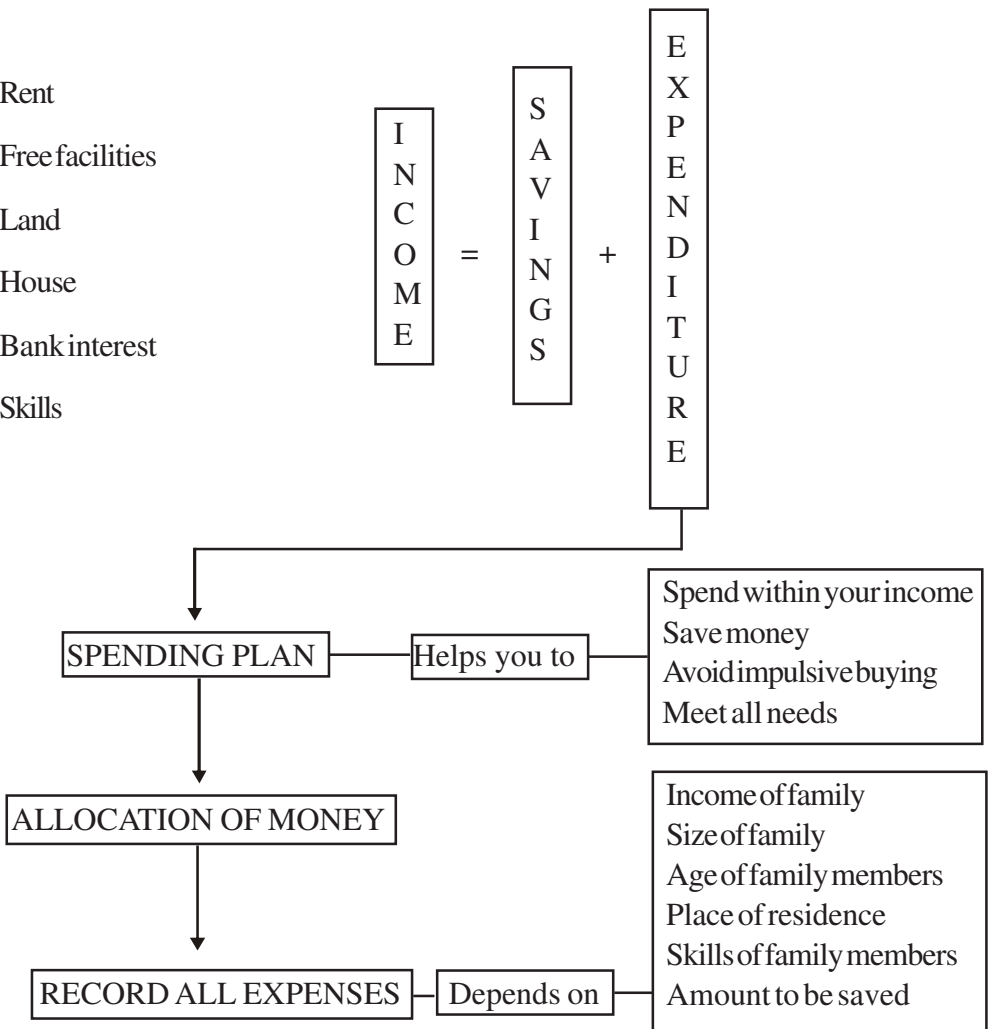
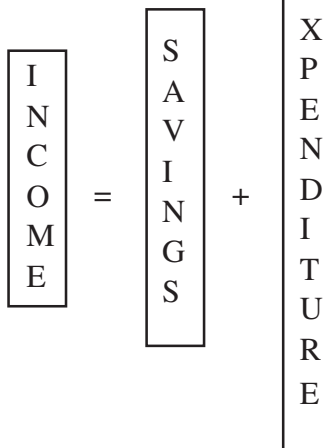
i. _____ Major amount from the income is spent on food.

Now you must have understood the importance of managing money as it is an important resource. Your family members work very hard to earn money. It should not be wasted. You must start managing the money you get as pocket money. Also help your parents understand the importance of money management and help them in preparing a budget.



WHAT YOU HAVE LEARNT

- Rent
- Free facilities
- Land
- House
- Bank interest
- Skills





Notes

**TERMINAL QUESTIONS**

1. Define any two of the following:
 - a. Money Income
 - b. Direct and Indirect Income
 - c. Budget
2. Give any five points highlighting the importance of 'Family Spending Plan'.
3. List the characteristics of a good budget.
4. Request your friends to discuss and plan their family's spending plan. If they are not willing to do it
 - Give two reasons to convince them about the importance of a spending plan.
 - Let them develop their spending plans.
 - Give suggestions for improving it by supporting with reasons for each flaw in the plan.
5. Define the term "spending plan" and explain the factors on which the allocation of money on different items is decided.
6. Make a simple spending plan for the following families:
 - a) A family of four consisting of the parents and two children aged 12 and 17 years. They live in a rented house in Delhi. The father gets a salary of Rs 5,000.
 - b) A family of six, grandparents, parents and two school going children 8 years and 12 years old. They live in a village and have a small farm which brings them an income of Rs 3,000. The school in the village does not charge any fees from its students.

**ANSWERS TO INTEXT QUESTIONS****16.1**

1. a. iv
b. i

16.2 (i) house (ii) medical expenses (iii) transport (iv) entertainment
(v) household (vi) education (vii) public utility (viii) public utility

16.3

- a. True
- b. True
- c. True
- d. False - A budget can help in achieving long term goals
- e. True
- f. True
- g. False - Income of family members influences the budget
- h. True
- a. He was concerned about other people/friends.



Notes



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17

LIFE BEGINS

We are all fascinated when we watch a baby playing all by itself in its bed. The tiny hands and feet, the innocent smile and twinkling eyes- all bring out the protective and parental instincts in us. We are sure you must have wondered how this tiny being comes into the world.

Well, it is no magic! You may have observed the birth of a baby in your own family or neighbourhood. You might have also observed the special care of the mother-to-be during pregnancy- a very special phase in her life. It will be interesting for you to learn about this process because you will soon come to a stage in life when you too, will become a parent. Girls would be able to understand better the changes their body may go through if they are pregnant and boys will be able to understand and appreciate the needs of women during this significant phase of their lives.

In this lesson, you will learn how a baby develops in the mother's body and how it arrives into the world after the completion of its development in the womb.



OBJECTIVES

After completing this lesson, you will be able to:

- relate the signs of pregnancy with the changes taking place in a woman's body;
- describe the development over the three trimesters;
- recognize the need for taking special care of a woman before and after she delivers a baby;
- advocate the right of the female foetus to be born and receive all the necessary post natal care;
- negotiate and plan your own family and
- assess the social and emotional consequences of an unplanned pregnancy.



Notes

17.1 PREGNANCY

It is wonderful to have a baby in the family, but do you know how a baby is conceived? Some of you may have studied science as a subject and may have already learnt about the process of reproduction. You may recall that it needs both a man and a woman to bring a baby into the world. A woman carries the unfertilized egg (ovum) in her womb and the man carries the sperm. As a result of sexual contact between a man and a woman the sperm and the egg unite through a process called 'fertilisation' and the fertilised ovum is called a 'zygote'.

Do you know what happens to the 'zygote'? It gets attached to the uterus and begins to grow by drawing nutrition from the mother's body. The zygote is called a 'foetus' till it is born and after birth it is called a 'baby'.

Now you will discover the fascinating steps in the development of the foetus as it transforms itself into a little baby.

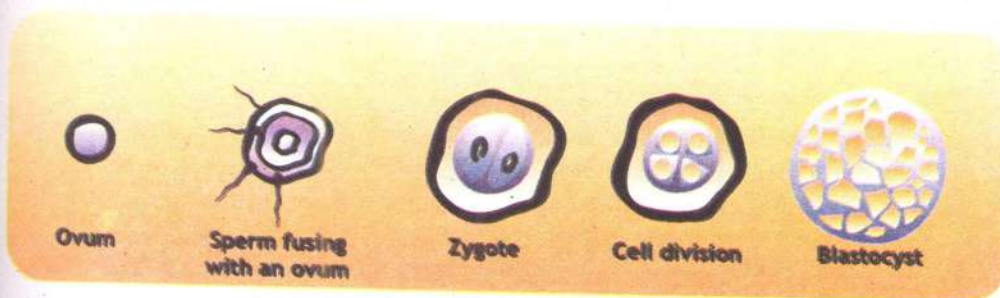


Fig. 17.1: Stages of Fertilisation

17.1.1 Signs of Pregnancy

From the time fertilization takes place, many changes occur in a woman's body. These changes include physical, hormonal and emotional changes. Some of these changes are:

- the woman misses her menstrual period. This is the first indication of pregnancy in every woman;
- morning sickness or nausea is usually experienced in the morning but some women may experience it at any other time of the day;
- changes in the breast occur they tend to get enlarged and feel tender. The nipples become more prominent and the dark area around the nipple called areola becomes darker and enlarges;



Fig. 17.2



- the frequency of urination may increase towards the end of pregnancy;
- hormonal changes taking place in the woman's body could lead to:
 - a craving for certain foods such as sweets or spicy or sour food. Some pregnant women may even want to eat certain inedible things like mud or chalk or slate. If they have a craving for such inedible things, they must consult a doctor;
 - an aversion to certain foods and smells such as onion, apples, perfumes etc.

However, not all women undergo these changes to the same extent. The experience of cravings and aversion may vary. Some women may experience such feelings for one pregnancy and not for the other.



ACTIVITY 17.1

You may ask your mother to recall any cravings and/or aversion she had when she was carrying you or her other siblings. What did she do to overcome these cravings or aversions?

Do You Know?

1. What determines the sex of a foetus? The sex of a foetus is determined by the combination of sex chromosomes of the mother and the father. You will recall that it is only the father who carries the chromosome that determines whether the sex of a baby will be male or female. You may read your Science books (Lesson- Heredity) or use a library or internet to find out more about chromosomes and how they help in deciding whether a baby would be a girl or a boy.
2. When two babies are born to a mother at the same time, they are



Fig. 17.3 A mother with twins

called twins. Twins can be fraternal or identical. How does that happen? To know more about this you may refer to a website- www.betterhealth.vic.gov.au

It is rare but sometimes more than two babies may be borne by a mother at the same time.



Notes

17.1.2 Development of foetus inside the mother's womb

A foetus remains in the mother's womb for about nine months (280 days). This is called the prenatal period, which begins with conception and ends with birth. Have you ever wondered how the doctors or other trained professionals tell a pregnant woman when she can expect her baby to be born? It is actually a very simple calculation and you can do it yourself, too. It is as follows:

Expected Date of Delivery = First day of last menstrual period + 7 days + 9 months

For example, if a woman's last menstrual period started on January 1, 2012, then you add 7 days to that which makes it January 8, 2012. Adding another 9 months to this gives the expected date of delivery as October 8, 2012. But you have to remember that it is only an approximate date and can vary marginally.

'Natal' refers to birth and 'pre' means before. Therefore, prenatal development refers to the changes taking place inside the mother's womb before the birth of the baby. You can divide the nine months of pregnancy into three trimesters – 3 periods of 3 months each. During each trimester rapid growth and development takes place. Let us now see some distinct changes that take place in these trimesters.

The First Trimester: 0 - 3 Months

This trimester begins with fertilization. The fertilized egg which is a single cell begins to divide. As a ball of cells, it attaches to the wall of the uterus and then further growth and development makes it an 'embryo'. The embryo's life support systems include the amniotic sac, placenta and umbilical cord. They protect and feed the embryo. The vital organs like heart and lungs are formed and the circulatory system starts operating by the end of three months. Male and female reproductive organs develop and the embryo, which is now called a foetus, attains a human form (Figure 17.4).

The Second Trimester: 3 - 6 Months

In this trimester there is rapid increase in the size of the foetus and the brain development is very fast. The foetus begins to move and the mother can feel the movements. Remember, a 6-month old foetus is under-developed and if born prematurely cannot survive outside the womb (Figure 17.4).



Notes

The Third Trimester: 6 – 9 months

The increase in size of the foetus continues and it can now regulate breathing, body temperature and suck its thumb. In the eighth month of prenatal development, the foetus' body prepares for life outside the uterus. It gets antibodies from the mother so that it can be protected from diseases after birth (Figure 17.4).

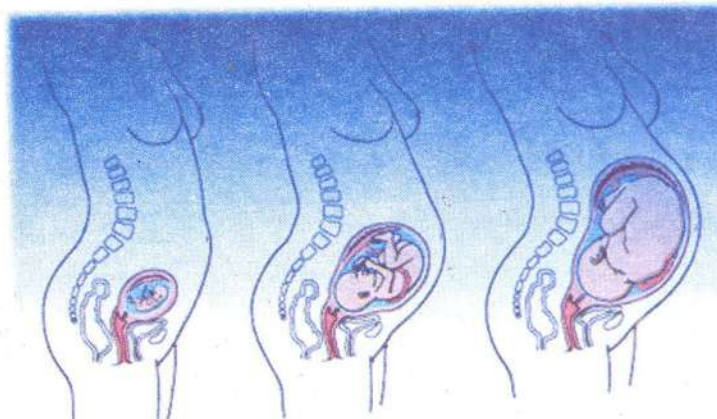


Figure 17.4: Development during the three trimesters

17.1.3 Factors Affecting the Growing Foetus

The growing foetus, although well protected inside the womb, is affected by certain factors.

1. Mother's emotional state

It is believed that a happy mother gives birth to a happy baby. That is why a pregnant woman must avoid tension and stress. The mother's emotions of anxiety, distress, fear or grief affect the foetus and the baby may be irritable after birth.

2. Mother's diet

A mother must take a nutritious diet so that her baby gets proper nutrition to grow. This is because oxygen and food needed by the foetus is obtained from the mother through the placenta. If the mother's diet is not enough or lacks in some nutrients, the baby will also be born weak. Such a baby is more likely to catch infections very soon and fall sick after birth. A pregnant woman's diet must contain:

- rice / wheat for carbohydrates - required for energy;
- pulses / eggs/ non vegetarian food for proteins - required for muscle development;

- green leafy vegetables and fruits for minerals - required for brain development and
- milk for calcium - required for growth of bones
- excessive consumption of ghee, oil and butter should be avoided. As shown in figure 17.5, a mother's diet should contain foods from all the food groups. This has been discussed in lesson 3- 'Food Groups'.



Notes



Figure 17.5: Diet of a Pregnant Woman

3. Age of mother

The right age to have a baby is when the mother is between 20 and 35 years old. Before 20 years, the reproductive system is not very well developed. It may lead to a physically and mentally weak child, a risk to the mother's and child's life and a risk of miscarriage. It is important to maintain a gap of minimum 3 years between the two children. This helps in proper growth of the first child and allows the mother's body to recover for the second pregnancy.

4. Medicines taken by the mother

Some medicines can pass through the placenta and enter the baby's body. This can be harmful for the baby. That is why a pregnant woman should always ask her doctor before taking any medicines. A pregnant woman should avoid taking medicines without the doctor's advice. She should also avoid getting herself X-rayed as this can harm the growing foetus in her womb.



Notes

Do You Know?

An ultrasound is a technique where sound waves of very high frequency are used to check the growth and development of the foetus. It is a very safe procedure and does not harm the unborn child in any way. This procedure is very useful in detecting any defects in the foetus at a very early stage.

5. Disease, germs that affect the foetus

If a mother catches diseases like German Measles or an infection like sexually transmitted infections or HIV/AIDS, their germs may sometimes pass the thin placental wall and damage the growing foetus. Mothers must therefore be careful during pregnancy and avoid catching infections.

6. Drugs, alcohol and smoking

Smoke from cigarette or 'bidi', chemicals from alcohol or drugs like 'afeem' (morphine) pass into the blood stream of the foetus through the placenta and can cause major damage to the foetus. A pregnant woman should avoid sitting in a room where someone is smoking as the smoke can affect the health of the baby.



Figure 17.6: A pregnant woman should avoid drugs, alcohol and smoking

**ACTIVITY 17.2**

Write two slogans/ messages to inform women about importance of good health or ill effects of taking drugs/alcohol/smoking during pregnancy. Samples are given below: "Healthy Mother – Healthy New born" or "Smoking can harm the foetus – Avoid it during pregnancy".

**INTEXT QUESTIONS 17.1**

Notes

- Fill in the blanks with the appropriate options:
 - The fertilized egg is also called _____.
 - an ovum
 - a zygote
 - a foetus
 - The zygote attaches itself to the lining of the _____.
 - vagina
 - uterus
 - cervix
 - The vital organs like heart and lungs of the child start developing in the _____ trimester of pregnancy.
 - first
 - second
 - third
- Calculate the expected date of delivery for a woman who had her last menstrual period from June 15 to June 19, 2009.
- What are the possible ill effects of having a child before 20 years of age?
- Given below is a set of statements describing the condition of some women. Name the women who may be pregnant and need to consult the doctor.
 - Mary feels nausea on smelling perfumes or dal or an odorous substance.
 - Meena got married in October and from November she has not had her periods.
 - Sheela is scared to get up in the morning because as soon as she brushes her teeth she vomits.
 - Jaswinder has been menstruating every 28 days.
 - Pinky needs to gulp an antacid after every meal.

**17.2 CARING FOR A PREGNANT WOMAN
(PRENATAL CARE)**

You are now familiar with the signs of pregnancy and know about the major changes that take place during the nine months of pregnancy. With a rapidly growing foetus in her womb the pregnant woman, experiences physical and emotional stress during this time. It is important for every woman to take care of her health throughout her life. She becomes extremely vulnerable during the period of pregnancy and child birth. Therefore, she needs a lot of support from the



Notes

people around her. You must have seen the concern shown by all the members of her family, neighbourhood and the community in general. They advise the pregnant woman to do or not do certain things. This advice may be based on local practices and customs. Therefore, it may be best to consult a trained professional before acting on any such advice.

During pregnancy, the family must ensure that the following are taken care of:

17.2.1 Medical Check-Up

After the first missed period, the lady becomes anxious to know if she is pregnant. This can be done with a simple urine test done by the doctor during her first visit to the health centre. Kits to test pregnancy at home are also available with chemists.

It is extremely important for all pregnant women to go to a doctor for a proper medical checkup. If a doctor is unavailable in the area, a trained midwife or some other trained health professional can be consulted. In fact, the pregnant woman should get herself registered at the nearest health centre or with a doctor as soon as possible. If you live in a village, seek the help of an ASHA or an Anganwadi Worker. She will take you to the nearest health centre. At the health care center a pregnant woman should not hesitate to consult the doctor available whether male or female. The doctor ensures that a pregnant women undergoes some routine blood and urine tests - these are haemoglobin (for anaemia), blood group (for transmission of blood, if required) and blood sugar (for diabetes), VDRL test (for sexually transmitted infections) and HIV/AIDS.

Her weight is measured and she is given an injection for Tetanus. This ensures safe motherhood and delivery. A visit to a doctor at least once a month for the first 8 months of pregnancy and once a week during the last month is a necessity. Figure 17.7 indicates a pregnant woman being examined by a doctor. She may need to consult the doctor more frequently in the first trimester because of various problems she may have.

These days' doctors may advise ultrasound test or sonography to check for any abnormalities in the growth and development of the foetus. Some parents and doctors misuse this facility to determine the sex of the foetus and terminate the pregnancy if the foetus is found to be female. This is called female foeticide. The practice of female foeticide has led to a serious decline in the number of baby girls being born in our country. This has a serious negative social impact, as is seen in



Figure 17.7: Medical Check-Up during pregnancy

the increasing incidence of violence against our sisters and daughters. Every child conceived has a right to be borne. This is an important human right. It is our duty to promote and advocate this right and reduce the gender bias in our society.

17.2.2 Nutrition

Remember, only a healthy woman can give birth to a healthy baby. To be healthy, she must eat the right food. What is right for a pregnant woman? Adequate nutritious food, that is, a balanced diet is a must during this time. You already know what a balanced diet is and that a woman needs to consume extra nutrients during pregnancy. Talking to a trained medical or paramedical professional will help you to know why certain foods are good and others are not, during this period. Eating meals at regular times is also important.

- Coping with morning sickness- During the first three months of pregnancy, nausea and vomiting are quite common especially in the morning. To combat this morning sickness, a pregnant woman can eat a piece of dry toast or biscuit or puffed rice in the morning. Eating food when she is not feeling nausea will help her to maintain her nutritional intake.
- A diet rich in iron helps in preventing anaemia. The pregnant woman can include whole cereals and pulses; green leafy vegetables, jaggery and amla in her diet to get good amounts of iron. Women who consume non-vegetarian food can consume eggs and organ meats like liver and kidney.
- Another common problem faced during pregnancy is that of constipation especially during the later stage of pregnancy. This is largely due to reduced physical activity and other pregnancy-related causes. To overcome this problem, a pregnant woman must eat a lot of fruits and raw vegetables and drink plenty of fluids.
- Spicy and fried foods are best avoided as they tend to cause acidity and discomfort. It is best for the pregnant woman to take small but frequent meals. The last meal of the day must be taken at least 2-3 hours before going to bed.

Do You Know?

Some women may suffer from acute heartburn, swelling of the lower legs, diabetes or hypertension during pregnancy. At times, these problems could lead to severe pregnancy complications and cause maternal or foetal deaths. Get more information about these problems from a doctor or search on the internet.



Notes



In different regions and communities in our country, there are traditional practices which may sometimes advocate or prevent the pregnant women from consuming certain foods. This could be for various reasons like fear of abortion or other complications during pregnancy. Some foods are recommended to get a male child or even to have a baby with fair complexion. Most of these practices are simply myths and superstitious beliefs. The foods that may be advised to be avoided could be rich sources of various nutrients that are beneficial for a pregnant woman, like eggs, fish, pulses, milk and others.



ACTIVITY 17.3

1. Interview at least two pregnant women to find what changes (if any) they have made in their diet to ensure their and their baby's good health. Record your observations.
2. Talk to your elders and make a list of foods traditionally recommended by them during pregnancy. Then talk to a doctor/nutritionist and categorise these foods as desirable and undesirable giving appropriate reasons.

17.2.3 Weight

A pregnant woman gains weight as the foetus grows. Normally, she should gain on an average of 12 kg. This indicates healthy growth of the baby. How can a pregnant woman judge whether she is gaining weight normally? If possible, she should weigh herself during each visit to a doctor. If she stops gaining weight, or there is sudden weight gain in the last few months, she must go to a doctor.

17.2.4 Taking Medicines

Any medicine taken by a pregnant woman must be strictly under medical supervision of a doctor. Taking medicines must be avoided as far as possible. The pregnant woman must take a tetanus vaccination in order to prevent tetanus in the newborn child. This is taken in two doses. The first dose should be taken as early as possible followed by a second dose, a month after that. The doctor may prescribe medicinal supplements of iron and folic acid for preventing or treating anaemia.

17.2.5 Clothes to Be Worn

Clothes worn during pregnancy sometimes pose a problem, especially for young girls who feel shy of their growing abdomen. A loose kurta worn with a salwar would look good and be comfortable at the same time. A well draped sari also gracefully conceals the growing abdomen. Ensure that the clothes allow free and unrestricted movement of the body.

17.2.6 Exercise and Rest

The pregnant woman must remain active and continue with her normal daily work. However, she should avoid picking heavy items or getting injured. Normal activity level helps her body to remain fit and active. This will help her at the time of delivery. But she must also get adequate rest because the woman tends to get tired easily during this period. Minimum 10 hours of sleep is recommended by the doctors. The family members and colleagues must pay special attention to her and ensure that the woman gets adequate rest and remains stress free at all times. Constant support from the family, friends and colleagues can help the pregnant woman easily tide over this physiologically and psychologically stressful period.

All this is important because the period of pregnancy must pass smoothly and without any problem or complication. A complication can be fatal for both mother and child. Proper care during this period can ensure a healthy mother and a healthy baby.



INTEXT QUESTIONS 17.2

1. Give one reason why a pregnant woman should do the following:
 - (a) Avoid spicy and fried foods.
 - (b) Take small and frequent meals.
 - (c) Take tetanus vaccination.
 - (d) Continue to do her normal daily work.
 - (e) Weigh herself at periodic intervals.
2. Read the following situations and give appropriate answers.
 - (a) You are travelling in a bus and are lucky to have got a seat because the travelling time up to your home is more than an hour. At the next stop a pregnant woman boards the bus. Should you look away or offer her the seat? Why?
 - (b) Your 21 year old married sister is 6 months pregnant. She is shy and refuses to step out of her home. What kind of clothes would you recommend she wears during pregnancy?



Notes



Notes

17.3 SAFE DELIVERY

Perhaps the most anxious time in a woman's life is the time of giving birth. Some common questions are- Will I be safe? Will my baby be safe? What will happen in case of any complication?

She can easily reduce her anxiety by finding out where she can have a safe delivery- it may be a hospital, a primary health center (PHC) or a registered nursing home. By gathering this information beforehand, she can decide where to go at the time of delivery and also collect the things she would need at that time. By choosing to register with a doctor, she assures herself of competent medical attention at the birth of her child. It is always safer to have an institutionalized delivery, that is, in a hospital or nursing home. If a woman has not been able to get herself registered with a doctor and the health centre is far away, the next best option is to call a trained midwife or dai to the house for the delivery.

A trained midwife is important because she would -

1. do everything scientifically,
2. follow the rules of cleanliness,
3. know what to do in case of any complication.

The five Rules of Cleanliness :

- Clean hands and fingernails
- Clean surface for delivery
- Clean sheet
- Clean all items to be used for delivery with antiseptic solution and soap
- Clean cutting of the cord with a new blade and tying with new (fresh) thread



ACTIVITY 17.4

1. Identify and make a list of a hospitals/nursing homes/Primary Health Care Centre in your neighbourhood where deliveries can be conducted.
2. Make a list of things that would be required in case a delivery has to be conducted at home by a trained midwife/ dai.

17.4 CARE OF THE NEW BORN BABY AND MOTHER (POSTNATAL CARE)

Whether a girl or a boy—a baby brings a smile of joy to everyone's face! Both boys and girls have an equal right to be born and to get love and care from their parents.



Notes

The human baby is one of the most vulnerable beings- totally dependent on adults for its care and survival. All parents wish to have a healthy baby and will benefit if they also learn beforehand, as much as they can, about caring for their child.

We have already understood the meaning of 'prenatal'. 'Post' means 'after'. Therefore, postnatal means 'after birth'. While it is true that the newborn baby needs a lot of tender loving care, it is equally true that the mother who has just had a baby needs as much, if not more, looking after. She has gone through a stressful time of giving birth and her body needs to recover its strength after giving birth. She can also catch infections if she does not look after herself properly after delivering the baby.

Once the baby is born, a lot of care needs to be taken. The newborn is likely to sleep a lot (about 16 hours), cry sometimes and need frequent feeding. The baby takes some time to develop a pattern of sleeping and waking. So the first few months will be a time of adjustment for the parents and the family.

Some health professionals now refer to the postnatal period as the 'fourth trimester'. Though the time span of this period is definitely more than three months, using the term 'fourth trimester' suggests continuity and importance of the first few months after delivery for the mother.

It will be helpful to keep the following points in mind while handling a new born baby, also called a neonate and the mother.

17.4.1 Hygiene

For the baby-

- (a) **Cleaning the newborn baby:** A newborn child's skin is often wrinkled, and is covered with a white cheese like substance and some fine hair. Wipe it with clean cloth soaked in warm water. Do not scrub as both these are protective in nature and fall off after some time.
- (b) **Care of the cut cord:** The developing foetus is joined to the placenta by a cord called umbilical cord. The baby is separated from the placenta by cutting the cord on its birth. (Your naval is the point from where your cord was cut). The most important way to protect the freshly cut cord from infection is to keep it dry. Air must get to it to help it dry out. If the home is very clean and there are no flies, leave the cut cord uncovered. If there are flies and dust, cover the cord lightly.

For the Mother- The woman must ensure that her room is kept clean, well-lit and ventilated. She must also have a bath regularly and keep the stitches clean and dry to prevent any infection.

17.4.2 Immunization

The baby needs to be immunized against preventable infectious diseases. As a mother, you must find out the proper immunization schedule for your baby so that you can take your baby for immunization at the right time. Immunization is done free of cost at all government hospitals and health centres. Table 17.1 describes the National Immunization Schedule for babies. It also lists the immunization schedule for a pregnant woman.



Notes

Table 17.1: National Immunization Schedule

Vaccine	Disease Prevented	Age				
		Birth	6 weeks	10 weeks	14 weeks	9-12 months
Primary vaccination						
BCG	TB	✓				
Oral polio	Polio	✓	✓	✓	✓	
DPT	Diphtheria, Pertissis, Tetnus		✓	✓	✓	
Hepatitis B*	Jaundice		✓	✓	✓	
MMR	Measles, Mumps, Rubela					✓
Booster Doses						
DPT + Oral polio		16 to 24 months				
DT		5 years				
Tetanus toxoid (TT)		At 10 years and again at 16 years				
Vitamin A		9, 18, 24, 30 and 36 months				
Pregnant women						
Tetanus toxoid: 1 st dose		As early as possible during pregnancy				
2 nd dose		1 month after 1 st dose				
Booster		Within 3 years				



ACTIVITY 17.5

Look at the National Immunization Schedule for babies given below. Make a vaccination card for a baby in your family/neighbour and mark the dates on which the baby is taken to a health centre for the vaccinations.



INTEXT QUESTIONS 17.3

1. Fill in the blank with the appropriate word (s).
 - (i) Care of a woman during pregnancy is called care.
 - (ii) A new born baby is likely to sleep for hours.
 - (iii) Immunization is offered free at hospitals and health centres.
 - (iv) A woman should get herself immunized for as early as possible during pregnancy.
 - (v) and polio are given to a baby at the time of birth.
2. List the vaccines recommended for a new born baby under the National Immunization Schedule. State the diseases that they prevent.

17.4.3 Nutrition

It is best for the baby to be put to the mother's breast from the first hour after the birth. It is the right of every child, to be breast-fed. A mother's breast produces yellowish fluid called 'colostrum' for the first few days. Colostrum is very important for the health of the baby. Sometimes mothers believe that this milk is bad or dirty and do not feed the baby. They thus deprive the baby of a lot of antibodies which protect the baby from infections. Colostrum also has a lot of proteins in it. Only breast milk is best for the baby for the first 6 months. However, after 4 months, other supplementary foods can be started along with breast milk.

Breast-feeding or bottle-feeding: Which one is better?

Breast milk is by far the best food for a baby. Babies who are fed on breast milk are healthier, grow stronger and have good immunity. Sometimes babies may have to be given other milk through a bottle due to various reasons, as when the mothers are working or if there is lack of adequate milk produced by the mother. The mothers may have to then make a difficult choice between breast-feeding and



Notes



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bottle-feeding their babies. If possible, they should still try to make an effort to breast feed the baby as it has important advantages for both the baby as well as the mother. Some of them are given in Table 17.2.

Table 17.2: Comparison between breast-feeding and bottle-feeding

Characteristic	Breast-feeding	Bottle-feeding
Nutrient content	Breast milk contains adequate proportions of all the nutrients that a baby needs. It can be easily digested.	The nutrients may be made adequate by fortifying powdered milk. If fresh milk is used, there may be an imbalance in dilution, making it difficult to digest.
Hygiene	Breast milk is clean and reduces chances of the baby getting diarrhoea.	Bottles need to be sterilized properly; otherwise the baby may catch infections and become ill.
Temperature	The temperature of breast milk is always right. It can directly go from the mother's breast to the child's mouth.	The temperature of milk has to be adjusted.
Protective quality	Breast milk contains antibodies that protect the baby from certain illnesses.	This milk does not contain any protective agents.
Emotional bond between the mother and baby	Breast-feeding helps in developing a special bond between the mother and child.	The baby can be bottle fed by any other person, so it may not form any special bond between the mother and child.

For the Mother

Mothers should not forget to have an adequate and balanced diet while they are breast feeding so that they are able to produce milk in appropriate amount and quality for their baby. Mothers who are working may have a problem in continuing breast-feeding their child. Government of India has now extended the leave from work with salary to all women to look after their babies in the first few months of their life. This is called maternity leave and is of 6 months duration. Now fathers who are in government employment can also get paternity leave of 15 days to look after their wives and the baby. For those who work in organizations where this facility is not available, one solution could be for mothers to extract (take out) their breast milk and store it in clean, sterilized bottles. The baby's caretaker can then feed the baby this milk like any other milk. This will at least help the baby to get

the nutritional and protective benefits of the mother's milk. However it is important to maintain a high degree of hygiene and care during this procedure.



Figure 17.8: (a) A nursing woman breast-feeding her baby

(b) Extracting breast milk in a cup



ACTIVITY 17.6

Find out if the Government has made any special laws to protect the rights of the female foetus/ child.



INTEXT QUESTIONS 17.4

1. State whether the following statements are true or false. Give reasons for the same.
 - (i) The cut cord of a newborn baby should be left exposed to dry up. (True/ False)
Because _____
 - (ii) Colostrum is good for the baby. (True/ False)
Because _____
 - (iii) The mother should not breast feed the baby for first few days after birth. (True/ False)
Because _____
 - (iv) Breast-fed babies are stronger and healthier. (True/ False)
Because _____
 - (v) Mothers who are breast feeding need a nutritious diet. (True/ False)
Because _____



Notes

17.5 PLANNING THE FAMILY

It is the right of both the parents to decide when and how many children they want to have. Married couples can talk to elders, friends or counsellors about the pros and cons of having a small family and methods to control birth. However, it is their final decision to decide when to start their family and how many children to have.

Family planning is often written about in magazines and newspapers and seen in documentaries or advertised on radio, television and cinema halls. Have you ever wondered what 'family planning' is and why planning the family is so important? Planning your family means that the parents can decide when to start their family that is have their first baby. It also means that there should be an adequate age gap between two children in a family. It is very important to plan a family so that both mother and children stay healthy and raising children is a stress free process for the parents.

You may have seen some families who have a large number of children born one after the other, as against others who have only one or two children. Do you see any difference in these two families? With so many pregnancies, the mother's health is affected. With the birth of a second child immediately after the first, she is unable to give proper attention and care to the older one. She becomes irritable and scolds and beats her children often. Such children feel very insecure and unloved. Even the father feels helpless and often frustrated as he is not able to offer much help to the mother or the babies.

In a small family, the mother has more time and energy to look after all the needs of her child and spend time together so that the child feels loved and secure. A small family can also spend more money to meet the needs of the children such as education, entertainment and professional training.



(a) Unplanned family

(b) Planned family

Figure 17.9

As discussed earlier, the birth of a baby is usually welcomed. However, there may be cases where an unplanned pregnancy occurs. This may be due to carelessness on the part of the couple or due to sexual experimentation by adolescents under peer pressure or sexual molestation. In such cases, only the woman has the right to decide whether she wants to continue with her pregnancy and give birth. She will need all the support of her family to decide whether to abort the baby or give birth to it, keeping in view her own circumstances and the social environment around her. In all such cases, the woman should take the initiative to consult a medical doctor and counsellor.



Notes



INTEXT QUESTIONS 17.5

1. Reena and Abhay have three children in a span of three years of marriage whereas Ayesha and Firoz started their family after three years of marriage and have only one child. Explain, giving appropriate reasons which couple has taken the right decision.
2. Ritu is a 15 year old unmarried girl who has become pregnant. What advice will you give to her family and friends to help her cope with the situation?



WHAT YOU HAVE LEARNT





Notes



TERMINAL EXERCISES

1. How does a woman come to know that she has become pregnant?
2. What do you think would be the consequences of conceiving a baby by a young woman who is under 18 years of age?
3. Trace the development of the foetus from the first to third trimester of pregnancy.
4. List four things a woman and her family can do to ensure the birth of a healthy and happy child.
5. What do you understand by the term fourth trimester?
6. Identify two practices to care for a mother and her baby after delivery. Why are these practices important?
7. Why is it important for a child to be breast fed right from birth? Give two reasons in support of your answer.
8. Prepare a short talk giving reasons for the need to give special care to a pregnant woman and the role of her family in doing so.
9. A couple should plan a small family. Give reasons.



ANSWERS TO INTEXT QUESTIONS

- 17.1**
1. (i) b, (ii) b, (iii) a
 2. March 22, 2010
 3. Ill effects: Complications during delivery, birth of a physically/mentally disabled child, risk to life of mother and child, miscarriages.
 4. Might be pregnant: Meena, Sheela,
Consult a doctor: Mary, Pinky
Not pregnant: Jaswinder
- 17.2**
1. (a) To prevent acidity and gastric discomfort
(b) To prevent heartburn/ gastric discomfort/ morning sickness
(c) To prevent infections during delivery
(d) To remain fit and active
(e) To check whether adequate foetal growth is taking place.



2. (a) (i) Sudden jerks can result in fall and can harm the foetus – can cause abortion.
- (ii) The woman needs to be given as much rest as possible.
- (iii) She should be made to feel comfortable.
- (b) Clothes recommended: Slightly loose fitting kurta-salwar, top-trousers, saree can be worn. The clothes should not put undue pressure on the woman's abdomen and should allow her to move around freely.

17.3 1. i) prenatal ii) 16 iii) government iv) tetanus v) BCG

2. Vaccine-BCG Disease prevented - TB
- Vaccine- Oral Polio Disease prevented - Polio
- Vaccine- DPT Disease prevented - Diphtheria, Pertussis, Tetanus
- Vaccine- Hepatitis B* Disease prevented - Jaundice
- Vaccine- MMR Disease prevented - Measles, Mumps, Rubella

- 17.4 1. (i) True. If the cord is covered, it will not dry up quickly and this can result in infections.
- (ii) True. Colostrum provides immunity and is also very nutritious.
- (iii) False. The mother should put the baby to her breast within one hour of delivery so that the child can get the benefit of having colostrum too.
- (iv) True. Breast milk is nutritionally adequate, prevents infection, improves immunity and results in better bonding of the baby with the mother; thus making the babies stronger and healthier.
- (v) True. Nursing mothers have to produce milk for their babies and therefore, need to consume larger amount of nutrients in their diets.

17.5 1. **Ayesha and Firoz have taken a right decision.**

Reason: They have taken time to understand their new family and adjust to the new environment and only after that, they had a baby. They will be able to devote adequate time to their baby and take care of all its needs. Ayesha will be more patient as her own health status will be in a stable condition. If she is a professional, she will also be able to devote time to her work.

**Notes**

Reena has conceived immediately after marriage deterioration of her and has also had two more children in quick succession which could affect her health and nutritional status. Besides their children may not get enough nutrition and attention from her. This could make their children irritable and more susceptible to infections and disease. Reena and Abhay may also feel more irritable and guilty as they will not be able to devote adequate time to all their young children with their high demands.

2. Advice to family and friends:

- (i) Family, friends and Ritu may rationally discuss the pros and cons of the situation and come to a mutually agreeable decision.
- (ii) If the final decision is to abort the child then it should be under proper medical supervision. Ritu should be given emotional and physical support.
- (iii) If pregnancy has to be taken to full term, then friends and family should keep Ritu happy; make her feel comfortable and normal; encourage her to face life bravely; they should not allow Ritu to feel guilty; should encourage her to take nutritious meals; go for regular medical check-ups; and continue with her studies.



18



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CONCEPT OF DEVELOPMENT

Nimrat's parents have brought her new born sister Sufi home today. Nimrat marvelled that although Sufi was so small she was capable of doing many things on her own like breathing, digesting food, conveying her needs etc. Very soon Nimrat noticed that her sister was changing rapidly in many aspects. Let us join Nimrat on this journey. We shall learn about Sufi's growth and development in this lesson.



OBJECTIVES

After completing this lesson, you will be able to:

- differentiate among basic concepts of human development;
- explain the principles of development;
- state the different types of development;
- recognize the role of heredity and environment in human development;
- distinguish between physical and motor development;
- monitor children's growth and development and assess if age specific milestones are achieved and;
- suggest activities to promote optimal development of children.

18.1 BASIC CONCEPTS OF DEVELOPMENT

Nimrat was very excited to watch her sister grow every day. Let us learn more about these changes

18.1.1 Growth and development

Sufi was growing **taller and heavier**. This is known as '**Growth**', which refers



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to increase in weight, height (length) and changes in body proportions. Growth takes place in the **physical aspect only**. It refers to quantitative changes e.g. it is possible to measure how tall a child has grown over a specific period of time.

Nimrat saw that over the past few weeks, Sufi had become more alert and responsive. While she was growing physically, she was also showing changes in her behaviour. All these are signs of **development**. In other words, we can say that development involves the processes that are genetically programmed as well as those that are influenced by the environment. Development takes place in **all aspects such as physical, cognitive, language, social, emotional and others**. For example child's increased ability to adjust in groups and make friends is a social aspect of his development.

The term '**development**' refers to qualitative changes in an individual such as change in personality or other mental and emotional aspects. However, very often growth and development are used interchangeably. The process of development continues even after the individual has attained physical maturity (growth). The individual is continuously changing as he/she interacts with the environment.

Difference between growth and development

- Growth is quantitative and development is qualitative in nature.
- Growth refers to physical aspects only; whereas development refers to all aspects such as physical, cognitive, language, emotional, social etc.
- Growth is limited to height and weight but development refers to all changes leading towards maturity.

Growth stops at certain period of life but development continues till death.

18.1.2. Maturation and Learning

Sufi at 8 months of age followed her mother crawling behind her. This was a moment of great happiness in the family. All the family members clapped for her and hugged her. Do you know why she was able to crawl? It was because her body was mature enough for this activity. This is **Maturation**. It means that the potential traits (for different activities like sitting, crawling, creeping, walking etc.) are present at birth in the individual and are controlled by heredity. This unfolds itself at the appropriate time.

Acquiring new skills due to environmental stimulation and training is known as **Learning**. Therefore, the development comes from effort, practice, and training. For example, bicycle riding will be learnt only as a result of effort, practice and training. Therefore, **maturation and learning** work together to promote the development of an individual. Both of these are important and are related to each other.



Notes

18.1.3 Heredity and Environment

Sufi was born with grey eyes and black hair. She **‘inherited’** the colour of her eyes from her mother and her hair was like her father’s. When we use the term inherited, it means the traits which Sufi has acquired from her parents and grandparents. This is called **Heredity**. It provides the basis for the development of human personality. Heredity is what a person is born with. It is a specific combination of genes we inherit and is shown in characteristics like height and certain habits.

Parents of Nimrat and Sufi were very affectionate to them. They always encouraged them to explore their potential and served as good role models. They provided them with good books to read and toys to play with. **Environment** includes all aspects of the surroundings i.e. human and non-human such as parents, family, friends, school, neighbourhood, work place and socio- economic conditions to which the individual is exposed since birth. These factors influence the development of an individual. The child’s capabilities/potential are determined by heredity. But the extent to which an individual develops these capabilities depends upon the opportunities in the environment. For example, if a child has inherited talent for music, the talent cannot be developed unless the opportunities in the form of training in music are provided. It is therefore important that the children are given a chance to explore their potential and nurture their talent.



INTEXT QUESTIONS 18.1

Rearrange the jumbled words. Find your answers from the clues given below. Justify your answer in one sentence.

- No one taught me to crawl, but one day I showed my parents that I can do it.
This is
RTMUTAAONI _____

- I have learnt to make new friends, it refers to the term
NPDEETEOMVL _____

- I have acquired the skill of skipping because my parents gave me an opportunity to do so
NRAIELGN _____



Notes

4. I am becoming taller and heavier and can be measured in centimeters and kilograms.

OTRGHW _____

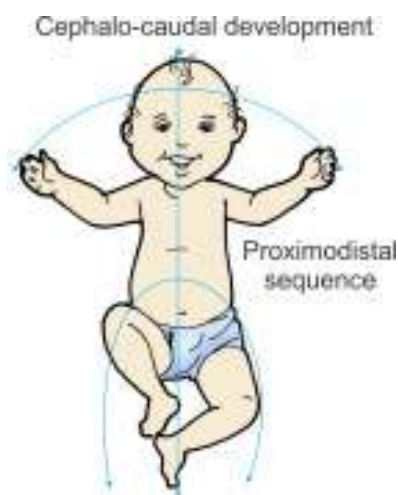


18.2 PRINCIPLES OF DEVELOPMENT

Although Nimrat and Sufi are born in the same family but they are not the same. They differ from each other. Yet, all aspects of their development have followed a particular pattern. Development is governed by certain principles which are applicable to all individuals. Let us learn about these principles in this section. The various principles of development are:

- Development involves change:** The human being is never static. From the moment of conception to the time of death, the person is undergoing changes. The major changes include changes in size and proportions, acquisition of new mental, motor, and behavioural skills. Each year along with increase in Sufi's height and weight, her mental abilities also increased. For example Sufi showed language development and better ability to reason and remember.
- Development follows a fixed pattern/sequence:** Each child may have a different rate of development. However, the development of all human beings follows a similar pattern, similar sequence or direction. Sequential pattern of development can be seen in two directions:

- Cephalo-caudal sequence:** means that development spreads over the body from head to foot i.e. individual begins to grow from head region down wards. Sufi first gained control on her head, then she could catch hold of objects, sit, crawl and later she could stand and walk.



- Proximodistal sequence:** means that the development proceeds from central part of the body towards peripheries. In this sequence, the spinal cord of the individual develops first and then outward



Notes

- development takes place. For example, babies cut their front teeth before they cut their side ones. Functionally, Sufi could use her arms before her hands and use her hands before she could control the movement of her fingers.
3. **Development proceeds from general to specific:** In all the phases of pre-natal (before birth) development and post-natal (after birth) life, the child's responses are from general to specific. General activity proceeds to specific activity. For example when Sufi was less than 3 months of age and was shown a rattle, she would get excited and move her arms and kick her legs. This is a general response. At 5 months of age she would reach out to hold it in her hand. This is a specific response.
 4. **Development is correlated:** All types of developments, i.e. physical, mental, social and emotional, are related to each other e.g. a child, who is physically healthy is likely to have superior sociability and emotional stability. The child develops as a unified whole. Each area of development is **dependent on the other and thus influences** the other developments. Sufi has appropriate weight and height for her age. She also has well developed language ability that enables her to communicate with everyone. She is loved by all and has positive self esteem.
 5. **Development is predictable:** Because the rate of development is constant for a child, so it is possible to predict certain development outcomes at an early age. The X-ray of the wrist will predict the approximate height of the child.
 6. **Development occurs at different rates for different parts of the body:** The development of different physical and mental traits is continuous but, all parts of the body do not grow at the same rate. In some areas of the body, growth may be rapid while in others, growth will be slow. For example brain attains its full maturity around the age of 6 to 8 years; feet, hands and nose reach their maximum size in early adolescence, whereas heart, liver and digestive system grow during adolescence also.
 7. **Development proceeds stage by stage:** The development of the child occurs in different stages. Each stage has certain unique characteristics. There are individual differences in the rate of growth and development. Therefore, the age limit for different stages should be regarded as just approximate. **All children pass through these stages of development at or around the age levels suggested for them.** Speech gradually develops from cooing, babbling, monosyllabic sounds to complete sentence formation.
 8. **Early development is more important than later development:** Early childhood experiences have more impact on the development of a child. Examples include nutritional, emotional, social and cultural experiences.



Notes

9. **Development is continuous:** From the moment of conception till death the individual is continuously changing. There is no break/discontinuity in development, in some stages development is fast and in some it is slow.
10. **There are individual differences in development:** Interaction between heredity and environmental influences leads to individual differences in the developmental pattern. These differences are caused by the genes one inherits and the environmental conditions like food, medical facilities, psychological conditions and learning opportunities.
11. **Development is the product of maturation and learning:** You have already learnt that maturation is unfolding of characteristics potentially present in the individual. For example, creeping, crawling, walking comes with maturation. These characteristics come from individual's genetic inheritance. Learning is the development that comes from efforts and practice. We know that interaction of maturation and learning is important for development. Maturation sets limits to development. It means because of limitation in heredity endowment, development cannot go beyond a certain point even when learning is encouraged. On the other hand, deprivation of learning opportunities also limits development. When environment limits opportunities, children will be unable to reach their potential.



INTEXT QUESTIONS 18.2

Tick the correct answer

1. Children who are taller for their age during early childhood years are taller during adulthood also. By this observation which of the following principle of development is proved.
 - (i) Development is the product of maturation and learning
 - (ii) Development is predictable
 - (iii) Rate of development remains constant
 - (iv) Early development is more important than later development
2. On the whole the sequence in which a child develops, follows two trends. Tick the correct answer.
 - (i) Learning and Maturation
 - (ii) Constant and correlated

- (iii) Growth and development
 - (iv) Cephalo-caudal and Proximodistal
3. You did not start speaking on the day you were born, instead you developed speech gradually. This is a principle of _____.
- (i) development is predictable
 - (ii) development proceeds stage by stage
 - (iii) rate of development remains constant
 - (iv) development is correlated

18.3 INDIVIDUAL DIFFERENCES: WHAT IS MORE IMPORTANT, HEREDITY OR ENVIRONMENT?

One day Nimrat observed two children who looked identical. When she asked her mother, she told her that those children were ‘identical twins’ (developed from one zygote that splits and forms two embryos). On interacting with them, Nimrat found that although they have same facial features, they differed in their abilities and behaviour. The mother also explained that some twins may not look exactly alike. This is because they are ‘fraternal twins’ (developed from separate zygote that forms two embryos). The fraternal twins are as similar or different from each other as the siblings born at different points of time like Nimrat and Sufi.

Can you think of reasons for individual differences in pattern of growth, emotional sensitivity and other characteristics? Here comes the interplay of heredity and environment which we have learnt in section 21.1.3.

In studying various developments, it is difficult to separate the relative contribution of heredity and environment. Certain aspects of development may be influenced more strongly by heredity and others by environment in which one is brought up.



ACTIVITY 18.1

Observe and write at least two physical features that you share with your mother and father each?

Mother:

1. _____
2. _____





Notes

Father:

1. _____
2. _____

18.4 FACTORS INFLUENCING DEVELOPMENT

Both heredity and environment are powerful factors that influence an individual. While we can do very little about the genetic make-up (heredity) of an individual, the environment can be controlled to make it more favourable for an individual’s growth. A few of the environmental factors affecting development are nutrition, early stimulation and child rearing practices.

Nutrition: ‘We are what we eat’ – eating too much or too little – healthy or unhealthy affects our growth and development. Proper nutrition is essential for the healthy development of children in terms of physical and mental attributes (traits). A child must be provided with balanced diet on a regular basis to promote optimal growth and development. Non fulfillment of nutritional needs may lead to several kinds of disorders that affect not only their physical development but mental, social and emotional development as well.

Early Stimulation: A stimulating environment encourages the development of the child’s heredity potentials. For example talking to a baby or showing a preschooler pictures in story books, encourages his/her interest in learning words and a desire to learn to read. A stimulating environment encourages good physical and mental development, while an unstimulating environment causes the child’s development to fall below its potential. This factor can be an important reason for a child not to achieve his/her potential.

Child rearing practices: Children brought up by permissive parents tend to lack a sense of responsibility, to have poor emotional control and to become under achievers in whatever they undertake. Those brought up by democratic or even firm parents are likely to make better personal and social adjustments.

To sum up, inherited factors interact with environmental influences to determine children’s personality and individual differences in them.



INTEXT QUESTIONS 18.3

1. **Mention whether the following statements are true or false. If false correct the statement.**

1. The colour of an individual’s hair is a product of environment.

True/False



Notes

-
2. Good physical and mental development can take place if the child takes good nutrition and his environment is stimulating.

True/False

-
3. Each child is unique in terms of genetic makeup even if brought up in similar environments.

True/False

-
4. The best type of child rearing practice followed by parents is permissiveness.

True/False

18.5 TYPES OF DEVELOPMENT

We have been talking about development since the beginning of this chapter. All the examples cited above mention some or the other aspects of development. This section highlights the different types of development.

18.5.1 Physical development

Sufi has turned two. She enjoys climbing up and down the stairs and uses crayons to scribble on the wall. She is also able to do several other tasks. Now you already know that there is an immense increase in Sufi's abilities. She is not only gaining height and weight but is also able to walk, jump and make use of a spoon as well as crayons. Physical development is the most recognized and observable change in the life of a child. It includes the **gross motor skills**, such as walking, jumping, running, catching and the **fine motor skills** for painting, drawing, doing up buttons, using a spoon and writing. This development is largely dependent upon the child's health and nutritional status.

18.5.2 Cognitive development

Sufi like her peers is a very curious child. She keeps exploring her environment to gain more knowledge about it. She loves to play with toys and puzzles and other objects in her environment which increase her cognitive abilities like thinking,



Notes

reasoning, problem solving ability and memory development. **Cognitive development** focuses on how children learn and process information. As the children grow in age they can understand their environment by using their senses (seeing, listening, touching, smelling and tasting), registering information in their minds and efficiently retrieving it from their memory.

18.5.3. Social and Emotional development

Nimrat and Sufi’s parents and other care givers loved the children and spent adequate time with them. Hence the children feel very secure and show a sense of concern for people around them. These are the indicators of sound social development among children. The seeds of this social behaviour are sown in infancy itself. Young children also enjoy company of their friends. They develop social skills like sharing, cooperation, patience etc. in their interaction with peers and others.

Can you think of the times when you felt happy or sad, excited or angry? These are all different types of emotions. **Emotions** are the stimulated or moved state of mind. **Emotional development** is the ability to control and manage one’s emotions. It is important that children in their early childhood are surrounded by people who are emotionally mature and stable and are able to manage their emotions.



Do you Know, that anger can be controlled, If you:

- **get some space.** Take a break from the person you are angry with until your frustrations subside a bit.
- **think carefully before you say anything.** Otherwise, you’re likely to say something you’ll regret.



Notes

- **take a ‘timeout.’** Although it may seem cliché, counting to 10 before reacting really can defuse your temper.
- **use humour to release tensions.** Lightening up can help diffuse tension.
- **identify solutions to the situation.** Instead of focusing on what made you mad, work with the person who angered you to resolve the issue at hand.
- **practice relaxation skills.** Learning skills to relax and de-stress can also help control your temper when it may flare up.
- **get some exercise.** Physical activity can provide an outlet for your emotions, especially if you are about to erupt.

18.5.4. Language development

Interacting with others is very important for our day to day living. We all interact with each other through various methods of communication i.e writing, speaking, sign language, facial expressions, gestures, and several art forms. **Language** is an important medium of communication. It is a form of communication that uses words and symbols to express thoughts, desires and feelings.

All the developments that you have studied in section 18.5 i.e. physical, cognitive, social, emotional and language, in totality, can be termed as **overall development**



INTEXT QUESTIONS 18.4

1. Find the suitable words from the jigsaw puzzle below and fill in the blanks in the following sentences.

E	O	V	E	R	A	L	L
M	M	E	K	A	P	T	Z
O	A	P	H	Y	S	I	C
T	B	H	A	E	T	J	O
I	F	Y	S	T	T	A	G
O	H	S	R	T	H	Z	N
N	U	I	T	H	X	Y	I
S	D	C	G	M	C	X	T
M	O	A	H	U	S	W	I
Q	W	L	B	K	Q	S	V
L	A	N	G	U	A	G	E



Notes

1. Listening to a story will enhance a child's _____ development.
2. Putting the pieces of puzzle together is a part of _____ and _____ development.
3. Showing _____ is an indication of sound social development.
4. Severe malnutrition will affect _____ development.
5. Climbing a tree is a part of _____ development.
6. Children can communicate to their elders about their needs through their _____.



ACTIVITY 18.2

- a) Suppose you are Nimrat, write a letter to your cousin Ranjan to tell her any two aspects of Sufi's development that you enjoyed the most and one aspect of her development that you disliked.

18.6 PHYSICAL DEVELOPMENT

18.6.1 During Infancy

We shall discuss the various aspects of physical development in this section.

- **Body size** during infancy is measured in terms of height and weight. During the first year of life, a baby goes through more changes in his/her body size than at any other time.



Notes

- Height:** Children of the same age vary greatly in height, but the pattern of growth is similar for all. An average Indian child at birth measures between 17 to 21 inches; at one year 28 to 30 inches, at two years the child is 32 to 34 inches tall (almost double his birth length). For the first year in the baby's life the length is recorded in lying down position using an instrument known as infantometer (Shown in the figure 18.6.1 below). Hence it is said that in first year we measure the length and not the height of the child.
- Weight:** An average Indian newborn weighs 2.5 to 3.25 kg (5-8 pounds). You know what happened after 3-4 days, when Sufi was born? She started losing some weight and her parents immediately took her to the doctor. The doctor told them that this was normal and by 7-10 days she would not only regain her lost weight, but, would also show an increase in her weight. At 4 months, she doubled her birth weight and at the end of the first year, tripled it. During the second and third year, she gained from 1.25 to 2 kg annually.



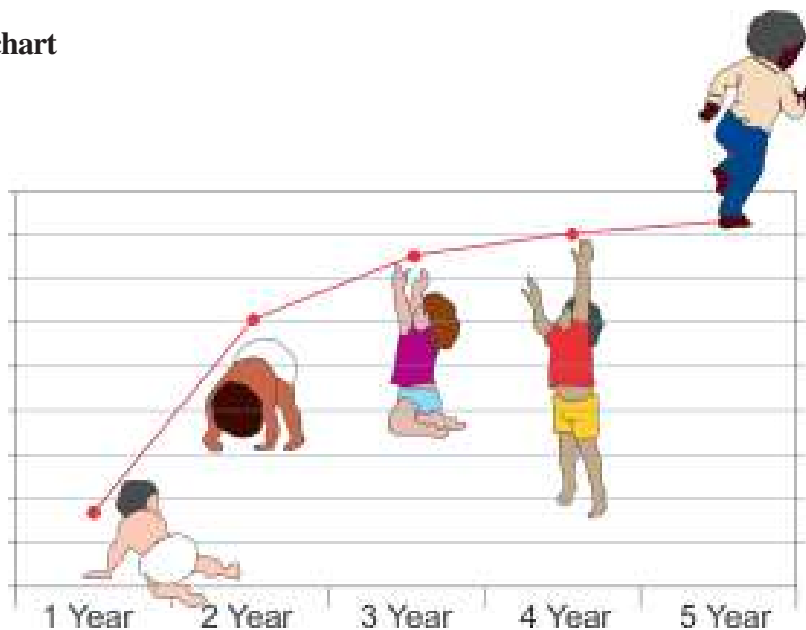
Infantometer



A baby weighing Machine

Fig. 18.6.1 Instruments for measuring a child's length and weight.

Growth chart





Notes

Chart for Girls		
Age	Weight(Kg)	Height(cm)
Birth	3.2	49.9
3 months	5.4	60.2
6 months	7.2	66.6
9 months	8.6	71.1
1 year	9.5	75.0
2 years	11.8	84.5
3 years	14.1	93.9
4 years	16.0	101.6
5 years	17.7	108.4
6 years	19.5	114.6

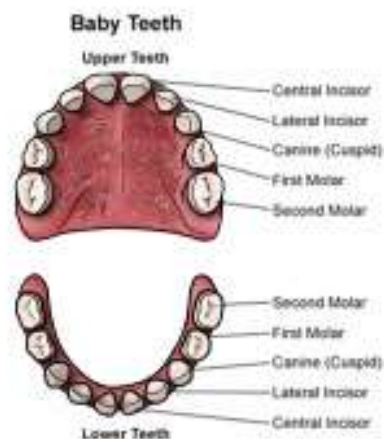
Chart for Boys		
Age	Weight(Kg)	Height(cm)
Birth	3.3	50.5
3 months	6.0	61.1
6 months	7.8	67.8
9 months	9.2	72.3
1 year	10.2	76.1
2 years	12.3	85.6
3 years	14.6	94.9
4 years	16.7	102.9
5 years	18.7	109.9
6 years	20.7	116.1

(Source: www.amrood.com/baby_height_weight_chart.htm)

- Development of Bones:** Bone development consists of growth in bone size and the change in their composition. *Ossification* or hardening of the bones mainly takes place during infancy. **Bones of the babies can be easily deformed** because they are soft. The shape of the head, for example, can be flattened if babies spend most of their sleep time on their back or the chest can be flattened if they sleep too long on their stomachs. Hence it is advisable to change the position of the baby every two – three hours.
- Development of Teeth:** Teeth start developing in the baby’s jaws during the third or fourth month of prenatal life but they don’t start appearing until the baby is 5 to 6 months old. Then they usually come out at a rate of about one tooth a month until the baby is 2 to 2½ years old.

The order of primary teeth eruption (teething age) is as follows:

- (i) Central incisors (6-12 months)
- (ii) Lateral incisors (9-16 months)
- (iii) Canines (16-23 months)
- (iv) First molars (13-19 months)
- (v) Second molars (22-33 months)





Notes

Do You Know?

- Every human being normally has two sets of teeth, the 'temporary' or "milk teeth" and the ' permanent teeth'.
- There are twenty temporary or milk teeth and thirty two permanent teeth.
- A child gets his/her first complete set of temporary teeth/milk teeth by the age of 3 years.
- At the age of 5-6 years temporary teeth start getting replaced by permanent teeth.

18.6.2 During Early Childhood Years

Growth during the early childhood (2-6years) is not as rapid as it was during infancy. During this period children improve on skills such as walking, running, balancing and self-dressing.

- **Height and weight:** Now overall increase in Sufi's height and weight is slower than it was during infancy. She is expected to gain 2 to 2.5 Kg each year and about 2 ½ to 3 inches each year.
- **Body Proportions:** Sufi's appearance is now changing to that of a young child. She is now four years of age and her chubby appearance is disappearing. Changes in body proportions for different parts of the body vary. The head growth is slow, limb growth is rapid and trunk growth is medium. Facial features remain small, but the chin becomes more pronounced and the neck elongates. By the time she will turn six years old, she would start acquiring body proportions of an adult.
- **Body Build:** Differences in the body structure becomes apparent for the first time in early childhood. As body proportions change, children's bodies begin to take on the characteristics of endomorphic, ectomorphic and mesomorphic body builds.

Do You Know?

There are three types of body structure — Children who have **endomorph**ic build have a flabby, fat body build. Others have a **mesomorph**ic or sturdy muscular body build who have a tendency to be heavy, hard and rectangular; and some have the **ectomorph**ic build which tends to be long and slender.





Notes

- **Development of Bones during early childhood:** The bones ossify at different rates in different parts of the body following the laws of development. The muscles become larger, stronger and heavier with a result that children look thinner as early childhood progresses, even though they weigh more.



ACTIVITY 18.3

Select atleast 10 children from your neighbourhood (5boys and 5girls) in 2-4 years age group. Measure their height and weight (with a weighing machine) and compare them with the growth chart provided. Plot a graph to understand the growth pattern of children.



A common way of measuring height



A common way of measuring Weight



INTEXT QUESTIONS 18.5

Tick the correct answer.

1. If Sufi's birth height was 21 inches, by her second birthday she will be _____ tall
 - a. 32 inches
 - b. 34 inches
 - c. 42 inches
2. Preeti is seven months old; _____ incisors must have erupted in her mouth.
 - a. Central
 - b. Lateral
 - c. First molars



Notes

3. Skills such as running and writing are improved during _____.
 - a. babyhood
 - b. infancy
 - c. early childhood
4. Amit was born with a birth weight of 7 pounds, he will be _____ by the end of his first birthday.
 - a. 18 pounds
 - b. 14 pounds
 - c. 21 pounds
5. Tanvir and Manvir are 5 years old. The differences in their body builds have become apparent in _____.
 - a. infancy
 - b. early childhood
 - c. toddler

18.7 MOTOR DEVELOPMENT

18.7.1 Infancy

The word *motor* refers to muscular movements. By now we know that Sufi has developed immense control over different muscles of her body. This refers to **Motor development**. It is a voluntary movement of the body or parts of the body. This includes control over gross movements and finer coordination. **Gross motor development** refers to control over large muscles. These muscles help performing

Gross Motor Development during Infancy	Fine Motor Development during Infancy
3 months - Neck holding	4 months - Grasping a rattle/ring when placed in hand
5 months - Sitting with support	5 months - Reaching out to an object and holding it with both hands
8 months - Sitting without support	7 months - Holding objects with crude grasp from palm
9 months - Standing with support	9 months - Holding small objects between index finger and thumb
11 months - Crawling/creeping	
12 months - Standing without support	
12 months - Walking with support	
13 months - Walking without support	
18 months - Running	
24 months - Climbing staircase	
36 months - Riding tricycle	



Notes

functions such as crawling, standing, walking, climbing and running. **Fine motor development** involves the use of small muscles. Holding things like a cup or a crayon, grasping, turning the pages of a book, buttoning and zipping, drawing and writing are all examples of use of small muscles. As children grow, they not only refine the already acquired motor skills but also develop new ones. The most obvious change during the course of infancy is the acquiring of new motor skills, like sitting with support to sitting without support.



ACTIVITY 18.4

The following children are able to perform certain activities. Write Yes/No, if you think that these children have reached their milestones at the right age.

S.No.	Activity	Yes/No
1.	Asha is 5 months old, she sits with a support.	
2.	Sufi is eight months, she crawls.	
3.	Anchal does not walk at the age of 2 years	
4.	Rohan can climb stairs at 2 years	
5.	Surinder grasps a rattle at 4 months of age	

18.7.2 Early Childhood

Development of Gross Motor Skills: During the first four or five years, the child gains control over gross movements. Most of the fundamental motor skills like running, catching, can be performed with greater accuracy than these were performed during infancy. After five years of age, major development takes place in muscular coordination. The following gross motor activities and skills can be observed among the pre-school children:

- **Running:** At first, running is little more difficult than walking. By the age of 5 or 6 years, the child is able to run smoothly without any fall.
- **Jumping:** A child can easily jump by his fourth birthday. He/she can jump from a height of about 12 inches. The five-year-old has no difficulty in jumping over obstacles.
- **Skipping and hopping:** Skipping and hopping are modifications of jumping. Most of the children can skip well at the age of 6 years if provided opportunity.
- **Climbing:** Before a child is two years old, he can walk upstairs and downstairs with help, holding the railing of the stairs or the hand of a person.



Notes

The adult manner of step climbing, where the child uses his legs alternately is attained by four years of age, provided that a child has had ample opportunity to learn.

- **Tri-cycling:** By the age of two years, very few children can ride tricycles. Between 3 and 4 years, all who have had opportunity to learn can do so.
- **Ball throwing and catching:** By 6 years, most children become proficient, though there are vast variations in the skill at every age. For example at first, the child uses his/her whole body to grasp the ball. Then, he/she uses his arms only. Later he/she can catch the ball between the palms in a perfectly coordinated manner.

Development of Fine Motor Skills: As children move into early childhood years, their ability to manipulate the objects or work with hands is still not good. But as they play with small objects and perform activities, their small muscles develop and fine motor skills improve. Improved eye-hand co-ordination also helps in fine motor skills. During early childhood, the activities like tearing, cutting, pasting, playing with dough or clay, drawing, threading the beads, helps to improve the eye hand coordination and motor skills of the child. Following are some of the skills which a child can perform by the age of five years:

- **Self-feeding, dressing and grooming:** By five years, children can feed themselves like an adult, dress completely and comb their hair successfully.
- **Handwriting:** At five years, a child can write his/her name in capital letters. At six years, he/she can write the entire English alphabet if given the opportunity to learn them.
- **Copying:** Between the ages of 2½ and 5 years, most children show improvement in their ability to copy simple geometric figures.



ACTIVITY 18.5

Given below are some activities which can enhance two to three year old child's gross and fine motor development. Categorize these into Gross and Fine motor skills. Write them in the space provided.

Running Eating with spoon Climbing the stairs Jumping
 Building blocks Drawing & colourin Skipping Hopping
 Scribbling Throwing Tearing and pasting Kicking the ball

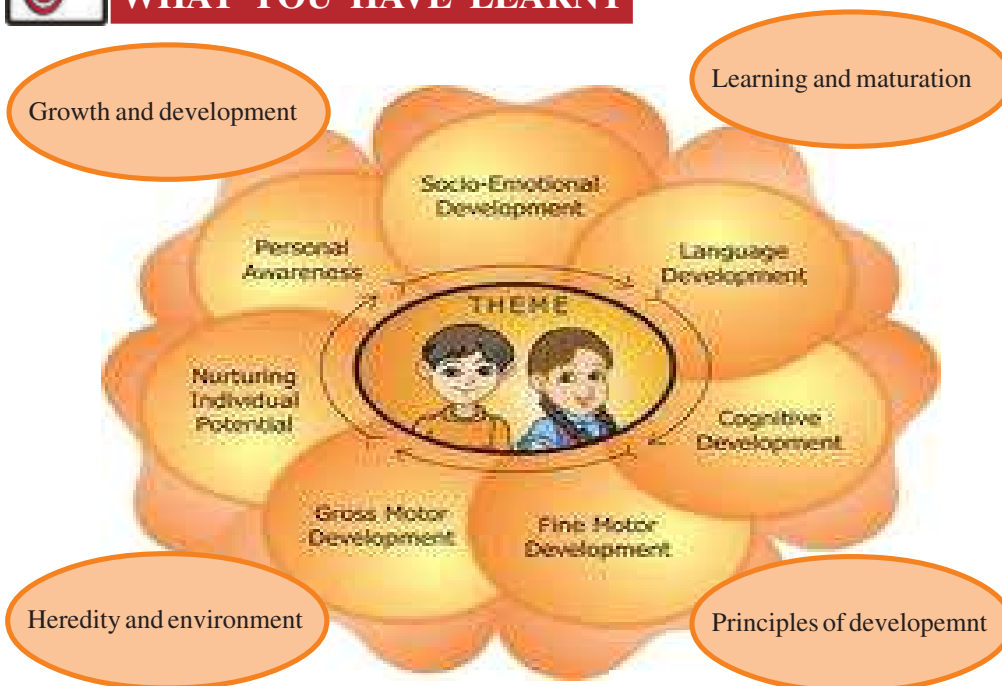


Notes

Gross Motor development	Fine Motor development



WHAT YOU HAVE LEARNT



TERMINAL EXERCISES

1. Define the following terms and give atleast two differences between them.
 - i. Growth and development,
 - ii. Heredity and environment.



2. Give four reasons for individual differences amongst children?
3. Good emotional development helps in establishing cordial relationships. Justify the statement in 60 words.
4. Distinguish between physical and motor development.
5. Your friend has bad hand writing. Name the aspect of development in which he is lagging behind? Suggest two activities to help him to improve his hand writing
6. Suppose a child in your locality is not provided with a stimulating environment in his home. Suggest activities which can help in promoting his cognitive development?



ANSWERS TO INTEXT QUESTIONS

18.1

1. Maturation
2. Development
3. Learning
4. Growth

18.2

1. (ii); 2. (iv); 3. (ii)

18.3

1. False, product of *heredity*.
2. True
3. True
4. False, *democratic* child rearing practice.

18.4

1. Language
2. Cognitive and physical
3. Empathy
4. Overall
5. Physical
6. Emotions

18.5

1. (c); 2. (a); 3. (c); 4. (c); 5. (b)



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MY FAMILY AND I

Raghu, an orphan begs at a railway station. He often longingly watches couples accompanying their elderly parents and children while travelling. He wished he had a family who would love him and shower him with care, support and guidance. We all live with our loved ones and enjoy their affection and support. We call this close group our family. As we grow old we seek guidance and support from our family members. Most of our needs are fulfilled by the family. The environment in the family has influence on us and shapes our personality.

In this lesson you will learn the real meaning of the word family, its importance and functions and our need for family support and how does a family function and influences our lives.



OBJECTIVES

After completing this lesson you will be able to:

- explain the meaning and importance of a family;
- elaborate the functions of a family;
- discuss the life cycle of a family;
- elaborate the role of a family in taking care of its members;
- explain the role of family in developing effective interpersonal relationships among the members of a family and
- analyze the role of family in transferring and adopting the values of a society.

19.1 WHAT IS A FAMILY?

Traditionally a family has been defined as a fundamental unit of society where two or more people are related to each other either by marriage, blood or adoption and share

a common roof, kitchen and source of income. Today this concept of a family is undergoing a change.

Take a look around you. You will find that people do not live by themselves. They live in a group which we address as 'family'. Just observe who all live in this group and what all they do. You will find that different groups have different structures. Some groups have people from three generations that is, parents, their married children and their children. Some other groups would consist of a married couple and their children. They are all living cohesively in a house and helping each other in carrying out the responsibilities assigned to each one of them.

When a family consists of a couple and their children, both natural (born to the couple) and adopted (those who have been legally taken in by the couple), living together under one roof it is called a **nuclear family**. When there is a family, where there are parents and siblings of the couple, the family is called a **joint family**. Look at figure 19.1. Can you now spot a joint and a nuclear family?



(a) Joint family



(b) Nuclear family

Fig.19.1: Types of Families

Whatever may be the type of a family, it is one of the most important institution in society. It is the first group that offers support, affection and help to each member of the group in carrying out its day to day functions.



Notes



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19.2 FUNCTIONS OF A FAMILY

A family has many crucial functions to fulfil. Can you make a list of all that your family does for you? Compare it with the following list.

A family provides to all its members:

- protection from any danger to life
- opportunities for emotional bonding among its members,
- financial and emotional security
- facilities for preparation for life through education
- passing of socio-cultural values
- recreation



ACTIVITY 19.1

Below is the list of some important functions of a family. Think about your family and the functions it performs. Tick (✓) mark your response in the appropriate column.

Functions of a family	Always fulfills	Sometimes fulfills	Never fulfills
Protection from any danger to life			
Opportunities for emotional bonding among its members			
Financial security and emotional security			
Facilities for preparation for life through education			
Transmission of culture and values of life			
Recreation			

Before we discuss with you about how a family strives to achieve all the above stated functions, we would like you to get familiar with various stages in the life of a family. The requirements of a family are different at each stage and therefore its efforts to provide for these requirements is also different.

19.3 FAMILY LIFE CYCLE

Consider your own family. When your parents got married they started their family life and this stage is called the beginning stage of family life cycle. With the birth of eldest child, the family entered the expanding stage. When all of you would

get settled and run your own households, your parents, family would reach the contracting stage. These three stages are marked by a distinct pattern of family life.

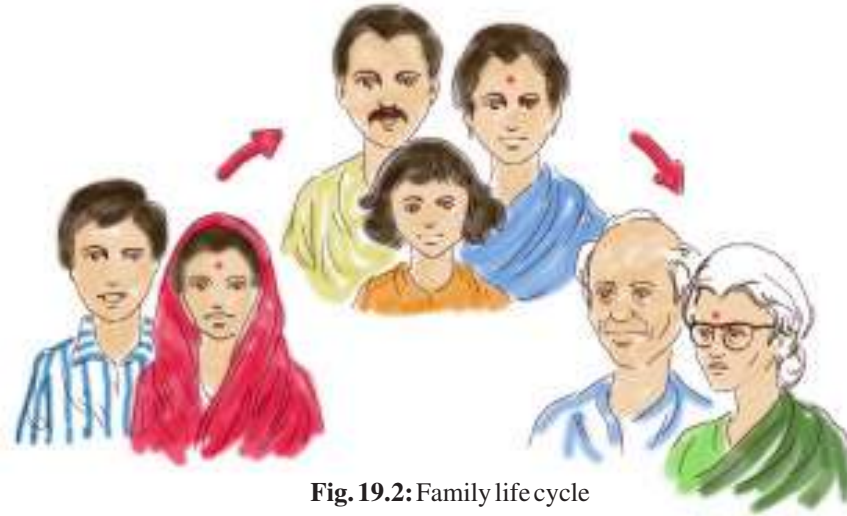


Fig. 19.2: Family life cycle

The stages of the family life cycle are:

- Beginning stage
 - independent young adult
 - marriage
- Expanding stage
 - parenting:
 - settling of children
- Contracting stage
 - retirement

19.3.1 Importance of Understanding the Family Life Cycle

An understanding of the family life cycle helps us to foresee the challenges and requirements of each stage. It is useful to have the right mental make up for dealing with the challenges and planning of priorities for each stage. This ensures a successful and smooth transition from one stage to another.

The understanding of the life cycle also helps to know about the nature of the environment in a family and its influence on the ultimate development of its members. Prior knowledge of challenges at each stage equips us with confidence to handle the emerging situations better and the result is a happy family system.

19.3.2. Stages in a Family Life Cycle

(i) Beginning Stage

The life cycle of a family begins with 'youth'. This is the stage of life when individuals gain their identity and emerge as independent young adults. At this stage they become



Notes



Notes

emotionally, physically, socially, and financially independent. They can now stay away from the family, look after their health and nutrition, form long lasting intimate relationships outside the family as well.

It is this intimacy that enables young persons to endure hard times and other challenges in the absence of their family. At this stage commitment, compatibility, trust and attachment are some of the essential ingredients for establishing intimate relationships.

Marriage is one of the most intimate relationships that a person forms. It is an important milestone in life and it should not happen before a girl is eighteen and the boy is twenty one years old. By this time it is expected that young adults would have had their basic minimum education and some preparation for a career. Traditionally, parents in India have been responsible for choosing the life partner for their son or daughter. Nowadays young adults also want to have a say in deciding the time of their marriage and choosing their life partners.

Preparation for marriage is important because marriage involves a lot of responsibility and changes in the lives of both boys and girls. Besides, the two young people who are getting married need to be emotionally, socially, physically and mentally prepared to face marriage. They need counselling sessions from experienced adults in the family on making adjustments, developing tolerance and patience, coping with stress and managing their emotions. Financial re-planning and health security (contraception, pregnancy and prevention of sexually transmitted infections) are the other important areas to be discussed.

Marriage brings the need to play a lot of new roles in the lives of the new couple and blending themselves comfortably with both the families. This is also the time when they are trying to know and adjust with each other. The adjustment is more on the part of the girl because she leaves her home of birth and loved ones behind to live with her husband. She also brings with her some behaviours, beliefs and values that have been shaped under the influence of her parents and which are different from those prevalent in her new home. An effective adjustment on her part would mean neither discarding nor imposing any one set of beliefs and values but to create a new option which is better, more relevant and practical.

To help her adjust in the new home, without any problems, members in this family can make her feel welcomed, accept her as an integral part of the family, give her time and space to understand the ways of her new home. They should also have realistic expectations and be non-critical. Can you visualize how these actions can help the new member entering the family?

Here are some guidelines to promote healthy relationship in a family.



Notes

Guidelines to develop healthy relationships	Things to Avoid
Talk to each other courteously	Talk rudely
Learn to listen to others	Talk only about yourself
Be conscious of your facial expressions and body language	Avoid objectionable body gestures and negative facial expressions
Help each other	Do not help
Work together	Like to work alone
Share responsibilities equally	Sleep/rest while others are working
Look after the sick and infirm	Do not care for others
Share your plans with other family members	Go out without informing
Express your appreciation	Criticize

It is important for a young couple to be sensitive to establishing good relationships at the beginning stage of the family life cycle. This will help in building a strong foundation for a happy family life.



INTEXT QUESTIONS 19.1

- In one line justify how each situation helps in maintaining good relationships in a family.
 - Mother helps her daughter-in-law with the household chores.
 - A young bride volunteers to take the responsibility of preparing the evening meal.
 - A social worker provides sex education to a young girl before her marriage.
 - Son-in-law takes care of his wife's sick parents.
 - A younger sister offers to look after her niece while her brother and sister-in-law go out.
- List two important aspects of marriage for which you can prepare your younger sister/brother.

(ii) Expanding Stage

You have already studied that the expanding stage of a family life cycle starts with the birth of the first child. Parenthood should be by choice since it brings many additional



Notes

demands and responsibilities with it. The couple should be physically, mentally, emotionally and financially prepared to handle these demands. Are they ready for the additional responsibilities? That is the core question they should ask themselves. Then they should take an informed decision in consulting with each other. This strengthens their bond and prepares them for the challenge of parenthood. Both husband and wife have to strike a balance between their individual responsibilities and their responsibilities towards each other and their families to manage this stage of life cycle well. During this stage the parents bear and rear their children. They provide for all their physical, emotional, educational and social needs. This is the most challenging stage in a family life cycle.

(iii) Contracting stage

This stage of life cycle starts when the first child is ready to leave the home as an independent adult. This stage ends with the last child leaving the home or with the passing away of either of the couple. During this stage the couple may retire from their jobs, start pursuing some hobbies, participate in community services and enjoy the company of their grand children.



ACTIVITY 19.2

You may have observed a young couple in your family or neighbourhood with a newborn baby. Write two lines each on the following aspects of their life.

Sleep

.....
.....

Food

.....
.....

Socializing

.....
.....

Entertainment

.....
.....

19.4 TAKING CARE OF FAMILY MEMBERS**(i) Care during Pregnancy**

During pregnancy a family should ensure that the woman-

- eats nutritious food at frequent intervals
- takes adequate rest and exercise
- is happy and cheerful.
- visits her doctor regularly for monitoring the growth of the foetus and immediately get treatment for any problem that might be detected.

Becoming parents is exciting but stressful for both the parents. The nine months of pregnancy, child birth and the first year of child care can be quite exhausting for the parents, especially the woman. You may have seen some new mothers in your family getting tired because of the odd hours when the baby keeps her awake and occupied. If the couple is a nuclear family, this period is even more difficult as there is nobody to advise or provide relief by taking over, even for a short interval. Moreover, the new role of a parent, which has been added to the already existing numerous roles of the couple, is yet to be mastered. If the couple is not patient and committed to each other and have not learnt to adjust, there can be problems in their relationship.

The husband and other family members can show their concern and sensitivity towards the woman by taking on as many responsibilities as possible so that she can spend more time with the baby. They can also relieve her of some responsibilities of the baby so that she can rest or spend time to look after some household chores. Can you suggest some things that a husband can do to help? Yes! He can take care of the family laundry, dishes, dusting and he can make sure that things are kept in place after use and he can also bring groceries on his way back from work. The husband can also prepare meals, change nappies, baby-sit or prepare a feed when the wife is too tired. Can you give some more suggestions to the husband so that he can be helpful to his wife?

The wife must also understand that while she has to cope with an infant, the change is no less for the husband. She needs to give him time and space to get used to the new pattern of life and support him in every possible manner.

(ii) Care during Infancy

The human baby is totally dependent upon parents for its care and protection. The essential tasks of caring for the baby include feeding, loving, clothing and bathing the baby. All babies need to be exclusively breast-fed by the mother because it is the right of a child. Breast milk is the healthiest food, fulfilling all nutritional requirements of a child. Feeding should be done exclusively till a baby is 6 months old. You have already learnt this in lesson 17- Life Begins. The child also needs

**Notes**



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to be immunized against certain life threatening diseases. The immunization schedule has also been explained in lesson-7 Health.

If husband and wife both are working, they require a support system to take care of the baby when they are not at home. They get distressed if the baby is not in good care. What are the options in such a case? Apart from availing maternity and paternity leave from work, the couple can consider the following alternatives:

- grandparents or relatives and friends take care of the baby or
- neighbours / friends managing each other’s children or
- put the child in a day care centre / crèche or
- employ someone to stay at home and look after the baby

Remember, if the option is a crèche or day care center, it should be near the house or work place of either parent. It should be located in a clean, open and well ventilated place, run by qualified and capable people. In case somebody is to be employed to provide care at home, the background of the person must be verified. It should also be ensured, that the person maintains good personal hygiene, is methodical and capable of handling a baby and has a caring and loving nature.



ACTIVITY 19.3

1. Visit a day care centre and observe the childcare services that it provides. The indicators to assess the quality of that day care centre are listed below. Check whether the following facilities are provided or not.

Facilities	Yes/No
i) Nearby	
ii) Trained staff	
iii) Provide hygienic food	
iv) User friendly toilets	
v) Provide toys/games (age appropriate)	
vi) Fenced	
vii) Away from road	
viii) Number of staff (teacher, child ratio)	
ix) Clean kitchen	
x) Filtered water	



- xi) Proper lighting and ventilation
- xii) On call doctor
- xiii) Flexible timings
- xiv) Play ground availability

(iii) Care of Young Children

There are several factors that influence the growth of young children. They are discussed below.

- We often hear phrases ‘Like father like son!’ growth and development of a child is influenced by two factors, heredity and environment. Heredity or genetic factors are provided to the child by birth and cannot be changed. However, the environment in which a child grows up is totally managed by the parents and other care givers. Make sure that the environment provided to children is ideal as far as possible.

The environment consists of the following factors:

- **Early Stimulation:** Providing stimulation in early years of life is one way to achieve this. A child starts talking early and has a better vocabulary if the mother talks often to the infant. Similarly, the cognitive development is faster if the child is taken for outings to a park and allowed to play and interact with other children.
- **Play:** Environment also holds facilities for play and play contributes to all the facets of development, for example; physical, social, emotional, language and even moral. Infants upto two years are actively engaged in solitary games play. Children in the age group of 3-5 years indulge in make-believe play. In this kind of play, the children imitate adult roles or develop their own stories to play. It is therefore very important that adults around children exhibit behaviours that they desire young children to adopt. You must have often observed children playing ‘Home’ copying their parents.

Older children gradually start playing board games, computer games and other outdoor games. These games not only contribute to the physical, emotional and social well being of a child but also inculcate in them qualities like competition, cooperation, sharing, taking challenges, team spirit and leadership.

Children’s minds are constructively occupied through play? They do not necessarily need expensive toys to play with. Low cost toys made at home with locally available material can be as effective and interesting. Toys for children must be safe, inexpensive, durable, interesting and attractive.

- **Discipline at home:** Yet another component of environment is the discipline at home. As the child grows, it becomes essential to teach the child ‘self control’,



Notes

which is taught through disciplining the child. Discipline helps the child to follow a certain code of conduct. It starts from an early stage of life that is, from the time of feeding and toilet training. Discipline helps the child to evolve a personal value system of what is acceptable and what is not. Parents become role models in order to inculcate good habits in their children. Parents generally use any one of the three parenting styles while disciplining their children and while interacting with them. These are as follows:

- (i) Autocratic disciplining style: Where emphasis is laid on restrictions and punishment to follow parents directions. Children from such families often lack self-confidence, become anxious about social comparisons and fail to initiate activities. They may have poor communication skills and may become rebellious later on in life.
- (ii) Democratic disciplining style: Children are allowed to be independent but are under the control of their parents. Children can express their opinion and present their arguments. The parents are warm and open towards their children. Children of such parents are socially well adjusted, responsible and are usually self-confident.
- (iii) Permissive disciplining style: Parents are totally uninvolved with their children. As a result of this, the children develop no self-control and lack social skills. They are unable to get along with others.

Compare these parenting styles and list their strengths and weaknesses. Which style were you brought up in? How would you like to bring up your children when you become parents and why? Since each child is different it is important to accept them as they are. It is the family’s responsibility to encourage their natural talent and interests. Parents should not impose their own aspirations on their children.



ACTIVITY 19.4

Make a simple low cost toy/ game, using material available at home for a child of age six months or two years.



INTEXT QUESTIONS 19.2

1. Tick mark (✓) the most correct answer out of four given options at the end of each of the following statements
 - (a) When you are choosing clothes for your children see that these are
 - (i) simple and soft
 - (ii) absorbent
 - (iii) easy to wear and take off
 - (iv) all the above



Notes

- (b) Interesting and attractive toys help children in their
- | | |
|--------------------------|-------------------------|
| (i) physical development | (ii) mental development |
| (iii) social development | (iv) all the above |
- (c) When children indulge in make believe play it helps in
- | | |
|---------------------------------------|---------------------------------|
| (i) development of their future roles | (ii) their physical development |
| (iii) disciplining them | (iv) developing them socially |
- (d) Democratic discipline helps in developing in children
- | | |
|-----------------------|---------------------|
| (i) social maturity | (ii) self control |
| (iii) self confidence | (iv) all the above. |
- (e) Permissive discipline does not develop in children
- | | |
|-----------------------|-------------------|
| (i) social maturity | (ii) self control |
| (iii) self confidence | (iv) independence |
- List four characteristics of children that are the result of heredity.
 - Explain the meaning of early stimulation.

(iv) Caring for older children and adolescents

The school going child

A child of seven-eight years requires little support for eating, bathing and dressing. The roles and responsibilities of parents change when the child starts going to school. The child gradually starts moving towards independence. While children are gradually learning to manage they require support in academic tasks. In addition to the schools responsibility it is parents' responsibility to supervise and support the child in studies. It is always helpful if the child is given a separate space in the house to sit and study. It can be a place where he/she can keep all his things and also learn to be organized and orderly.



Fig. 19.3: school going children

Besides academics, children at this age also love to play group games indoors or outdoors. There should be adequate facilities to play in the school and around the living place. Can you say how these games would help the children?



Notes



ACTIVITY 19.5

- a. What kind of facilities children require to play outdoor games? Does your neighbourhood provide these facilities? How can you help?
- b. Find out if an indoor games facility can be created in your neighbourhood? What can your contribution be in organizing these facilities?

Adolescents

During this stage, adolescents strive for independence, want to take their own decisions and attempt to build an identity of their own. They also venture to establish their own value system. In the process, adolescents tend to challenge existing values and behaviours. Parents often find such situations difficult to deal with. If they put pressure on adolescents to follow family values, the situation becomes worse and encourages the adolescent to become aggressive. On the other hand a complete free hand or a permissive stand raises in them a feeling of neglect and betrayal. They feel that no body cares for them.



Fig. 19.4 adolescents

It is important that parents have a balanced approach while disciplining adolescents. They must set rules and limits and be firm and flexible according to the situation, keep all channels of communication open and provide emotional support. Trusting the adolescent is very important. Parents must learn to listen to the concerns of their teenager, suggest alternatives or solutions to their problems make them aware of consequences of actions and allow them to make decisions for themselves. However, on crucial issues mutually agreeable decisions lead to a warm and supportive atmosphere. Displaying confidence in the adolescent helps to reduce the generation gap and also strengthens family bonds. You will learn more about this in the lesson on “Adolescence: charms and challenges”.

(v) Settling Grown up Children

One important developmental task of adolescence is preparation for a profession or vocation. Every adolescent on reaching this stage is anxious and worried about this. Although parents are responsible for guiding their children in this regard, they are often themselves unaware of what needs to be done.



Notes



Fig. 19.5: Various Career Options

Preparation for a career should start early. By the time the adolescent reaches the senior secondary stage of schooling it is time to identify the profession one wants to enter into and also decide upon the necessary preparation for it. There are many new career options available for young people to choose today. There are also many channels of information to guide them in the preparation required for a career. Read the lesson “Adolescence: charms and challenges” for more information.

(vi) Care for the Elderly

Retirement can be a fulfilling and a happy time for people for various reasons. They are gracefully relieved from the responsibilities of their profession. They enjoy a good reputation in the society and are well provided financially. They have settled their children in professions and marriage. They have become grandparents and can leisurely enjoy the progress of their grand children.

However, retirement can be stressful also if an elderly couple has not cared their financial and physical well being. What do you think will happen, if they are without any support system and are financially not well off?



Notes

Aging is a normal process of growing up and hence affects the body and causes decline in energy and all the abilities. Wrinkles, aches and pains are quite common in this age. The challenge is to accept aging as a normal process. They should gracefully, take care of themselves, slow down their pace and let go of responsibilities. They should take life easy, sit back and enjoy their days. If some people genuinely want to help them then they should let them do. They should thank them and bless them. They will be happy and would want to come back to help again.



Fig. 19.6: Elderly

19.5 ROLE OF A FAMILY IN DIFFERENT EFFECTIVE INTERPERSONAL RELATIONSHIPS

19.5.1 Family Relationships

Look at your family and other families around you. How do the family members get along with each other? It is important to analyze family relations. Family relations depend on the way every member behaves and interacts with each other. The well-being of each member of the family depends on the nature of these relationships. Cordial, harmonious relations and positive thinking can make life easier whereas quarrels and disharmony can lead to low self-esteem and negativity among members.

In a traditional Indian joint family where a large number of family members share common assets and liabilities, having a good relationship with every member is very important but difficult to establish. There can be people who are ambitious, self centred, jealous or dissatisfied with their fate while there are others who look after every one's comfort and interest before they do anything for themselves. Can you visualize what can happen when a situation like this happens?

More and more people are moving to nuclear families as a result of migration and industrialization. Due to financial pressures, better education and employment opportunities, women are also contributing to family income. Do you think some extra efforts are needed by member of a family to establish good relations? You have already read that today many couples are performing dual roles as home makers as well as professionals.

Various factors that contribute in strengthening the relationship are –

- a clear understanding of one's duties and responsibilities



- feeling of empathy towards all family members
- a good interpersonal relationship by becoming sensitive to the other person's needs and comforts and putting his/her happiness before your own
- effective verbal and non-verbal communication skills
- displaying a genuine concern and love for others
- extending help to others whenever necessary
- being discreet and non-interfering in others' affairs

On careful observation you will find that all the factors listed above are an important skill for a healthy life. These skills are called **Life skills**. Life skills essentially help you to improve the quality of your life. Enhancing and using these life skills is the key to a successful family life. In contrast, mistrust, criticism, interference, self centeredness, lack of empathy and poor communication skills are factors that lead to disharmony and even breaking of relations.



INTEXT QUESTIONS 19.3

1. Tick mark (✓) the factors that can promote family relationships-
 - i) lack of communication among family members
 - ii) accept the things as they are
 - iii) too many children in the family
 - iv) practice letting go of something small
 - v) love and cooperation among family members
 - vi) accept your shortcomings
 - vii) employment of mother outside the home
 - viii) forgive yourself and others
 - ix) too many expectations from others
 - x) maintain positive attitude and facial expressions

19.5.2 Values in Life

Values form the crux of our social environment. They help in establishing a just and equitable society. Traditionally, children observe their elders and imbibe values like respect for elders, honesty, truthfulness and humility. The values that we hold have been derived from our family, friends, neighbours, teachers, mass media and so on. Many of the values that you have are learnt from your own family members. Over the years, imparting value education seems to have taken a back seat. Now we see a gradual erosion of values in our society. However, just as we cannot accept pollution as a part of life and need to do something about it, we also need to prevent the degradation of values in our society.



Notes

Imparting values education to children is a very important function of a family. We must provide a favourable atmosphere for young people to observe and imbibe those values which are generally accepted by society. They also need to constantly practise these values within the environment of their homes.

Parents teach values by directly telling their children what to do, and what not to do and by setting examples themselves. If parents tell their children to be truthful but tell lies themselves, what do you think will happen? The child will get confused and not be able to differentiate between right and wrong.

Go back to the beginning of the lesson and read about the functions of a family. You will find “emotional security” and “bonding” among the members of a family. These functions can be ensured when we take care of the elderly and the sick in the family; when we accord sensitive treatment towards our girls and women or when we do some community service.

The older members of the family, that is, the grandparents have reached a stage in life where their energy level and abilities begin to fail. They need special care and attention. It thus becomes the special responsibility of all in the family to look after them and make them as comfortable as possible. How can we do so? It is very simple if you follow the few tips given here.

- help them in doing tasks they are not able to perform because of their failing physical abilities
- spend time with them to make them feel comfortable
- provide moral support by being with them
- encourage them to take care of themselves
- be sensitive to their nutritional and medical needs
- involve them in decision making
- respect their views and opinions

In many families, even today, daughters and daughters-in-law face many restrictions and discriminations in areas such as nutrition, education, play and other outdoor activities, taking up jobs or even in expressing their opinions. When we talk of developing sensitivity towards the status of girls and women in our society, we are actually talking of equality of all human beings. As responsible young people, it is up to us to see that no discrimination is shown within our own families. We must also stand up and oppose it, wherever it exists. How can we do so?

- By showing equality in terms of nutrition, education, opportunities and sharing responsibilities.
- By recognizing their contributions to households, family income and attending to their needs.
- By recognizing that they too have their needs and need opportunities to fulfil them.
- By showing respect to them and treating them as equal human beings.



Notes

In this lesson you have learnt the importance of being a part of a family. We have understood the role a family plays in the overall well being of every member of the family. A typical family life cycle passes through three stages- beginning, expanding and contracting. Each stage has its own charms and challenges. All members of a family have to perform their roles to ensure healthy relationships and to be a useful member of the society.

A family provides unconditional love, care and support to all its members. We should appreciate this and not take our families for granted. Mutual respect for each other goes a long way in passing family values from one generation to another. You will see that use of these skills in many difficult situations helps you to sort out your problems more effectively. In the long run this enables you to be at peace with yourself and have a positive attitude in life. It will help you to be a positive member of your family and society. That is something all of us should aspire to achieve in life.

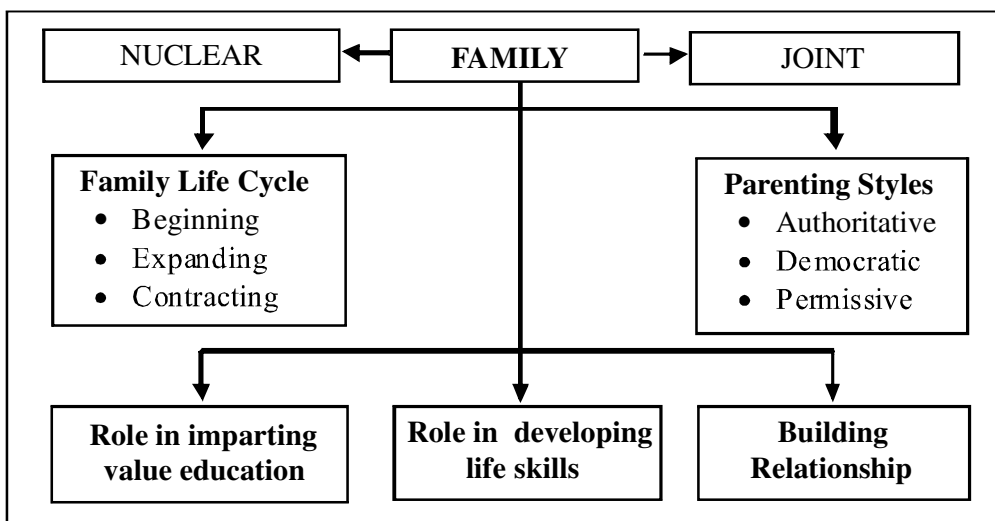


ACTIVITY 19.6

1. Make a check list of qualities for establishing good relationships.
 - (a) List skills required for qualities mentioned in the above check list.
 - (b) Tick on the skills that you think you have.
 - (c) Identify the ones you need to work on.
 - (d) Develop a plan of action to acquire those skills.
2. Identify a person in the family or neighbourhood who does not have good relationships with people and find out the reason for the same. Suggest some measures for helping that person to improve his/her relations.



WHAT YOU HAVE LEARNT





Notes



TERMINAL EXERCISE

1. What is a family life cycle?
2. How do loving and understanding parents help adolescents to grow into responsible persons?
3. What are the different parenting styles?
4. Why is discipline necessary in family.
5. How can a family help a newly married girl to adjust in her new house?
6. Compare the environment for growing children in extended families with that of a nuclear family.
7. State the role of parents towards infants, school going children and adolescents to facilitate their development.
8. What are the values of life and how are they inculcated in the children in a family?
9. Uma got married to Rajan three years ago. She lives in a conservative joint family in a big city. In her family there are her husband's parents and his unmarried brother Akash and sister Neha. Uma gets along very well with Akash but not with Neha. They are more or less of the same age.

If you were Uma how would you improve your relationship with Neha?



ANSWERS TO INTEXT QUESTIONS

19.1

1.
 - i) daughter in law gets positive vibes and softens towards her in-laws.
 - ii) it means helping each other and feeling good about each other.
 - iii) preparation helps in reducing tensions.
 - iv) wife's parents feels happy and good and relationship improves
 - v) brother and sister in law feel good and want to do good to sister.
2.
 - i) making adjustments in personal life and accommodate the new family.
 - ii) give due respect to every one.

19.2

1. (a) (i) (b) (ii) (c) (iv) (d) (iv) (e) (iv)
2. Colour of the eye, skin, height, and body build
3. Providing ideal facilities for development to children in early years of life.

19.3

1. ii), iv), v), vi), vii), viii)



20



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ADOLESCENCE: CHARMS AND CHALLENGES

I am unique! Nothing can happen to me! Will I be tall enough! I can change the world! Nobody understands me! Do these statements sound familiar? At what age do you remember having such thoughts?

Adolescence is a crucial period of life between childhood and adulthood during which an individual experiences a range of emotions, very confident about certain things and unsure about others. It takes some time and efforts to become comfortable with the changes taking place in one's mind and body. These changes make this phase of life very exciting. In this lesson, you will learn about the charms and challenges of adolescence and the ways to manage many issues related to it.



OBJECTIVES

After completing this lesson, you will be able to:

- explain the physical changes during adolescence and learn to manage them effectively;
- explain the emotional and social changes during adolescence and develop a positive self concept and self esteem;
- explain the social changes during adolescence;
- enhance skills to respond positively and responsibly to various situations;
- examine the characteristics of cognitive development during adolescence deal effectively with different influences from peers, adults, media and social norms;
- recognize the importance of planning for a career



Notes

20.1 CHARACTERISTICS OF ADOLESCENCE

So what is adolescence? Adolescence is the transitional stage between childhood and adulthood. It is the age between 10-19 years. Though the timing and pace of changes may vary among individuals, these are marked by physical, emotional, social and cognitive changes. Why do you think these changes take place?

These changes are initiated by hormonal changes in the body and are a natural part process of growing up. You can read more about hormones in lesson No. 22 Control and Coordination from the Science and Technology secondary course of NIOS. These changes prepare adolescents for adult roles and responsibilities, so they should be accepted and celebrated. You shall learn more about these changes. These can be broadly categorized as:

1. Physical development
2. Emotional Development
3. Social Development
4. Cognitive Development

1. Physical development:

Physical development during adolescence begins with puberty which means beginning of sexual maturity. This period is marked by physical growth and change in body shape. During this period almost 75% of adult height and about 50% of adult weight is gained. You must be aware that every individual has unique structure which is influenced by several factors such as heredity, environment and nutrition.



Fig 20.1 (a): Physical Development in Girls

During adolescence, both boys and girls experience physical changes but some are specific to boys and some to girls. These have been listed in Table 20.1

Table 20.1: Physical Changes during Adolescence

Common to boys and girls	Specific to boys	Specific to girls
<ul style="list-style-type: none"> • Increase in height and weight • Growth of underarm hair • Growth of pubic hair • Pimples / acne • Development of reproductive organs 	<ul style="list-style-type: none"> • Broadening of shoulders • Deepening of voice • Development of facial hair • Increased muscular development • Nocturnal emission 	<ul style="list-style-type: none"> • Growth of breasts • Broadening of hips • Menarche



Notes



ACTIVITY 20.1

Recall and Mark Tick (✓) the physical changes you experienced around the age of 15-16 years in the table 20.1 given above.

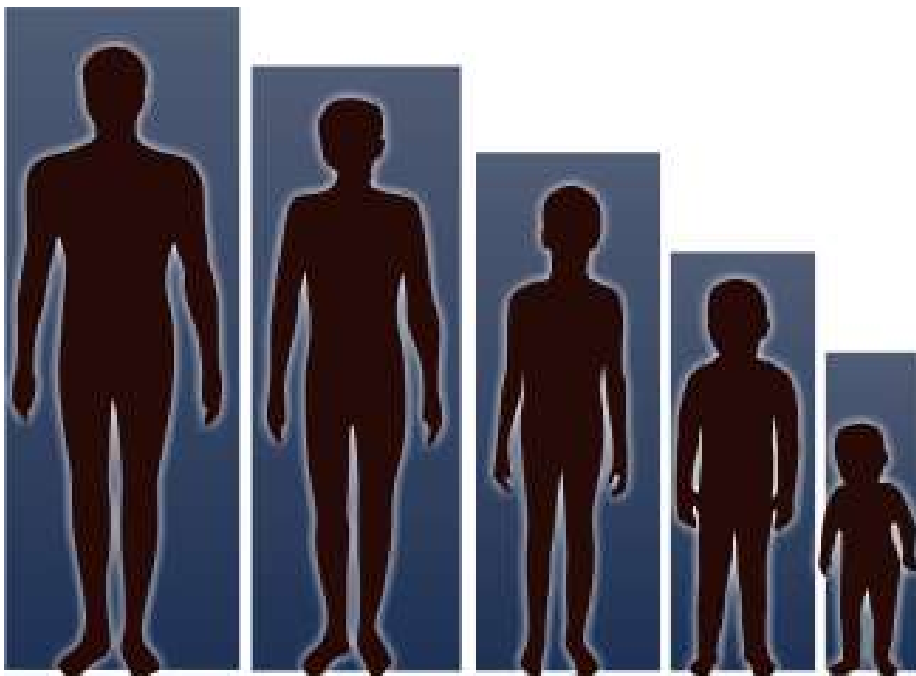


Fig 20.1 (b): Physical Development in Boys



Notes

Among girls menstruation usually begins (menarche) between 9-16 years and stops around 45-55 years of age (menopause). Menstruation is a cycle of 28 days which may vary from 21-35 days. Now you will learn what menstruation is

During each menstrual cycle, one ovum matures and is released by the ovary. This is called *ovulation* that occurs around mid cycle. Before the ovum leaves the ovary, the uterus builds up its inner lining with extra blood and tissue. If the ovum meets with sperm, (incase of sexual intercourse) it is fertilized and conception takes place. In that case, the lining of the uterus supports the growing foetus (baby).

But when the ovum is not fertilized, the uterus no longer needs the extra blood and tissue. The uterus therefore begins shedding its lining and the menstrual flow starts. It consists of blood, mucus and fragments of the lining in the uterus. This blood passes through vagina and is caught by using a clean cotton cloth or a sanitary pad. It is important to know that if the girl does not begin her menstrual cycle (periods) until the age of 16 years, she should consult a qualified doctor. Menstruation signifies the ability of a girl to become pregnant.

DO YOU KNOW THAT

- a girl can get pregnant before her menstrual cycle begins as she releases an egg before her first period?
- irregularity in menstrual cycle is common when girls just begin to menstruate?
- a missed period usually indicates pregnancy if a girl is sexually active?
- the menstrual cycle may be irregular due to stress, illness and inadequate nutrition?
- all girls should have an iron rich diet to prevent anemia. Girls who bleed heavily or are malnourished may also need iron supplements? You must have read about this in detail in lesson no. 2 Food and its Nutrients.

Although menstruation is a natural phenomena there are many myths related to it. Some of these have been clarified in Table 20.2

Table 20.2: Menstruation: Myths and Facts

Myths	Fact
Girls should not engage in any work during menstruation	Girls should continue with their daily activities as long as they feel comfortable. Infact, walking and exercising can help them get over cramps and pain.
Menstruation is an abnormal condition	It is a natural phenomenon although some girls may feel less energetic during this period. They may also get cramps,



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	backache, headache, stomach ache or experience loss of appetite.
It is alright to take medicine to delay or hasten menstruation	One should avoid taking medicines to delay or hasten menstruation as these can be harmful to the body. If required take the advice from a qualified doctor.
Bathing during menstruation causes cramps	It is important to bathe daily. A warm bath can soothe and relax muscles, reduce pain. It is important to adopt good genital hygiene especially during menstruation. Clean sanitary napkins should be used during menstruation which should be changed every six hours. If a cloth is used instead of a sanitary napkin, it should be washed with soap and water and dried in the sun.
Women should not enter kitchen during the period of menstruation	There is no scientific evidence supporting restriction on working in the kitchen, handling certain food items like pickle or participating in social and religious functions.

These are only some of the myths and you may hear about many others. It is upto you to find the truth about these myths and make informed and responsible choices rather than follow these myths blindly.

Nocturnal emission is the release of excess semen from the penis during sleep. It is also known as 'wet dreams' or 'night fall'. The frequency of nocturnal emissions or nightfall varies from person to person. Nocturnal emission is a natural phenomenon hence there is no need for boys to get worried or feel guilty about it. There are many myths about nocturnal emission, some of which have been clarified below in Table 20.3

Table 20.3: Nocturnal Emission: Myths and Facts

Myths	Fact
Nocturnal emission makes one weak	It does not cause any sexual or physical weakness.
It is associated with sexual thoughts	It is a natural phenomenon and may not always be associated with sexual thoughts and feelings.



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All boys experience nocturnal emission	All boys may not experience nocturnal emission.
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However you should note that genital hygiene is important for both girls and boys. So what steps can they adopt for maintaining hygiene?

- Genitals should be washed with clean water after urination as infection can occur between the folds of the skin.
- Undergarments preferably made of cotton should be used.
- Undergarments should be changed normally atleast once a day and dirty undergarments dried in the sunlight.
- In stained undergarments should be changed immediately.
- Excessive sweating and subsequent infection can be avoided by keeping the pubic hair trimmed.



ACTIVITY 20.2

While growing up, you must have gone through a number of changes in your body. Did you feel prepared for these changes? If yes, how did it help you?

If not, do you think it is important to be prepared for them? Why? Who according to you could have helped in preparing you?



INTEXT QUESTIONS 20.1

1. Write two signs of physical growth which are common and two which are specific to adolescent boys and girls.

Common to boys and girls	Specific to boys and girls	
	boys	girls
1.	1.	
2.	2.	

2. Identify whether the following statements are True/False. Give reasons for your answers.
 - (i) Children should not be educated about the changes during adolescence as it may distract them.
(True/False) _____



Notes

- (ii) Malini should not play outdoor games during menstruation.
(True/False) _____
- (iii) Sohail's brother makes him feel guilty by saying that nocturnal emission happens to those who have sexual fantasies.
(True/False) _____
- (iv) Girls should eat iron rich foods.
(True/False) _____
- (v) A girl cannot become pregnant before her first periods.
(True/False) _____
- (vi) Genital hygiene is important for both boys and girls.
(True/False) _____

During adolescence emotions become more pronounced due to the hormonal changes. To help them manage their emotions positively, it is important to understand adolescents' emotional development.

2. Emotional Development

Emotional development means developing an ability to manage emotions and to express them in positive and responsible ways. Almost all adolescents go through a stage of rebelling against restrictions. Angry outbursts, mood swings are quite common in this stage. Adolescents feel as if they are sitting on an emotional seesaw, feeling up one minute and down the next; feeling mature on some days and child-like on others. Though you must realize that each person is unique and has different responses to stress. Positive and healthy ways of responding to stressful situations help in decreasing the negative emotions. So how can you reduce your anger and cope positively to stressful situations?

- First of all you need to recognize your anger signals and accept that you are angry.
- Try to divert yourself or do something constructive to calm down.

Choose one or two of the options given in the box and see which one works best for you-





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However may be some other method works for you. Remember if you feel overwhelmed by a situation and find difficult to cope with it, do not hesitate to seek help from trusted sources like family or friends. Asking for help is not a symbol of weakness. In fact, it signifies strength and good understanding of your inner resources. Analyzing the situation, understanding its cause and avoiding it in future are steps that help in managing emotions better. Take the case of Ramu and his very close friend Rajinder. They had a misunderstanding which led to a fight. Rajinder insulted Ramu in front of everyone. Ramu felt very hurt. Undoubtedly this is a stressful situation for Ramu. There are several ways of dealing with the situation. Three possible responses are listed below:



Fig 20.2

Response 1: He feels that no friend is worth trusting and breaks contact with all his friends.

Response 2: He criticizes Rajinder with his other friends.

Response 3: Ramu sits with Rajinder and clears the misunderstanding.

Which do you think is the most sensible option? Give reasons for your answer.

Building of positive self concept is very important for the personality development among adolescents. Do you understand what **self concept** and **self esteem** means.

Identity comprises of distinctive characteristics of an individual. As adolescents develop a strong sense of identity and have strong views about issues. Identity of an individual is made up of 'Self concept' and 'Self esteem'.

Self concept means the way in which you see your strengths and weaknesses. Self concept is said to be low when you see only your weaknesses and it is high when you look at your strengths and want to improve yourself.

Self-esteem is your personal judgment of your abilities. In other words, if you have high self esteem, then you have more belief in your abilities. Positive self concept leads to higher self esteem. When adolescents begin to take pride in the abilities they possess and consider these as their assets, their self esteem goes up. One has to realize that success is the key factor in building positive self concept during adolescence. But how can you develop positive self concept and self esteem? For this let us do the following activity.



ACTIVITY 20.3

To know yourself better and develop positive self esteem, assess yourself on the following criteria. Ask your parents to assess you on the same criteria. Tick mark , Yes or No accordingly

S.No	Do you	According to you		According to your parents	
		Yes	No	Yes	No
1	accept your strong points and appreciate them?				
2	acknowledge your weaknesses ?				
3	try changing everyone ?				
4	indulge in self pity ?				
5	seek advice when needed of a trusted friend or a trained counselor ?				
6	realize that certain physical aspects in you cannot be changed ?				
7	appreciate others and be genuine and honest in your appreciation ?				
8	eat healthy and exercise ?				

After listing your positive qualities how did you feel about yourself? Which of the above points do you think help in developing a positive self esteem? With or without the help of your parents, develop a plan of action for yourself to overcome your weaknesses. Write your answers in the following columns. One has been done for you.



Fig 20.3

My weakness according to		Plan of Action
Me	My parents	
1. I don't share my problems even if they are beyond my control	Shares only some problems and that too almost at the last minute	1. I will share my problems and take timely advice from either my parents or if need be from a trusted friend or a trained counselor.
2.		2.
3.		3.
4.		4.



Notes



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INTEXT QUESTIONS 20.2

1. Nasreen is the best athlete in her village and has won many awards at both district and state level. For the past two years she has been practicing very hard for the coming district athletes meet. She is very upset and wants to know that she is not shortlisted for the same. Given below are three different ways in which Nasreen can try to find why she has not been shortlisted for district athletes.

Option 1: Nasreen argues with the sarpanch of the village and accuses him of being unfair.

Option 2: Nasreen locks herself in a room and refuses to eat her meals.

Option 3: she goes to sarpanch and asks him the reason for her not being selected for district athletes.

Which do you think is the most sensible option? Give reasons for your answer.

2. Neha got very angry when her parents did not allow her to go out with her friends. She threw her books on the floor, shouted at everyone and refused to eat her food.

If you were Neha, what would you have done to convince your parents? Please suggest at least two methods.

3. Sudha is very conscious of her dark complexion. She avoids interacting with people around. Give suggestions to Sudha which can help build a positive self esteem.



Fig 20.4



Notes

3) Social Development

Social development refers to the interaction of adolescents with their family, peers and others. As children transform into adolescents and later to adulthood, their social relationships undergo many changes.

“Who am I?” Am I an adult or a child? This is one question to which an adolescent is always seeking an answer. At one minute their parents tell them “You are not a child any more.” and the next minute they are told “Go and play, we adults are discussing something.” Such statements often leave them confused as to the status of their identity i.e. whether they are adults or children.

At this stage adolescents develop a strong sense of selfhood and have their own views and feelings about various issues. In their effort to become independent and develop their own identity they slowly start taking their own decisions. Parents can enable their children form an identity and become independent individuals by treating them as responsible young adults.

During this period the relationship adolescents share with their family and peers go through a major change. Let us study more about these changes.

3.1 Relationship with the family

As adolescents start distancing themselves from their families, they start valuing their peers more than before. They often look to their peer group for approval and may even change their behavior to win their approval.

Adolescents start seeking privacy and like to spend lesser time with their families. They dislike any restrictions imposed upon them. Parents may find it difficult to accept these adults like characteristics of their children where they ask questions, reason and sometimes argue rather than obeying them blindly. Parents may feel that their adolescent children no longer value their opinions. This may not



Fig 20.4

necessarily be true as, the nature of this relationship changes. In fact, adolescents need their parents time and counsel more than ever before. However it may be important to re- establish some of the core guiding principles for parent- adolescent interactions.

You must realize that parenting teenagers is not easy. It angers and frustrates parents to see their child slipping out of their control. They know their child cannot foresee the consequences of his/her actions. In fact, some parents worry that their child is not



Notes

growing into a responsible person and worry about their future. This leads to disagreement and conflict.

Similarly, adolescents also have the responsibility to listen to their parents opinions, think through the suggestions carefully and then put forth their views and feelings clearly and in a respectful manner. They must learn to express their thoughts and feelings in a clear, honest and respectful manner without putting down either themselves or the other person. Effective communication is a two way process in which everyone concerned, has not only the right to express their views but also to be heard respectfully.

Following suggestions would help develop a closer bond between you and your parents.

- You must share your feelings with your parents and establish an open channel of communication. Both you and your parents should listen to each others' opinions, think through each others suggestions carefully and then put forth views and feelings clearly in a mutually respectful manner.
- You must be as courteous to your own parents as you are to the parents of your friends.

Gradually as you grow older your parents also start understanding and accepting the changes in you. for a healthy relationship you need to understand your parents

Following activity would help you to do that.



ACTIVITY 20.4

Ask your parents about five things that they liked to do with their friends when they were adolescents. Now compare it with what you like to do with your friends.

What your parents did with their friends		What you do with your friends
Mother	Father	

Pick the activities which are similar. Now share the experiences with each other.

Did this activity help you to understand your parents better? If yes, how?

What can you as an adolescent do to improve your relationship with your parents? You must remember that your parents love you and have your best interest in mind. They are concerned for your safety and security. However, you do not need to have exactly the same opinion as your parents.

Following suggestions would help develop a closer bond between you and your parents.

- You must share your feelings with your parents and establish an open channel of communication. Both you and your parents should listen to each other's opinions, think through each other's suggestions carefully and then put forth views and feelings clearly in a respectful manner.
- You must be as courteous to your own parents as you are to the parents of your friends.



INTEXT QUESTIONS 20.3

1. Neha is 13 years old. She feels her mother does not love her anymore. She is not allowed to go out with her friends and has frequent arguments with her mother. Suggest two ways in which Neha can improve her relationship with her mother. Could you also recommend two ways in which Neha's mother can contribute towards improving the relationship with her daughter?
2. Adolescents are often confused whether they are children or adults. Narrate any incidence from your personal life to justify this statement.



Fig 20.5

3.2 Relationship with peers

Peer is defined as a person of equal age, abilities, qualifications, background or social status. As you must be aware adolescents give a lot of importance to their peers. The opinion of their friends seems more important than that of anyone else. Since all of them are going through similar experiences they feel close to each other.

Peer pressure can be both positive and negative. Positive peer relationship helps in social development as well as formation of self-image and self-esteem. These relations act as a safety net during difficult circumstances. Peers can act as positive role models and can also encourage healthy behaviour.



Notes



Notes

Teenagers who feel isolated and rejected by their friends and family or those who come under the influence of negative peer pressure are more likely to indulge in anti social activities like thefts, substance abuse, gang involvement, smoking, drinking, etc.



Fig 20.6: Healthy Peer Relationships



ACTIVITY 20.5

Here is the case of Sujit and Manoj. They would often bully Sharad, a fellow NIOS learner to lend them money. When he would refuse, they would hit him. He never shared this with anyone. One day they snatched his purse and ran away.

He had to walk home as he had no money for the bus. Sharad's neighbour, Abid who had witnessed the whole incident, asked him to bring it to the notice of the village elders. Sharad hesitated but agreed when Abid offered to accompany him.



Fig 20.7

- Q1. Pick one example of positive and one of negative peer influence in this story.
- Q2. Why do you think Sharad did not complain against the bullies for so long?
- Q3. What difference did Abid's intervention make to the situation? Discuss these questions with your friends and family and try to find the answers.

Developing healthy relationships and friendship is one of the most charming aspects of adolescence. Positive peer relationships are based on mutual respect and appreciation. Here are some ways to maintain healthy relationships.

- ✓ Communicate effectively. Practice how to express your thoughts and emotions in socially acceptable ways. This involves learning to listen, speak clearly, politely and seek others opinion and voice your opinions. Listening to others forms an important part of effective communication.



Notes

- ✓ Cultivate social skills like anger management, fairness, and sensitivity.
- ✓ Develop empathy; treat people as you would like to be treated by others.
- ✓ Spend time together and keep working on your relationships by practicing the skills to resolve conflict and disagreements effectively.
- ✓ Offer constructive criticism. Treat each other fairly and forgive one another after clarifying the misunderstanding.
- ✓ Be generous and supportive. Be prepared to listen/talk to your friends in times of trouble.
- ✓ Maintain mutually respectful behaviour. Remember, there is no room for bullying in a healthy relationship.



INTEXT QUESTIONS 20.4

Complete the following statements giving appropriate reasons:-

1. Engaging in high risk behaviours is dangerous because _____

2. Keeping communication channel open with parents is important because _____.
3. During adolescence, friends become very important because _____
_____.
4. Positive peer pressure should be encouraged because _____
_____.
5. A clash between parents and adolescents could occur because _____
_____.

Development of intellectual skills are one of the most important step for adolescents to achieve their potential. This would be dealt in cognitive development.

4) Cognitive Development

Cognitive development refers to the development of brain which facilitates adolescents to perform more complex mental functions. It is concerned with the development of a person's thought processes it deals with the way these thought processes influence how we understand and interact with the world. These have been briefly explained below.



Notes

Abstract thinking: at this stage, they can imagine the impossible. For example if they hear idioms like *A Leopard Can't Change His Spots*, they can now understand that it means that *a person cannot change his/her basic nature*. Because of this ability they can also write poetry and understand humour.

Personal fable: At this stage adolescents think that they are unique and nothing bad can happen to them. This is one of the reasons for them to take risks. Adolescents are energetic and spontaneous in nature and try new things without fear. This may include helping peers and family, serving the country which leads in positive self identity. The ability to try new things can be used positively to bring about a positive change in the society. However experimenting with drugs, sex and many more such activities like driving at high speed, pillion riding without helmets; etc can often result in serious negative consequences.

Systematic thinking: they are able to think systematically. If asked to take a decision, they are able to list and examine various alternatives and the consequences of each alternative, before choosing any one. For example, while planning for a family holiday adolescents can list out suitable options available; examine them keeping in mind weather condition, location, best time to go, ways to reach the destination and places to see and accordingly decide and plan a holiday.

Idealism: One of the main characteristic of adolescence is idealism. They have a strong sense of right and wrong. They develop awareness about themselves and their surroundings with a strong sense of pride. Often idealism leads to positive thinking and actions. For example, many youngsters extend a helping hand in difficult situations like disaster, conflict.

Imaginary audience: Adolescents imagine that everyone is watching them. For example; if there is a very small hole in their T shirt, they think everyone can see it. They become more aware of their surroundings.



INTEXT QUESTIONS 20.5

- 1 Enumerate any two characteristics of cognitive development of adolescence.
- 2 Adolescents are often reckless and refuse to wear ill fitted clothes. Give reasons for their behaviour.

20.2 EFFECT OF CULTURAL AND SOCIAL NORMS

Social norms are a set of rules and expectations by which a society guides the behaviour of its members. You can see the effect of changing social and cultural norms on all aspects of life. These norms affect the way we behave, talk, dress or conduct personal

relationships. Even our gender roles which were governed by social norms are changing and evolving. For example, what women were expected to be 20 years ago is very different from the current expectations from women. Similarly, the roles men had adopted in the past are very different from their current role. Women are no longer restricted to household chores or men are not the only earning members of the family. Both men and women are gainfully employed and both participate in household chores. Hence, the concept of gender is dynamic and is different during different ages.



Fig 20.8

Adolescents are influenced by social norms and culture of the world. They copy popular language, clothes, music and dance. In their desire to belong, they adopt whatever is popular among their peers or is fashionable in media. It is alright to conform to the peer group. Sometimes you may not agree with a particular trend.

Here are some suggestions as to how to be more assertive and say no without feeling guilty. Next time you come across a tricky situation, try any of these.

1. Do not give in to societal peer pressure. Don't fall under the impression that just because "everyone else is doing it", that you should do it too.
2. Use the word "no" when declining rather than "I can't" or "I shouldn't".
3. Avoid feeling guilty and avoid saying "I'm sorry".
4. Stop others from making excessive demand on you.
5. Make sure your body language does not contradict what you are saying.
6. Make direct eye contact with the other person.
7. Not give other people reasons for every action we take
8. Maintain your dignity in relationships
9. Let other people know how you are feeling

Many times you may find yourself in situations where it becomes difficult to say no. In each situation you may use any of the following techniques:

- Ignore the question or statement and walk off.
- Pretend as if you have not understood anything
- Change the topic





Notes

- Assertively convince to say no
- Make an excuse. For example, I'll join you some other day

Remember to use a different technique each time. Do practice these skills before you use them.

20.3 INFLUENCE OF MEDIA ON ADOLESCENCE:

Mass media like television, newspapers, magazines, films, radio and internet have both positive as well as negative influences on adolescents. Media not only creates awareness about various issues but also provides opportunities for them to participate in various programs on television and radio, publish articles in newspapers, magazines, websites; etc. By promoting sports, social work, media can motivate adolescents to take up such activities.

On the other hand media promotes certain stereotype images and views that may have a negative influence on adolescents. Constant exposure to sexual images, violence and commercial advertisements debasing women can lead to negative impact on young minds.

Adolescents often over-identify with famous people and idolize stars, professional athletes, movie actors, and television personalities to the point of apparent loss of their own individuality.

Actors and models influence their idea of a perfect body shape. Most of the adolescent girls watch their diet which leads to increasing number of eating disorders. In boys too there is an alarming increase in obsessive weight training and the use of steroids and dietary supplements that promise bigger muscles and more stamina for lifting. Excessive weight loss can lead to loss of stamina, decreased resistance to diseases, and irregular menstrual cycle (in case of girls). Indiscriminate use of steroids without medical advice has many harmful effects.

So what can be done to control this? Remember it is entirely up to you to decide what to watch or read. Very soon you will be an adult. It is important that you make responsible choices based on correct information.

Parents can reduce the negative effect of media by:

- Helping you distinguish between fantasy and reality
- Discussing the consequences of violence and risk taking behaviour
- Empowering adolescents with critical thinking skills to filter the messages they receive and good decision making skills to watch age appropriate content.

20.4 PREPARING FOR A CAREER

Towards later adolescence comes the time when you need to choose and prepare for a career.

You must be aware that you have to face tough competition to secure a good job. Everyone hopes to do something that they enjoy and also earn a decent livelihood. Very often, you are expected to join your parents in their profession. But if you have other interests, you should explore them. Remember whatever you do, you must try to do your best and excel in the chosen field. For this you may have to put in extra labour and effort. After all hard work always pays in the long run. There are many options available besides the usual professions of doctor, engineer or architect. Do try to explore other avenues available around you, at your place of residence. You can get relevant information from the following resources:

- ✓ Weekly magazine sections of many newspapers offer guidance on vocational choices, the preparation needed for them, the concerned institutions and how to get there.
- ✓ A number of career guidance websites are also available. You can refer to http://india.gov.in/citizen/career_guidance.php hosted by Government of India to assist young people in making informed career selection.
- ✓ Parents and employees from specific fields can give first hand knowledge about their careers.
- ✓ An internship or on the job training will also equip you with necessary job related skills.



TERMINAL EXERCISES

1. Explain the physical changes that are common to both adolescents boys and girls?
2. Differentiate between emotional and social changes during adolescence
3. Giving an example explain how positive self esteem helps in better performance.
4. How would systematic thinking help in choosing a career.
5. Read the case study of three friends below and answer the given questions,
Mani and Ronny met Adil at a marriage party. They try to convince Adil to drink He does not want to offend his friends and risk his friendship. However



Notes



Notes

- he does not want to drink and drive. He is in a delima, should he have alcohol with them or should he leave the party and go home?
- (i) What do you think Adil should do?
 - (ii) What should Adil do to convince his friends not to drink as they will have to drive back home?
 - (iii) How else can Adil’s friend celebrate? Please give atleast two suggestions
6. Your 9 year old brother is watching a violent film. In what ways can you help him select an appropriate program?
 7. Cite a situation where you experienced a conflict between what you wanted to do and what was expected of you. How did you resolve the situation?
 8. Educate your friends on how to be assertive when being forced to do things against their wishes.
 9. List various sources from where you can get information regarding your career.



WHAT YOU HAVE LEARNT





ANSWERS TO INTEXT QUESTIONS



Notes

20.1

1. **Common signs**—increase in height and weight, hair in underarm and pubic area, increase in genitals.

Boys— Nocturnal emissions, increased muscular development, facial hair.
(Any two)

Girls— growth of breasts, menarche, broadening of hips.

2. (i) FALSE- they should be prepared beforehand so that they do not get shocked and are prepared / relaxed for the forthcoming changes.
(ii) FALSE – she can continue with all her normal activities.
(iii) FALSE- it can happen otherwise too as excess of semen flows out in sleep.
(iv) TRUE -Girls should eat iron rich foods.
(v) FALSE – she can get pregnant before her first periods as ovum is formed few weeks before the start of menstrual cycle begins.
(vi) TRUE -Genital hygiene is important for both boys and girls.

20.2

1. Option 3 is the best option. REASON- one should find out the reason instead of expressing anger as that would not solve the problem. May be by mistake her name was not there or she may not fulfill criteria for age bar.
2. Neha should ask them the reason for not allowing her. Understand their point of view. She should have not thrown her books, eaten her food and talk politely with all.
3. (i) Realize that certain physical aspects in you cannot be changed.
(ii) spend time analyzing your strong points and appreciate your strengths
(iii) do not indulge in self pity
(iv) eat healthy and exercise.
(v) take advice from a trusted friend or a trained counselor

**Notes****20.3**

1. Neha's role

- (i) confide in her parents
- (ii) see their point of view
- (iii) respect them and talk courteously
- (iv) participate in household chores with parents

Role of her mother-

- (i) involve her in family discussions and household chores
- (ii) share problems
- (iii) understand
- (iv) talk openly about the issues
- (v) counsel her

2. Any incidence where your parents one minute tell you that you are child but very next minute they expect you to behave adult like.

20.4

Complete the following statements giving appropriate reasons:-

- (i) STD, HIV, behind bars, any other
- (ii) prevents misunderstanding between both parents and children
- (iii) they go through the same phase and understand each other.
- (iv) it encourages healthy competition and boosts their ego.
- (v) they do not talk freely / do not respect each other.

20.5

1. (i) personal fable – think they are unique

(ii) imaginary audience - think everyone watching them

(iii) abstract thinking- can imagine impossible, which is not true

(iv) systematic – can take all factors in mind before planning anything.

2. reckless—because of personal fable where they think nothing wrong can happen to them. Refuse to wear a defective dress—as think everyone can see the defect even if it is not noticeable



ETHICS IN DAILY LIFE

What can be better than a hot cup of tea and a newspaper on a bright pleasant morning? But what do we read in the paper, news about greed, corruption, discrimination, robbery, injustice and many similar incidents. This often leaves us worried about our security and safety. India has always been regarded as a country of high moral and ethical values. Have we lost our value system or is it just a phase that we as a nation are going through? Doesn't it set you thinking about the changes happening in our society, country and ourselves?

All of us imbibe the same set of ethics and yet some of us discover unjust and unethical shortcuts to success. Is it always important to be ethically right? You shall find answers to these and many such questions in this lesson.



Fig 21.1



OBJECTIVES

After reading this lesson, you will be able to:

- describe the terms 'values' and 'ethics';
- explain the need for values and ethics in everyday life;
- explain the importance of respecting both rights and responsibilities;
- recognize and value the dignity of labour;



Notes

- apply the learnings to develop tolerance, empathy and positive attitude in life, and
- develop a personal code of conduct that balances your rights and responsibilities.

21.1 VALUES AND ETHICS

Asif was a taxi driver in a city. One day a passenger left his briefcase in the car. Asif noticed it only when he was going home for lunch. He did not know what to do. He thought of opening it to see if the name and address of the owner was given. When he opened the briefcase he was surprised to find many valuable documents and cash in it. He found a card with a name and address of the owner on it. He drove straight to the owner's house and returned the briefcase. The owner was grateful and rewarded Asif for his honesty.

This is a very rare quality. He could have kept the cash and thrown away the documents. It was his conscience that did not approve of this act and made him make the right decision. Honesty is the value that Asif holds. You must be wondering what are values? Where do they come from? Are values different from ethics and so on? You will get answers to your questions.



Fig. 21.2

Now you know that Asif is an honest taxi driver. Apart from being honest, he was also truthful and responsible. He was known not to have cheated his passengers. So, we can say that value is something which an individual holds to be an important one and its helps in the development of his conscience. Your conscience is your internal policeman. This policeman helps you to choose the actions that are guided by your value system.

Suresh was Asif's colleague holding a different set of values. He would often behave unethically and cheat his passengers. He would take them from a longer route or fix the meter reading to charge more. Many times, he would argue with Asif about his honesty. Asif would often tell Suresh that one should always follow the path of truth in personal and professional life. Every work place and profession has its own sets of ethics which should be followed by all. So we can conclude that it is on the basis of the values we hold, that we can understand the ethics of the workplace.

Values are ideas and beliefs we hold and are learnt from childhood. They are imbibed from our parents and immediate surroundings. Caring for others, for

example, is a value. Whereas, **ethics** test our values, it is the way we behave in difficult situations.



ACTIVITY 21.1

As we go along the lesson, we will be evaluating some of the values we observe. Answer truthfully (Yes or No) how you feel in the following situations

1. Returning what belongs to others upsets me. Yes / No
2. Picking money from my friend's bag adds to my pocket money Yes / No
3. Honesty is rewarded in the long run. Yes / No
4. If I have some rights, I have responsibilities too. Yes / No
5. My values help me to make correct decisions. Yes / No
6. Doing my chores myself gives me satisfaction Yes / No
7. I do not like my elders to advice me on every issue. Yes / No
8. It does not bother me to see other people in trouble. Yes / No

VALUES OF LIFE

It is important for each one of us to possess a set of values in order to maintain conducive atmosphere. A few of them are:

- Honesty and loyalty
- Respect for work
- Punctuality, regularity and discipline
- Courtesy and politeness with others
- Judicious use of resources
- Taking initiatives
- Efficiency in completing tasks

VALUES AT WORKPLACE

It is very important for an employee to possess a set of values in order to maintain a conducive atmosphere at the workplace. A few of them are mentioned below:

- Honesty and loyalty for the organization
- Respect for the work assigned
- Punctuality, regularity and discipline
- Judicious use of resources
- Courtesy and politeness with co-workers
- Efficiency in completing tasks
- Willingness to take up new tasks



Notes



Notes

You may like to expand the list

Don't you think that the choices we make in our everyday life are based on our personal ethics? It is the values that are the guiding factors for all our decisions. They are the basis for our actions and behaviour. Let us understand how important ethics are for a just and peaceful society.

21.2 NEED AND IMPORTANCE OF ETHICS

There are certain things that you read daily in newspapers - corruption, bribery, food adulteration, kidnapping, violence and murder. What is happening to our society? Why are people running after money by killing their conscience? There is a gradual erosion of values from the society. Few of us are engaged in accumulating wealth and gaining power through unfair means. Why are we allowing this to happen in our society? We can join hands to prevent the degradation of values in our society.

It is important that each one of us follows values in every sphere of life. What will happen to our society if values are not practiced? You can think of so many answers to this question:

- loss of life and damage to public property;
- break down of families;
- no law and order;
- crime and corruption;
- alcohol and drug abuse;
- abuse of women, children and other vulnerable members of the society and
- indiscreet use and wastage of resources.

There will be total imbalance in the society, if all its members do not practice values and ethics. Crime and chaos will rule and life will become difficult. Hence, it becomes our responsibility as an individual to live ethically.

21.3 RIGHTS AND RESPONSIBILITIES OF AN INDIVIDUAL

Ankita was a class ten student. She was rude and had no respect for her elders. She would neither help her mother nor would she listen to her father. Instead she



Notes

always argued with them on small issues. She would also be very rude to her neighbours. Her parents always wanted her to act in a responsible and a mature manner.

We all live in a family which nurtures us as individuals. We develop our abilities, give and receive love and dare to dream. Family life provides an individual an opportunity to learn and to establish and maintain healthy relations. Important social skills like caring, sharing, tolerance and empathy are all learnt in our home.

One day Ankita's family decided to make her realize her mistake. Ankita woke up late and began rushing around for getting ready for school. She shouted at everyone for her things, but no one listened to her. She somehow managed to get ready and reached school late. She was scolded for being late to school.

When Ankita came home in the afternoon, her mother sat by her and asked her how she felt about the morning experience. Ankita realizes that if she was rude, disrespectful and uncooperative, others would treat her in the same way. Have you ever behaved like Ankita? How would you feel if your family members would behave the same way as they did with Ankita?

Ankita realized her mistake and promised her mother to act responsibly in future. Our responsible behaviour brings a lot of satisfaction to us and as well as others. Ankita helped her grandmother with all the little things she could do for her and in reward would get a lot of blessings from her. She took the responsibility of taking her grandmother to the dispensary for her monthly checkups. She started teaching the vegetable vendor's children to read and write. Hence, we understand that every individual has some rights and responsibilities as a member of a family as well as a community. Only when the rights and responsibilities are taken together, there will be peace and harmony all around.

Responsibilities and rights go together and help in creating conducive environment

21.4 CARING AND RESPECTING OTHERS

Answer the six questions given below to test yourself and see if you sometimes show disrespect to others. There is no score or marking system. You are your own best judge.

- Q.1 When you enter a room do you remember to greet every single person in the room?
- Q.2 When you visit a friend's home, do you remember to take leave from the elders of that house?



Notes

- Q.3 When your friends visit you, do you introduce them to your other family members?
- Q.4 Do you raise your voice when you argue with elders?
- Q.5 Do you make a plan to go out without informing your mother or change the channel to your favourite TV programme without caring about the other family members?
- Q.6 Do you always stay away on important days in the family?

Remember: All these are signs of disrespect.

Ankita had heard her cousin asking a question, which she too asked, until a couple of years ago—“why should I respect somebody just because he/she is elder to me”? She has the answers now. Simply put, **one needs to be respectful to everybody, both elders and younger.**

RESPECT: TO GET IT, YOU MUST GIVE IT

Respect is one way of expressing our love and gratitude towards others. If we want others to give us respect, it is important that we respect them too. It does not mean that one needs to accept everything that others say. Sometimes you might not agree with their beliefs and views. It is important to know that even though it is alright to disagree it needs to be expressed politely. The younger generations often have disagreements with their elders and it is these differences that bring changes in human society. However we should always remember that **expressing your views is your right, but doing it respectfully is your duty.**

It is important to RESPECT ELDERS. But in case they make you feel uncomfortable, or take undue advantage of your respect, do not hesitate to confide in a trusted adult.



INTEXT QUESTIONS 21.1

1. Define the terms Ethics and Values?

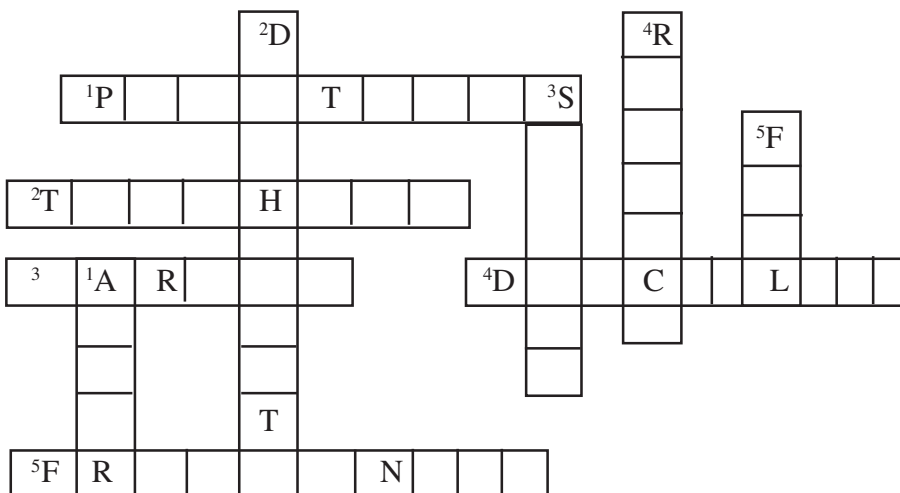


Notes

2. Some good manners are listed below. Match Column A with Column B

1.	Speak to others	a.	when two people are talking
2.	Think before	b.	when talking to your parents
3.	Don't interrupt	c.	which can be understood by all in the group
4.	Never speak	d.	when talking about yourself
5.	Be respectful	e.	while sitting in a group
6.	Converse in the language	f.	ill of others
7.	Be humble	g.	you speak
8.	Do not whisper	h.	cheerfully
		i.	successfully

3. Solve the following cross word puzzle:



Down

1. Feeling when you loose your temper _____
2. The opposite of honest is _____
3. Sheena is _____, she does not like to share anything.
4. We should always show this to our elders _____
5. We should not use _____ language



Notes

Across:

1. _____ in a person’s speech shows that he has good manners.
2. Mahatma Gandhi was always _____
3. A person with _____ attitude is liked by all.
4. We learn _____ in school.
5. Ask for this if you do something wrong.

21.5 DIGNITY OF LABOUR

Rajan was a fruit seller and Krishna, a seventy year old man was a road side cobbler who used to sit beside Rajan’s shop. Taking pride in his work, Krishna would challenge Rajan to inspect for any fault in the repair work. In case Rajan found any fault, Krishna would work with renewed vigour and present it again for inspection. Once Rajan asked him as to why he was working when he has three earning members at home. Krishna replied that he wished to earn his meal in a dignified manner.



Fig 21.3

All form of work manual or intellectual is called labour. **Dignity of labour means that all jobs are respected equally and no occupation is considered superior over other.** Unfortunately we start attaching value to intellectual work. We forget that respectability lies not in the kind of work we do but how well it is done. A sweeper who does his work well is more praiseworthy and hence is more honourable than a high placed official who neglects his duties or earns money through unfair means. All the religions of the world have talked about dignity of labour. The story of what Prophet said to a man who came to him expecting some charity clearly illustrates this. The prophet sold the man’s only belongings, a blanket and leather bag for two dirham. He gave this money to the man and asked him to buy an axe, cut and sell wood and return to him after fifteen days. When the man showed him the 20 dirhams (currency in several Arab nations) that he had earned for his labour, the Prophet (Pbuh) told him: “This is good for you rather than begging that leaves horrible scars on your face in the hereafter.” Similarly Guru Nanak, the first guru of the Sikhs, also spoke of the dignity of labor, and one of the first stories that began to circulate about him concerned his interaction with *Malik*

Bhago, the rich *zamindar* of Saidpur village and *Bhai Lalo*, a poor carpenter of the same village. Legend says that Guru Nanak chose dry bread at Bhai Lalo's over the sumptuous meal at Malik Bhago's because dry bread was bought out of the money earned with hard and honest labour.

Therefore, dignity of labour means that one respects all jobs equally and does not consider one superior to another. Rather than depending upon others it is better to earn one's own living and that too by honest means.



ACTIVITY 21.1

Often we take our loved ones for granted. We fail to value all the work that is put in by various members of the family in running a happy and fulfilling household. Have you ever thought about how much your parents and siblings do for you? Do this activity to see what family members do for each other and if we respond in the same way.

What do they do for you?	What do you do for them?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Can you write down five lines on how you feel when you do something for your family members?



Notes



Notes

21.6 TOLERANCE, EMPATHY AND POSITIVE ATTITUDE

You must have known some people who may have excellent technical skills but find it difficult to get along with their team mates and the staff. They may face troubles in handling situations and problems of daily life in a positive and constructive way. Apparently they lack important skills like effective communication, problem solving, coping with stress and emotions, maintaining interpersonal relationships or even empathy for team mates and staff. All these and many more such skills are referred to as life skills.

Life skills are “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” ‘Adaptive’ means that a person is flexible in approach and is able to adjust in different circumstances. ‘Positive behaviour’ implies that a person is forward looking and can find a ray of hope and opportunities to find solutions even in difficult situations.



Fig 21.4

A farmer had some puppies which he wanted to sell. So he put up an advertisement. A little boy wanted to buy one of the puppies. The puppies were very expensive and the boy did not have enough money. Searching his pocket, he pulled out Rs. 10 and asked the farmer if it was enough to take a look at the puppies. The farmer agreed. The boy was delighted to see them. Suddenly, he noticed that one of the puppies was walking in an awkward manner. “I want that one,” the little boy said. The farmer informed that the puppy will never be able to run and play with him, since it had a limp. The boy paused for a while and insisted on buying that particular pup only. It was because those who are not able to run and play have less friends and he did not want that the pup to be lonely. The farmer was so

moved by the **empathetic gesture** of the little boy that he handed over that puppy to him.

The world is full of people who need someone to understand them. How good it would be if we start empathizing with people around us. **Empathy is the capacity to recognize and share the feelings that are being experienced by others.** **Tolerance** is another skill which helps us live peacefully in the society. **Tolerance is the ability to accept opinions and practices different from your own.** We can easily think of people who are intolerant and cause a lot of pain to others. Living in a society requires us to be tolerant towards the differences that exist among us. However, it does not mean that we should become indifferent to injustice and corruption or to accept evil around us. Infact, tolerance of the wrong things is a great evil.



Notes

Another attribute, along with empathy and tolerance necessary for living is positive attitude. **A positive attitude leads to positive events in your life.** Once Mrs. Gill an old and frail lady entered a restaurant and was greeted with lot of love and affection by the owner. Another customer looking at this could not resist himself asking the owner about her. The owner explained that during school years, his class was the naughtiest one the school had ever witnessed. Mrs. Gill, the science teacher, was their new class teacher. The class did everything they could to give her a hard time. But she never lost her temper, no matter what they did. At the end of the first month she brought a bunch of papers in her hand to the class. Everybody feared for the worst – a test. But no, it was something that surprised everyone. She called them one by one and gave them a paper each. Each paper had at least one good characteristic of the student in question. No teacher had ever done such a thing for them before. From then on Mrs. Gill did this every month emphasizing on their strengths and good work. The restaurant owner said that he was a class bully and could not think of anyone who would ever see something good in him. But by commenting on his courage and strength in settling arguments she gave him an opportunity to use his strengths positively. This is how Mrs. Gill moulded a bunch of misfits into great achievers – because now they believed in themselves. These students went on to fulfill their dreams. Instead of ruining their life with fights, alcohol and drugs they developed a positive attitude towards life.

Positive attitude helps to cope up with the day to day life. It brings optimism and makes it easier to avoid negative thinking and worries. It also helps to develop and maintain healthy interpersonal relationships

Empathy, tolerance and a positive attitude are also essential in understanding the requirements of people with special needs around us. These could be people with physical or mental disabilities, hearing or visual impairment. Even senior citizens deserve our love and care. Think of how you can help and/or work with them.



INTEXT QUESTIONS 21.2

1. Give short answers
 1. Do you think it was right for the farmer to take Rupees 10 from the little boy for just looking at the puppies?



Notes

2. What according to you must the little boy had felt when he came to know that the pup was suffering from a physical defect in his limbs?

3. Do you think that it was brave of the little boy to accept the pup with such a defect?

2. State if you agree or disagree with the following statements. Give reasons for your answer.

1. We can care for others as long as we are happy and contented. **Agree/disagree**

2. Only intolerance and aggression can give us what we want. **Agree/disagree**

3. Education and good upbringing promotes values. **Agree/disagree**

4. Children from poor families cannot have values. **Agree/disagree**

5. Showing tolerance and empathy are the keys for leading a peaceful life. **Agree/disagree**



ACTIVITY 21.2

Identify people with special needs in your environment. Observe their constraints and challenges. Ask any one of them how you could facilitate their day-to-day activities. Prepare a role play based on your understanding of people with special needs. Perform that role play in your neighbourhood and conduct a discussion to create awareness about the issue.



INTEXT QUESTION 21.3

1. From the grid given below find one word for the following sentences, which you have already read in this chapter. The words may be found diagonally, horizontally, vertically or reversed.
 - a. The ideas and beliefs which we hold.
 - b. We should show this not only to our elders but to our youngsters too.
 - c. The ability to accept opinion and practices different from your own.
 - d. Being sensitive to others needs.
 - e. The ability to understand, recognize and share feeling that is being experienced by someone else.

V	R	E	S	P	E	C	T	U
A	R	D	E	E	G	H	O	I
L	F	V	F	E	Z	X	L	C
U	H	S	C	I	H	T	E	A
E	M	P	A	T	H	Y	R	R
S	A	M	L	A	I	D	A	E
W	Y	K	E	V	L	B	N	J
D	I	R	N	P	T	Y	C	B
T	P	O	V	U	L	D	E	S

21.7 YOUR PERSONAL CODE OF CONDUCT

After reading this chapter, let us see if there has been a change in the way you think. Answer the same set of questions which you have already done in this chapter, Compare it with the previous one and note down the change. Answer truthfully about how you feel in the following situations

1. Returning what belongs to others upsets me. Yes / No
2. Picking money from my friend's bag adds to my pocket money Yes / No



Notes



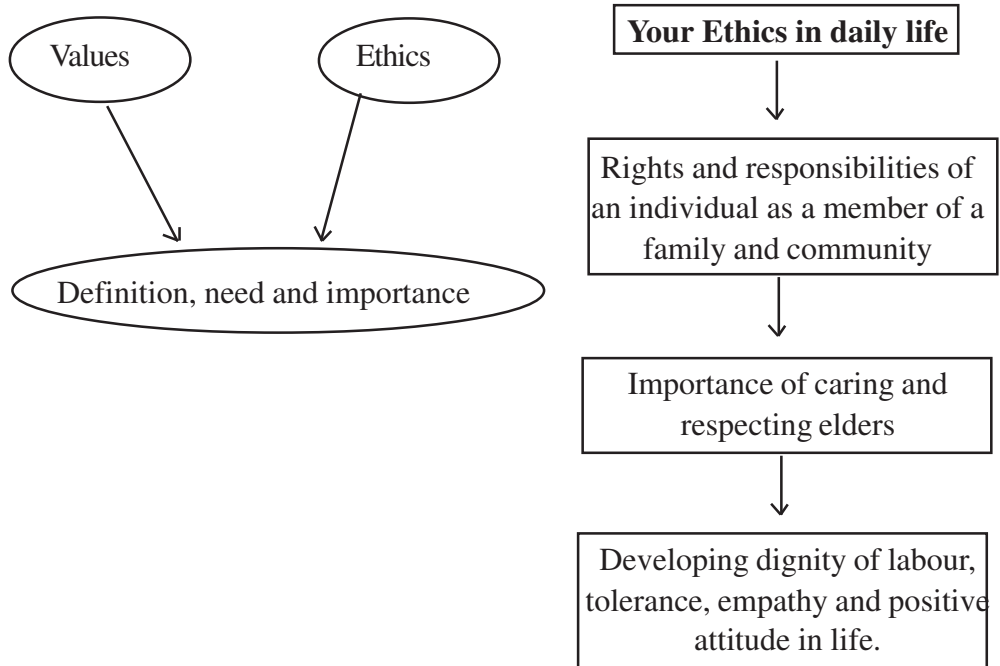
Notes

- | | |
|--|-----------------|
| 3. Honesty is rewarded in the long run. | Yes / No |
| 4. If I have some rights, I have responsibilities too. | Yes / No |
| 5. My values help me to make correct decisions. | Yes / No |
| 6. Doing my chores myself gives me satisfaction. | Yes / No |
| 7. I do not like my elders to advice me on every issue. | Yes / No |
| 8. It does not bother me to see other people in trouble. | Yes / No |

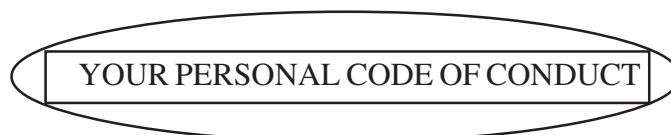
Based on what you have learnt make a personal code of conduct for yourself. Check periodically if you are following the plan. After practicing it for three months assess if your outlook towards life has more positive.



WHAT YOU HAVE LEARNT



THIS CAN HELP YOU TO DEVELOP





TERMINAL EXERCISES

1. Define the terms Values and Ethics with the help of examples from your daily life?
2. Where there are rights there are responsibilities too. Comment.
3. Why do you think there is a need for ethics in our daily life?
4. List down all the values you have learnt in this chapter.
5. How can the ethics of work-place benefit the employee?
6. How can we show respect to our elders?
7. Why is it important to appreciate/respect all jobs equally?
8. We should not be tolerant of everything that happens around us. Discuss.
9. How can our positive attitude help us in our daily life?
10. How has this chapter helped you to develop your personal code of conduct?



ANSWERS TO INTEXT QUESTIONS

21.1

1. Values are the ideas and beliefs we hold as special and those that we imbibe from our parents and immediate surroundings. Ethics are how we actually behave in a difficult situation that tests our values.
- 2.

1	h
2	g
3	a
4	f
5	b
6	c
7	d
8	e



Notes



22



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CONSUMER BEWARE! BE AWARE!

SALE UPTO 80% ! Buy ONE get ONE FREE! HURRY! Limited period OFFER! SPECIAL DISCOUNT for first 100 customers! FREE television with a refrigerator! How often have you been lured by such clever sale tactics? Or often felt disappointed to find that there is some catch in such sales gimmicks? Some of you may have been cheated by both shopkeepers and manufacturers, who try to blame each other by saying that “you may not have read or followed the instructions!”

In such a case, what do you do? Is there anyone to help you? Yes! There is an agency which not only listens to your grievances patiently but also helps you in getting a compensation for deficiency in performance. This agency may also impose punishment on the offenders. But, for that, you need to become a responsible consumer, shed the indifferent attitude, and exercise your rights. In this lesson, you will learn how to be aware of market malpractices and become an aware consumer.



OBJECTIVES

After completing this lesson, you will be able to:

- describe yourself as a consumer under the Consumer Protection Act 1986;
- critically analyse problems you face as a consumer and find appropriate solutions;
- appreciate the role of consumer education, and effectively use consumer aids to your advantage;
- identify and exercise your rights and responsibilities as a consumer and;
- file a complaint in the appropriate forum when the need arises.



Notes

22.1 WHO IS A CONSUMER?

Each one of us is a consumer. To take an example: Guddi buys vegetables for her family. She also pays a maid for her services like cleaning the house and washing clothes. She pays her electricity bill and water charges as well. Each time she makes a payment for some thing that she buys (product) or in lieu of a service rendered, she becomes a consumer. As we have said earlier, all of us are consumers, because we all buy goods from the market and pay for the services rendered by others.



Fig 22.1

A consumer is a person who buys or uses either goods or services, to satisfy his needs.

The CPA (Consumer Protection Act 1986) clearly identifies two categories of consumers:

- (i) “One who buys and uses any goods.”
- (ii) “One who hires or avails of any service for personal use.”



ACTIVITY 22.1

Can you now list any four products and services for which you have paid for or used as a consumer? A few examples are given below to help you.

S.No.	Products	Service
1.	Shirt	Tailor
2.	Umbrella	Electricity
3.		
4.		
5.		
6.		

As a consumer, you may have often encountered many problems. Let us reflect on some of these problems. Based on your own experiences, see if you can add some more.

22.2 PROBLEMS FACED BY YOU AS A CONSUMER

1. Price Variation

Sometimes you may find shopkeepers or vendors charging you more than the price printed on the product. This printed price is the Maximum Retail Price (MRP), which means a shopkeeper cannot charge you more than this amount or MRP.

On being questioned about charging more than the MRP, shopkeepers often make excuses like- paying a hefty amount as rent inside the cinema hall or exhibition, or of being charged extra local taxes. **You should be aware that the MRP or the printed prices are also inclusive of all taxes!**

Similarly in the case of a service, one electrician may charge more than the other for the same kind of work by saying that he provides guarantee for his work.

How can you ensure that you are paying for good quality services? You may:

- get references of people providing good quality services;
- ensure that good quality parts are used;
- supervise personally.

Think of other ways by which you can ensure good services.

Do you know you can actually file a case against such people and they can be fined a hefty sum?

What can you do as a consumer?

You need to find out prices of different brands of products, the two products (i.e. wheat flour and turmeric powder) that your family purchases from different shops. You can compile your data in the following table and then compare the prices, the quantity and the standard marks, like FPO, ISI, Agmark, etc.

For clarification, it may be noted that Standard marks are marks of quality given to products which meet certain standards in terms of material used, method of manufacturing, labelling, packing, sale and performance.

Product	Brand name/ Company Price	Quantity	Standard	Shop Mark
Wheat flour	1.			
	2.			
	3.			
	4.			
Turmeric powder	1.			
	2.			
	3.			
	4.			



Notes



Notes

Similarly, you can also find the prices of other commodities and make an informed choice. After the survey, you can conclude and identify the shopkeepers who can give you good quality products at a better price. Now you are in a position to decide from where you should buy your groceries.

But do remember to update yourself periodically, using the same method after determining your needs. You can also negotiate the prices by buying in bulk. Shopkeepers often lower their prices for regular customers. Remember, **DO NOT** pay more than the MRP (printed on cover of the product). If the shopkeeper still charges you above the MRP, take a receipt as it will help you file a complaint.

2. Lack of Standardized Products

The market is flooded with substandard products. Have you ever wondered why shopkeepers claim that these substandard products are better and are ready to give you a guarantee for them? This is because they get a much higher commission from the manufacturer on substandard products as compared to the standard ones.

What can you do as a consumer?

Visit a shop near your home and request the owner to allow you to survey at least six brands of one product, three of which bear a standard mark and three that do not have the standard mark.

Compare and tabulate them in the following table on the basis of their price, capacity, standard marks, ease of use, after sales service, electricity consumption, warranty/ guarantee. After this, select the brand that offers the maximum advantages.

<i>Product</i>	<i>Price</i>	<i>Ease of use</i>	<i>Standard mark</i>	<i>After sales service</i>	<i>Electricity used</i>	<i>Warranty/ Guarantee</i>

Check out the difference in the quality of the standard and the substandard products that you have compared. For example, ask yourself whether it is worth buying an electronic appliance that might cost less at the time of purchase but.

- uses more electricity
- has no after-sales service
- is difficult to clean and use
- gives electric shocks

And make a wise choice!

3. Imitation

You may have come across products that imitate the packaging of popular brands. Often the brand names are made to rhyme intentionally to fool the customers. For example, the popular brand of 'Colgate' toothpaste is imitated as 'college' toothpaste, though the colour combination and design of the cover is exactly the same. Similarly, the famous Lal-imli brand of wool is imitated by just a difference in placement of hyphen 'lali-mali', you may think this is a misprint on the packaging, which is not so.

Why do you think the manufacturers resort to such practices? Yes, you are absolutely right, they do not have to spend on advertisements. They often imitate popular brands to gain popularity, knowing fully well that most consumers recognize the products by their packaging and do not bother to read the fine print.

Some manufacturers even imitate the standardized marks. Samples of genuine and copied standard marks have been provided below. Can you differentiate the genuine from the fake ones? Yes figure 22.2 (e) is genuine (however IS: and CM/L number can vary) while others are all fake. Do you know that imitating logos and packaging is a serious criminal offence and is punishable under law?



Fig 22.2: Fake and genuine ISI marks

What can you do as a consumer?

You may try to collect packaged products that have their packing symbols identical to popular brands and products bearing standardised marks or duplicate standard marks. Use both the products, duplicate as well as the original and check the difference in quality. Rate them for the following features and then make an informed decision.





Notes

<i>Product</i>	<i>Taste</i>	<i>Colour /Appearance</i>	<i>Quality</i>	<i>Cost</i>

4. Adulteration

In order to earn more profit, manufacturers or shopkeepers intentionally either add inferior substances from a product or subtract a vital element from a product. The element that is added to the main product i.e. food stuff is called **adulterant**. You may have observed that the milk supplied by your milk vendor does not yield much cream. Even rice and pulses contain stones. Stale or padded pulses may even be polished with artificial colour to make them appear fresh. Recently new adulterants such as Iridium and Ruthenium have been found to be mixed in gold articles. Have you also observed adulterants in your food? List them below.

- 1)
- 2)
- 3)



ACTIVITY 22.2

You can also conduct these simple tests (refer table 22.1) at home to check the purity of your own food samples. Tally your observations with the results given at the end of the lesson.

Table 22.1: Adulteration Tests

Food stuff	Adulterant	Test	What did you observe?
Milk	Water	(i) Keep milk in a tumbler for 10 minutes and pour it into another tumbler (ii) Put a drop of milk on a plate and tilt it	(i) Does it form a ring on the top? (ii) Does it leave a track?
Black pepper	Papaya seeds	Put a small amount of black pepper in half a glass of water.	How many rise up and how many settle down?
Asofetida	Resin, gum	Add water in a sample and shake well.	Does it turn milky?



Notes

Tea leaves	Coloured exhausted tea leaves	Put a sample of tea on a blotting paper. Sprinkle it with water.	Does it leave colour?
Coriander powder	Dung powder	Soak in water.	Does it smell of cow dung?
Spices	Extraneous colour	Take a tumbler of water. Sprinkle small quantity of spice on the surface of water.	Does the water become coloured?
Tea, semolina	Iron fillings	Pass a magnet over the sample.	Do iron fillings cling to magnet?

For more tests refer to this website if you have access to it:
<http://pfa.delhigovt.nic.in>

What can you do as a consumer? Consider the following:

- be alert to any change in colour, taste, appearance or smell;
- read labels carefully;
- check for genuine standard marks;
- buy from reputed shops and refuse to buy from unscrupulous shop keepers;
- buy reputed brands;
- buy only packed and sealed foods;
- buy whole grains and spices, and grind them at home;
- do not compromise on quality and price;
- from time to time test food items like milk, spices, sugar and oil at home;
- get doubtful samples of food tested at PFA (Prevention of Food Adulteration) laboratories;
- change the brand/ shop, if samples are impure and;
- report to the concerned authorities.

5. Non-Availability, Black-marketing and Hoarding

Before the annual budget, each year the shopkeepers speculate and increase the prices of certain commodities and hoard stocks to earn higher profits.

This is especially true in the case of gas agencies. When the domestic gas price is about to increase, they stop supplying gas to the consumers. But when they know



Figure 22.3



Notes

that prices of gas cylinders are going to decrease, their rule of delivering the next cylinder only after fifteen days is no more applicable and they immediately supply the gas cylinder.

Many people collect their monthly rations at subsidized rates from government operated ration shops. During the festive season, many groceries go out of stock especially sugar and kerosene. Do you know why? Often greedy shopkeepers of ration shops sell these items in the open market to sweetmeat shopkeepers and make high profits.

In such cases, the consumer faces a lot of difficulty and inconvenience.

What can you do as a consumer?

If possible, in such cases, you can:

- shift to a different brand of the same product;
- use an alternative to the product, for example, use jaggery instead of sugar; and
- report to concerned authorities.

6. Defective weights and measures

Do you check the weights and the scales that are used to weigh the products you buy? Have you ever checked the measures used for milk or kerosene? These weights have a hollow or a false bottom or may be dented. They measure less than what you have paid for. You may have noticed shopkeepers using stones instead of proper weights. Often magnets are stuck under the balance pans to cheat the consumers.

What can you do as a consumer?

While buying unpackaged milk from a milk vendor, be alert on all the ways he may adopt to cheat you. Check-

- Is the milk being measured till the brim?
- Is he emptying the measure completely, before he starts filling it again?
- Does the measure have a false bottom?
- Does the measure have a stamp of the inspector along with the date?

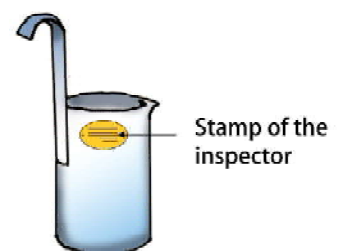


Figure 22.3 a

While buying vegetables, refuse to buy if:

- the shopkeeper uses stones instead of weights;
- the balance has iron rings on one side;

- any magnets are stuck under the pan;
- he is putting any rotten or stale vegetables;
- the pointer is missing in the middle of the balance;
- the balance is kept on a tilted surface.

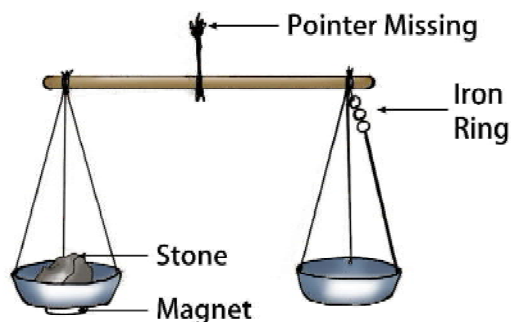


Figure 22.3b

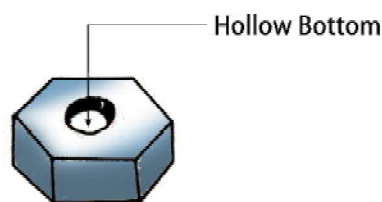


Figure 22.3c

When you are buying fabric, refuse to buy if:

- the cloth merchant is using a table to measure the cloth.
- the measuring rod is bent.
- the shopkeeper is stretching the fabric while measuring.

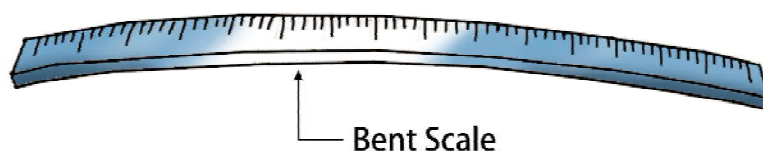


Figure 22.3d



ACTIVITY 22.3

Visit a vegetable vendor. Tactfully request him to show you where the weights are stamped. (You may tell him that it is part of your project.)

Politely ask the vendor if he could keep the vegetables where he normally keeps the weights and keep the weights in the pan where he normally keeps the vegetables.

What was the reaction of the vendor?

- Did he happily agree?
- Did he refuse?

If he refused, do you think he is trustworthy? Would you like to buy things from such vendors?



Notes



Notes

7. Misleading information or lack of information

You may have noticed that most of the products advertised are misleading and exaggerated. The products are not as effective as they are claimed to be.

You may have also faced problems in getting detailed information on the products that you want to buy. Shopkeepers often refuse to give pamphlets of the product on the pretext that they are sealed inside the box of the product. Often, the print on the label is too small or blurred or the matter is written in local language, which is not understood by most of us.

You might have also seen 'free' gifts being offered along with the product; for example, a free plastic jar with a particular brand of tea or a free bowl with cooking oil. But these 'gifts' are actually 'free'? Is their price included in the price of the product or is the original price raised to cover the cost of the gift? Quite often, the latter is the case, because the salesman's motive is only 'profit' and not a 'free gift' to a consumer.

Similarly, heavy discounts are offered during festivals or at the end of a season. Everywhere you can see banners of 'sale'. These 'sales' often offer poor quality/defective articles and thus mislead the consumers. In most of the cases, the actual price is written as discounted price after putting an exorbitant price on the label. As a consumer you can make smarter choices to tackle this issue.



ACTIVITY 22.4

For exaggerated advertisements

Test two or more samples of different detergents. It could be a new one shown on television and the one that you normally use. Conclude whether the new product is as effective as it claims to be. Which one would you like to use and why?

During sale

To decrease the chances of being cheated during sales, find out the quality, prices and weights of products before and after the sales. Try not to get swayed by these sales.

8. Problems related to services

As discussed earlier, most of us are aware about the problems related to products. However, the problems related to services are not given much importance by the consumers, though they get cheated by the service providers also.

**Notes**

Did you know that sometimes gas agencies fill up the commercial gas cylinders from the quota of subsidised domestic gas cylinders, thereby creating a shortage in the domestic supply of gas?

Service providers/ financial institutions like banks are at times, rude and refuse to co-operate, or answer the queries of the customers. Often they charge service taxes on facilities that are provided without the consent of the customers. You may have heard of customers complaining about money being pilfered or transferred from their accounts.

Similarly, house builders and school authorities charge large sums as security deposits, for which no interest is paid. You may have observed that often there is no staff present at the railway ticket counters during working hours. Similarly, services such as post, electricity, telephone, water supply, health etc. leave a lot to be desired. Complaints are often ignored or work is not done until you pay tips to the workers.

What can you do as a consumer?

- i. Try and recollect the problems you have faced in the market, while purchasing goods. List and compare them with the ones mentioned in the lesson. Note the action you have taken to solve them.
- ii. Find out from five of your friends and neighbours whether they have ever faced similar problems with the same shopkeepers and the same service providers. Check the ways they have used to tackle these problems.
- iii. If you and your neighbour have faced the same problem with the same shopkeeper see how both of you can unite and tackle him.



INTEXT QUESTIONS 22.1

1. Read the lesson carefully. Find out 'one word' used in the lesson to indicate the following:
 - a. The person who buys goods and pays for services _____.
 - b. The items that we buy from the market _____.
 - c. Repair of an electric switch for which the consumer pays money _____.
 - d. The term used to indicate duplicate products _____.
 - e. The process of addition or removal of some thing to lower the quantity or quality of food stuffs _____.



Notes

- f. Selling goods at prices more than the actual cost at the time of shortage_____.
 - g. Manufacturers informing the consumers about their products _____.
 - h. Absence of this creates a problem to the consumers while selecting quality goods_____.
 - i. A shopkeeper cannot charge you more than this amount _____.
2. You encounter the following problems in services. Suggest ways to deal with these problems.
- a) Your iron stops working within a week after repairs.
 - b) The gas cylinder you have received weighs less than the weight specified.

22.3 ROLE OF CONSUMER EDUCATION

Can you think of ways to equip yourself to tackle these problems? How can you make yourself a wise consumer? Consumer awareness can be brought about by proper education.



Fig 22.4

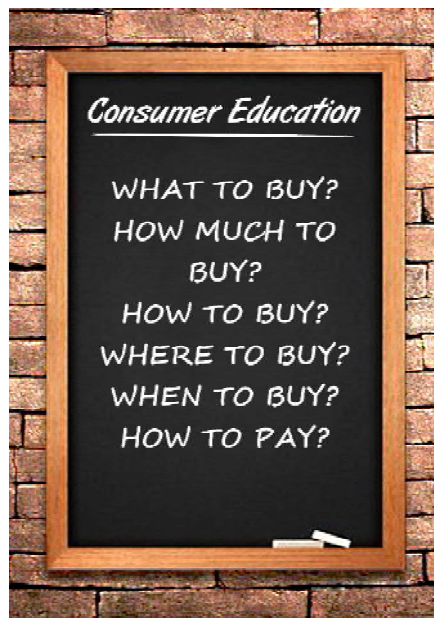


Fig 22.5

Consumer education involves educating the consumer as to what, when, how, from where to buy and how to pay? These have been discussed in table 22.2 as wise buying tips.

Table 22.2: Wise Buying Tips

	Ask yourself?	Suggestions
What to buy?	Do I need it? If your answer is no - Am I buying it because my friend has it? Or Am I buying it because they showed it on television? If your answer is yes-	Don't buy it !
How much to buy?	How much do I buy ? Do I need to purchase in bulk?	Buy- - according to your needs. - Non-perishables (in bulk) - Semi-perishables (quantity enough for a week) - Perishables (in small quantities) - Buy from a wholesale market.
How to buy?	What do I check	- Survey the market. while buying - Read the labels for : • date of manufacture • date of expiry • ingredients • instructions regarding use • standardized marks - Buy goods in sealed containers, packets and bags.
Where to buy?	Which shop to buy from? What if there is a defect in the product?	Buy from a licensed or co-operative shop only. Buy from a shop keeper who replaces faulty goods.
When to buy?	Is this the right time to buy?	Buy when shops are less crowded.



Notes



Notes

	I need fruits and vegetables	Buy, seasonal fruits and vegetables
	I need to buy cheaper electronics or woollens.	Buy electronics/ woollens during off season.
How to pay?	Cash or credit?	Can pay by cash, cheques or credit cards. Check interest charged on credit payments beforehand to avoid paying more.



INTEXT QUESTIONS 22.2

1. Match Column A with Column B:

Column A

- (i) A consumer should buy from
- (ii) The quantity to be bought
- (iii) The best time to buy is
- (iv) A consumer should know
- (v) Payment of goods can also be made by

Column B

- (a) when the shops are less crowded.
- (b) Consumer Protection laws.
- (c) Licensed shops/cooperative Stores only
- (d) Depends upon the requirement of the family
- (e) When genuine discounts are offered by shopkeepers
- (f) Cheques

22.4 CONSUMER AIDS TO HELP YOU

From where can you get the information about the products? Many of you may seek help from your friends, family or shopkeepers. To know more about a product before purchasing it, whom do you ask?

Yes, advertisements in magazines or on the television, leaflets, labels of products, packages also provide you with necessary information. All such items that provide you with information on products are called consumer aids.

A Consumer aid is anything written or illustrated that helps and guides a consumer in selecting a product he/she wants to buy.



Notes

Common aids available to a consumer are labels, leaflets, packages, advertisements, standardisation marks, Legislation and Consumer Associations and Cooperatives.

(i) Labels

They are engraved or printed on or attached to the product. Labels are required to give the following information:

- (a) Name of the product
- (b) Trade and brand name
- (c) Manufacturer's name and address
- (d) Contents/ingredients
- (e) Purpose/use of the product
- (f) Directions to use the product
- (g) Warnings and precautions to be kept in mind while using the product
- (h) Date of manufacture and date of expiry in the case of medicines/tonics
- (i) Dosage (in the case of medicines and tonics)
- (j) Guarantee period
- (k) Standardisation mark
- (l) Product price (MRP)
- (m) Net weight
- (n) Lot / batch number
- (o) Date of manufacture
- (p) Date of expiry

What is the relevance of this information given on the labels to you as a consumer?

Let's learn more on it:

- List of ingredients- you may be allergic to some thing or the ingredients may be from animal source;
- check for standard mark (is it genuine?);
- tally rates and net amount and then decide whether the pack is cheaper or more expensive;
- to complain, contact manufacturers with reference to lot number;
- avoid purchasing if it is near the expiry date;
- store and use the products as instructed.



Notes

**ACTIVITY 22.5**

- i. Examine any label and evaluate whether it is complete. Choose the product accordingly; good companies usually give complete information on their labels.
- ii. Prepare a label for a biscuit, oil and pickle.

(ii) Leaflets

Leaflets inform about the existence of a product. They also provide details of cost of equipment, instructions for installation and maintenance.

(iii) Packages

Most of the products you buy are packed in an attractive package. The package helps you by protecting the product in a number of ways as mentioned below:

- (a) It protects the product from damage (e.g., potato) and spoilage (e.g., milk).
- (b) It protects the product from breakage (e.g., glasses).
- (c) It prevents adulteration (e.g., ghee)
- (d) It prevents pilferage (e.g., oil in sealed tins)
- (e) It helps in transportation and storage (e.g., wheat flour).

You should check whether materials used in packing are safe and do not affect your health.







(iv) Advertisements

These are used by manufacturers to promote their product. Besides helping you to know what is available in the market, they also provide information about their use and special features of the product. You should not blindly believe in these advertisements.

(v) Standardized marks

These marks ensure the quality of products and indicate whether a product has been produced in accordance with the norms laid down by the standardizing agency. These encourage manufacturers to provide better competition in the market and also upgrade the quality of their products. Specific marks are given to the following products (Table 22.3)

Table 22.3

Standardization mark	Quality assurance of products
ISI 	electrical goods, chemicals, toys, pressure cookers, biscuits, coffee, etc.
FPO 	preserved foods such as tinned fruits and vegetables, juices, jams, sauces, pickles, etc.
Agmark 	Agricultural and livestock products like spices, cereals, flour, pulses, egg, oil, butter, etc.
Woolmark 	Wool and woolen garments
Hall mark 	Gold ornaments
Eco mark 	Recyclable, biodegradable and environment friendly products like preservatives, detergents, plastics, paints, etc.



Notes



ACTIVITY 22.6

- i. Survey the market for products bearing genuine standardized marks and add to the above list.
- ii. Look for advertisements of an ISO 9000 certified company in the categories of products and services.



Notes

ISO 9000 is a globally implemented standard given to products which provides assurance about the ability to satisfy quality requirements and to enhance customer satisfaction.

(vi) Legislation

Certain laws have been passed by the government to protect your interests. For example:

Consumer Protection Act, 1986 (CPA) now called Consumer Protection Amendment Act, 2002

The Consumer Protection Act covers all goods and services. Consumer courts are set up at district, state and national levels. You can make your complaint in these courts, according to the price of the product, at a nominal fee. The details of this Act have been given in table 22.4.

(vii) Consumer Organisations

The consumer organizations help you in various ways. They :

- Provide information;
- work for the welfare of the consumers;
- guide the government to formulate consumer related policies;
- educate the consumers on various issues;
- arrange and conduct protests against anti –consumer activities;
- test products for their quality and defects and;
- accept complaints from consumers to represent them in consumer courts.

International Consumer Rights Protection Council (ICRPC) is a registered NGO that helps and guides aggrieved consumers to file their consumer complaints with the consumer court in India.

**ACTIVITY 22.7**

In your area, there may be a consumer organisation. Go and visit them to find out their activities? How do they work? How can they help you?

22.5 YOUR RIGHTS AS A CONSUMER

Do you know consumers have certain rights?

Knowledge of consumer rights will help you to fight against the various malpractices adopted by salesmen and manufacturers.

What are these rights? Let us find out.

- 1) **Right to safety:** A consumer has the right to demand safe goods and be protected against all harmful products like adulterated food or unsafe electrical appliances.

For example, if your oven gives an electrical shock, or your cooker bursts, then under the right to safety, you can file a complaint against the manufacturers.

Government safeguards your right to SAFETY by:

- ensuring manufacturers and suppliers not to supply goods which are unsafe, unsuitable, defective or of poor quality. Recently milk containing urea was banned.
- 2) **Right to choose:** A consumer has the right to choose a product from a variety of good quality products. For example, a shopkeeper cannot keep just one brand of a tooth paste. You are entitled to demand more choices of a particular product.

Government safeguards your right to CHOOSE by:

- establishing procedures for community and consumer education about products.
- 3) **Right to be informed:** A consumer has the right to demand information regarding a product such as its quality, purity, potency, ingredients, prices, etc. Thus, if the shopkeeper refuses to give you the booklet of the product before you buy the product, you can file a case against him.

Government safeguards your right to be INFORMED by:

- issuing warnings along with advertisements of toxic products;



Figure 22.6: Cigarette smoking is injurious to health



Notes



- prohibiting deceptive packaging; and
- making sure packages clearly identify their price and content.

4) Right to represent

The right to be heard and to be assured that consumers' interests will receive due consideration at appropriate forums.



Figure 22.7: Consumer Rights

The government safeguards your right to REPRESENT by:

- publishing laws and policies concerning consumers so that they can comment on them;
- monitoring the comments or complaints made by consumers and bringing them to the notice of appropriate authorities and;
- enabling consumers to use their rights by providing legal and financial assistance.

5) Right to be heard: A consumer has the right to express himself in the court if he has been cheated. This means you have the right to make a representation against any malpractice at an appropriate forum. This is discussed in detail later in the chapter.

6) Right to seek Redressal: The right to seek redressal against unfair trade practices, or restrictive trade practices, or unscrupulous exploitation of consumers. For example, if a shop keeper refuses to give you less than one meter of cloth, this is a restricted trade practice and you can file a case against the shop keeper.

Government safe guards your right to seek REDRESSAL by:

- ensuring that consumers are allowed to play an equal role in the resolution of their disputes and

- providing consumers with a right to compensation if they are injured as a result of unsafe goods or faulty services.
- 7) **Right to consumer education:** A consumer has the right to make himself aware of consumer 'evils' in the society. This means that you should acquire the knowledge and abilities necessary for making wise and intelligent choices.



Notes



Figure 22.8: Consumer education

Government safeguards your right to CONSUMER EDUCATION by:

- ensuring that consumer laws are written in a language which can be easily understood and monitors consumer awareness.
- 8) **Right to basic needs :** Right to basic goods and services guarantees dignified living. It includes adequate food, clothing, health care, drinking water and sanitation, shelter, education, energy and transportation.

Government safeguards your right to BASIC NEEDS by providing:

- rations at subsidised rates for low income families
- health care facilities
- safe drinking water
- low cost housing
- free basic and primary education



Notes



Figure 22.9 (a) Ration shop

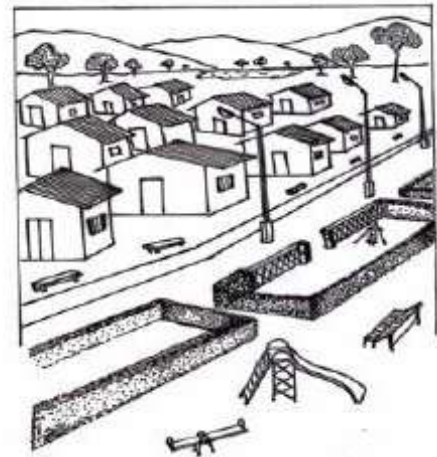


Figure 22.9(b): Low cost housing Scheme



Figure 22.10 (c) Health care facility

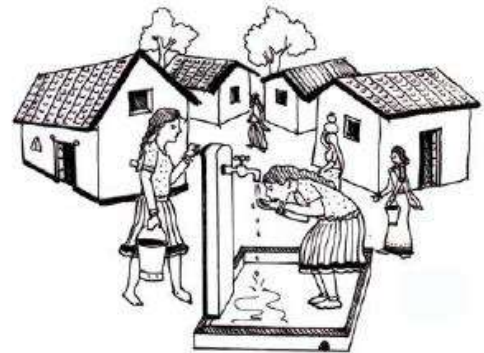


Figure 22.10(d) Safe drinking water

9) Right to Healthy Environment

This right ensures a physical environment that will enhance the quality of life. It includes protection against environmental damage. It acknowledges the need to protect and improve the environment for future generations as well. You must be aware that all vehicles have to obtain a pollution free certificate after every three months. Each one of us has a responsibility towards maintaining a healthy environment. Without our active cooperation, government cannot ensure a healthy environment either.

Government safe guards your right to a HEALTHY ENVIRONMENT by:

- promoting use of environmental-friendly products
- encouraging recycling of consumer goods
- ensuring pollution is minimised.



Every year, March 15th is observed as World Consumer Rights Day.

It is sad to know that most of us are responsible for the malpractices prevalent in our society. How many of you can proudly call yourselves responsible consumers? Let's find out!

22.6 YOUR RESPONSIBILITIES AS A CONSUMER

To know how responsible you are as a consumer, answer 'Yes' or 'No' to the following questions:

1. Do I survey the market before buying anything?
2. Do I insist on taking the bill even if it means paying a bit extra?
3. Do I maintain the bills?
4. Am I ready to buy the groceries at any cost or do I find substitutes?
5. At the time of shortage of any products, do I buy less and share the amount available equally with others and thus do not encourage black-marketing?
6. Do I avoid wastage of anything and discourage excess consumption of those goods which are in short supply?
7. At the time of registering a complaint, do I join hands with 'fellow-consumers' against the sellers and not act in an indifferent manner? Do I realize that it could be my turn next?
8. If I find that I am being cheated, do I file a complaint in the appropriate 'Consumer Forum'?
9. Do I observe any change in colour, texture, taste, label of a product and immediately bring it to the notice of the shopkeeper?
10. Do I buy sealed food products?

Procedure for filing a complaint:

You purchased a product or service that you weren't happy with? **You must remember, no one will help you if you do not want to help yourself!** Rather than accepting the situation, take action and file a complaint by following these instructions.

Table 22.4 : Procedure for filing a complaint

Who can file a complaint ?	Anyone (you) can file the complaint.
When to file?	All complaints to be made within 2 years from date of purchase.



Notes

<p>Where to file a complaint?</p>	<p>At District level- complaints can be made for products which cost upto 20 lakh .</p> <p>At State level- complaints can be made for products which cost more than 20 lakh but less than one crore.</p> <p>At National level- complaints can be made for products which cost more than one crore.</p>
<p>What is the fees?</p>	<p>Nominal fees (Rs.100-500 at district) (Rs.200-4000 at state) (Rs.5000 at national)</p>
<p>How to start?</p>	<p>Contact the seller. Keep a record of your conversation (person you spoke to? What date and time? And what action promised. If you cannot resolve the problem, write a letter to the manufacturer by registered mail (format of letter given on page 24) If that does not help, file a complaint in the appropriate forum.</p>
<p>How to file a complaint?</p>	<p>Send notice to opposite party by registered post giving him 15 days to settle your grievance.</p> <p>Fill in prescribed form – stating name, address and description of complainant and of opposite party.</p> <p>State the facts relating to complaint- when and where it arose? Attach bills along with court fee. Specify compensation desired. Submit a notarised affidavit stating facts are true.</p>
<p>Where to submit the complaint?</p>	<p>Submit the complaint and court fee to the receiving clerk in the consumer court who will give you the date for admission hearing and complaint reference number.</p>
<p>What next?</p>	<p>The court will send a notice to the opposite party seeking reply within 30 days, asking him to attend the hearing.</p> <p>The court’s final order will be sent to all the parties by registered post.</p> <p>Note: it is important for both the parties to attend /send representatives for all hearings.</p>
<p>When will the case be settled?</p>	<p>All cases should be settled within 90 days from date of receipt of complaint (5 months, in case the matter is to be tested). For example, in case of seeds, they need to be grown and then tested for germination.</p>
<p>What is the relief available?</p>	<p>Removal of defects from goods, replacement of goods, refund of price paid, compensation for injury/loss suffered, award costs incurred, etc.</p>

You can use the following format of a letter while complaining to the manufacturer.



Notes

*Name and address of opposite party
(name and address of the company)*

Date:

Dear (Contact Person):

On (date), I purchased (or had repaired) a (name of the product with the serial or model number or service performed), I made this purchase at (location, date, and other important details of the transaction).

Unfortunately, your product (or service) has not performed well (or the service was inadequate) because (state the problem).

Therefore, to resolve the problem, I would appreciate your (state the specific action you want). Enclosed are copies (photocopies of originals) of my records (photocopies of receipts, guarantees/ warranties, cancelled cheques/, contracts, model and serial numbers, and any other documents).

I look forward to your reply and a resolution to my problem and will wait (set a time limit) before seeking legal assistance. Please contact me at the address given below or on telephone.

Sincerely,

Your Name

Address

Telephone no.

If nothing works, you can send a short summary of your complaint to: consumerhelp@mtnl.net.in without any attachments.



INTEXT QUESTIONS 22.3

1. Answer the following questionnaire to rate your self as an alert consumer.

- (a) If a vendor on a train, charges you Rs. 5/- more than the MRP, you would _____.
- (i) give him Rs.5/-
 - (ii) refuse to buy
 - (iii) complain about him to the concerned authorities
 - (iv) bargain with him
- (b) If a shopkeeper refuses to give you pamphlets of the appliances, before you decide to buy it, you may _____.
- (i) buy the product and read the pamphlet later
 - (ii) buy from another shop where the pamphlet is shown
 - (iii) refuse to buy the product.
 - (iv) start arguing with the shopkeeper

**Notes**

- (c) When you buy medicines worth Rs.34.50p, do you_____.
- (i) insist on taking the bill and keep it safely
 - (ii) take the bill and keep it at home.
 - (iii) think it is too small an amount to take a bill
 - (iv) insist on taking the bill
- (d) When onions are available in the market at Rs 50/- kg., do you_____.
- (i) buy them in bulk and hoard them
 - (ii) find substitute for onions
 - (iii) buy in less quantity and blame the government for rising prices
 - (iv) use all your resources to buy onions for personal use
- (e) When filing a complaint for products worth over ten lacs, you would approach the_____.
- (i) District Court
 - (ii) State Consumer Court
 - (iii) National consumer court
 - (iv) High Court
- (f) In case there is a variation in price, you would_____.
- (i) never know as you do not compare the prices
 - (ii) buy it from a shop as the shopkeeper is known to you
 - (iii) survey the market and buy at a lower rate even if the shop is very far away
 - (iv) weigh the pros and cons for after sales service, quality, guarantee, price and standardised mark before buying
- (g) To avoid buying adulterated turmeric powder_____.
- (i) buy the turmeric powder bearing Agmark
 - (ii) buy reputed brands
 - (iii) buy sealed packets
 - (iv) buy whole spices and grind at home



Notes

2. Study the following situation and find a solution to it.

- (a) Rahul is 20 years old. He wants to buy a bicycle. He goes to a nearby shop which has only one brand of bicycle available. He pays the money and does not take a bill as he would have had to pay more money for the taxes. If you were Rahul, what steps would you have taken?
- (b) Sita got hurt when her new pressure cooker burst open. If you were Sita what rights would you have exercised? What would be your responsibilities in this context?

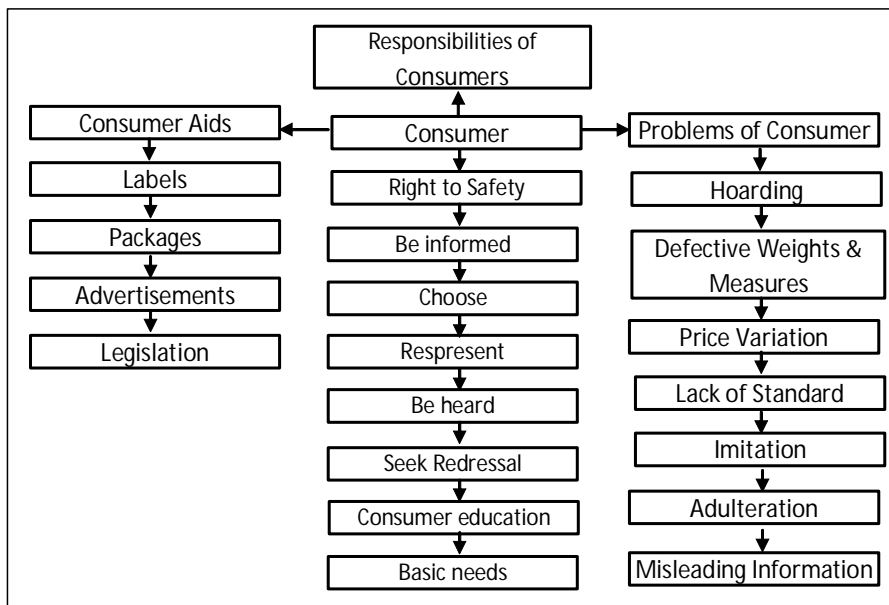


ACTIVITY 22.8

- 1. Rohit bought a refrigerator for 20, 000/- of Cool Company and found it to be defective. The shopkeeper did not listen to his complaints. If you were Rohit, elaborate the steps you would adopt to file a complaint?
- 2. Using the given format, write a letter to the opposite party and elaborate the steps of filing the complaint:
 - (i) Where will you go?
 - (ii) How much fees will you pay?
 - (iii) How will you file the complaint?
- 3. Find out the address of District Consumer Forums in your area for help and guidance.



WHAT YOU HAVE LEARNT

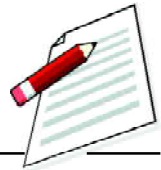


**Notes****TERMINAL EXERCISE**

1. Define the following in your own words.
 - (a) Consumer
 - (b) Consumer aids
2. (a) Briefly describe any four problems faced by you as a consumer in the following categories :
 - (i) Products
 - (ii) Services(b) Suggest any four ways by which you can overcome these problems.
3. Give four reasons for imparting consumer education to all.
4. You plan to buy a cooler. What are your responsibilities in this context?
5. Why is it important to buy products with standardized marks?
6. List any four ways in which you are likely to get cheated by traders and manufacturers?
7. You have paid for one meter of cloth for your blouse. The tailor tells you it is short by 20 cms. In what ways could the shopkeeper have fooled you?
8. What steps would you adopt to protect yourself from buying adulterated food?

**ANSWERS TO INTEXT QUESTIONS****22.1**

1. (a) Consumer
- (b) products
- (c) service
- (d) duplicate/fake/imitation
- (e) adulteration
- (f) hoarding/black-marketing
- (g) advertisement
- (h) standardized marks
- (i) MRP



Notes

2. (a) (i) tell the shopkeeper
(ii) write to the manufacturer
(iii) complain to concerned authorities, if you get no response
(iv) do not bother/ buy another one
(i) (ii) (iii) - (Satisfactory), (iv) (unsatisfactory)
- b) (i) make sure you get it weighed
(ii) phone up the agency and get it exchanged
(iii) will tell him next time
(iv) do nothing/not bother
(i) - (ii) - (Satisfactory), (iii) needs unprovement, (iv) satisfactory)

22.2

- i) c ii) d iii) a iv) b v) f

22.3

1. (a) (iii)
(b) (ii)
(c) (i)
(d) (ii)
(e) (i)
(f) (iv)
(g) (iv)
2. (a)
(i) Would have surveyed the market.
(ii) Compared the prices of atleast 3-4 brands of cycles.
(iii) Ensured the bicycle was of a standard company
(iv) Paid taxes and taken a bill as proof of purchase.
- 2 (b)

Right to-

- (i) safety,
(ii) represent,

MODULE - 2

My Family & I



Notes

Consumer Beware! Be Aware!

(iii) consumer education,

(ii) seek redressal.

Responsibilities- should

(v) take a bill and kept it safely

(vi) have read and followed instructions

(vii) buy standard product

(viii) complain to authorities

(ix) Any other (any four)