

**AEM 203  
INTRODUCTION TO HOME ECONOMICS**

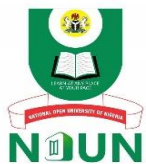
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## **INTRODUCTION**

What is this course all about? How is it structured? What are its aims and objectives, and how will the learner's performance be assessed? Answers to all these questions and more are the reason for starting with this Course Guide.

## **COURSE OVERVIEW**

This course, Introduction to Home Economics Extension (AEM 203), is a one-semester, 2 – credit units course taught in the second year of the B.Sc. Home Economics degree programme. It is a course taught for all students registered for the aforesaid degree programme. The course consists of a total of 19 study units.

## **WORKING THROUGH THIS COURSE**

Each Unit consists of activities that are expected to be coverable in one study week. A topic which is highly loaded may be broken down and treated in two or more Units. You (sometimes referred to as the learner) are expected to study each unit on your own. You are expected to attend the weekly tutorials at your study center where tutorial facilitators (tutors) are available to clarify issues and promote your understanding of this instructional material. Your weekly attendance at the study center is hereby highly encouraged.

## **AIMS OF THIS COURSE**

The overall aim of this course (i.e. benefits of studying this course) includes providing you with a fore-knowledge of what Home Economics is all about. This is expected to develop your understanding and foster your interest in your newly chosen programme (B.Sc. Home Economics) in this University.

The course will start by introducing you to the expected concepts and objectives of the training and practice of Home Economics. It will further go on to discuss the historical processes and contents of Home Economics upon which its future training and practice could be built. This course will help you appreciate the enormously wide scope of Home Economics in its training as a programme, and career practice – these in order to help you identify and begin to focus on your area of special interest even at this early stage in your journey to cutting out a profession in Home Economics.

This course will also enable you have exposures to the contents of each sub-area of Home Economics which you will be studying in details in

the future as discreet courses, in the Home Economics curriculum. Other selected Home Economics – related areas such as Agriculture and Health have been included so that you can appreciate the versatile role expected of the contemporary Home Economist.

## **COURSE OBJECTIVES**

As you will see later, starting from this course guide, each study unit has its specific objectives stated at the beginning of the Unit.

The following, therefore, are the overall objectives of this course through which we seek to achieve the general aims we have set out above:

1. Describe the Philosophy of Home Economics and its evolvement as a result of societal changes.
2. State the objectives of Home Economics and its scope of training and practice.
3. Narrate the historical development of Home Economics in terms of processes and contents both in Nigeria and abroad.
4. Discuss the basic human needs with respect to food, clothing, shelter, and health and the programme approaches to meeting these needs.
5. Describe the career opportunities in Home Economics (both now and in the future) with reference to Nigeria.
6. Discuss the establishment and activities of Women in Agriculture (WIA) programme in Nigeria.

## **COURSE MATERIALS**

The major components of the course are:

1. Course Guide
2. Study Units
3. Textbooks and References
4. Assignment File
5. Presentation Schedule

## **STUDY UNITS**

### **Module 1**

- |        |  |
|--------|--|
| Unit 1 | What is Philosophy?                                    |
| Unit 2 | Philosophy and objectives of Home Economics I          |
| Unit 3 | Philosophy and objectives of Home Economics II         |
| Unit 4 | Historical Development of Home Economics<br>in Nigeria |

**Module 2**

Unit 1	Foods and Nutrition I
Unit 2	Foods and Nutrition II
Unit 3	Foods and Nutrition III
Unit 4	Foods and Nutrition IV
Unit 5	Clothing and Textile I
Unit 6	Clothing and Textile II

**Module 3**

Unit 1	Management and Home Management
Unit 2	Motivational Factors of Management
Unit 3	Management Process
Unit 4	Decision Making

**Module 4**

Unit 1	Family Resources
Unit 2	Consumer Education
Unit 3	Family Income and Money Management I
Unit 4	Family Income and Money Management II
Unit 5	Family Housing
Unit 6	Family Home Furnishing
Unit 7	Household Equipment

**Module 5**

Unit 1	Early Childhood Development
Unit 2	Growth and Development
Unit 3	Family Health
Unit 4	Home Economics Extension
Unit 5	Basic Human Needs I
Unit 6	Basic Human Needs II

**Module 6**

Unit 1	Careers in Home Economics I
Unit 2	Careers in Home Economics II
Unit 3	Women in Agriculture I
Unit 4	Women in Agriculture II

**ASSIGNMENT FILE**

The Directorate of Examinations and Assessments of the National Open University of Nigeria will mail an assignment file to you through your Study Centre Director. This assignment file is part of the course. This file contains the assignments that you have to submit to your tutor. These assignments will be marked and recorded and they will count towards your final grade. The assignments must be submitted to your tutor at the stipulated time that he or she decides. The assignments account for 30percent of the total course work. At the end of the course

you are required to sit for a final semester examination of two to three hours, which accounts for 70 percent of the total marks for the course.

## **ASSESSMENTS**

There are two kinds of assessment for this course. One is tutor-marked assignment and the other is a written examination. You are expected to submit all assignments but only the best three will be counted. Each of these is worth 10 percent marks and together constitutes 30 percent of your total course marks. These assignments require application of the information, knowledge and experience acquired in the study.

## **FINAL EXAMINATION AND GRADING**

The final examination for this course will take three hours and have a value of 60% of the total course grade. The examination will consist of questions which reflect the types of self-assessment exercises and tutor-marked problems you have previously encountered. All areas of the course will be assessed. Take time to revise the entire course before the examination. The examination covers information from all parts of the course.

## **PRESENTATION SCHEDULE**

Your course materials give you important dates for attending tutorials and the timely completion and submission of your Tutor-Marked Assignments. Do remember that you are required to submit all your assignments by the due date. You should guard against falling behind in your work.

## **HOW TO GET THE MOST FROM THIS COURSE**

In distance learning, the study units replace the conventional university lecturer. This is one of the great advantages of distance learning; you can read and work through specially designed study materials at your own pace, and at a time and place that suit you best.

Each of the study units follows a common format. The first item is an introduction to the subject matter of the unit and how a particular unit is integrated with the other units and the course as a whole. Next is a set of learning objectives. These objectives let you know what you should be able to do by the time you have completed the unit. You should use these objectives to guide your study. When you have finished the unit, you must go back and check whether you have achieved the objectives.

If you make a habit of doing this you will significantly improve your chances of passing the course.

Self-assessment exercises are interspersed throughout the units. Working through these exercises will help you to achieve the objectives of the unit and prepare you for the assignments and the examination. You should do each exercise as you come to it in the study unit. There will also be numerous examples given in the study units; work through these when you come to them, too.

## **FACILITATORS/TUTORS AND TUTORIALS**

There are some hours of tutorials provided in support of this course. As soon as you are allocated a tutorial group, you will be notified of the dates, times and location of tutorials, together with the name and phone number of your tutor.

Your tutor will mark and comment on your assignments; he/she will keep a close watch on your progress and on any difficulties you may encounter and provide assistance to you during the course. You must mail your tutor-marked assignments to your tutor well before the due date (at least two working days are required). They will be marked by your tutor and returned to you as soon as possible.

Do not hesitate to contact your tutor by telephone, e-mail, or via the discussion board if you need help. The following might be circumstances in which you would find help necessary.

Contact your tutor if:

- you do not understand any part of the study unit
- you have difficulty with the assignments/ exercises
- you have a question or problem with your tutor's comments on any assignment or with the grading of an assignment.

You should try your best to attend tutorials. This is the only chance to have face to face contact with your tutor and to ask questions. You can raise any problem encountered in the course of your study. To gain the maximum benefit from the tutorials, prepare a list of questions before hand, you will learn a lot from participating actively in the discussions.

## **SUMMARY**

This course, Introduction to Home Economics Extension (AEM 203), is



a one-semester, 2 – credit units course taught in the second year of the B.Sc. Home Economics degree programme. It exposes you to the nitty-gritty of Home Economics.

We wish you success and hope that you will find the course both interesting and useful. Good luck.

**MAIN  
COURSE**

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## MODULE 1

- Unit 1: What is Philosophy?  
 Unit 2: Philosophy and Objectives of Home Economics I  
 Unit 3: Philosophy and Objectives of Home Economics II  
 Unit 4: Historical Development of Home Economics in Nigeria

### Unit 1: What is Philosophy?

#### Unit Structure

- 1.1 Introduction
- 1.2 Intended Learning Outcomes
- 1.3 What is Philosophy?
  - 1.3.1 The Meaning of Philosophy
  - 1.3.2 What is Value?
- 1.4 Summary
- 1.5 References/Further Readings/Web Resources
- 1.6 Possible Answers to Self-Assessment Exercise(s) within the content



#### 1.1 Introduction

The general meaning of philosophy, as the basis of knowledge, and also the specific definition of philosophy, as it relates to a discipline/profession is briefly discussed in this unit. You will also learn that philosophy evolves through change in values from generation to generation. Values, in turn, are affected by certain factors which are briefly described in this unit.



#### 1.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss 3 dictionary meanings of the word, philosophy.
- discuss philosophy as used with reference to a discipline/profession.
- discuss how value is affected by goals, living standard and needs.



#### 1.3 What is Philosophy?

##### 1.3.1 The Meaning of Philosophy

“Philosophy” is a word you must have come across at one time or the other. The original meaning of philosophy, as conceived by the Greeks, is as follows: Philein which means love and Sophia which means

wisdom. So, PhileinSophia crystallised into “Love of wisdom”, where wisdom means the ability to relate the facts from various forms of knowledge to experience.

The English dictionary meaning of philosophy is diverse (Oxford Dictionary 2001). Philosophy is defined as;

- \* “the study of nature and meaning of the universe and of the human life”. The Greeks considered anyone who attained knowledge in any area to be a philosopher. Thus, philosophy once encompassed nearly everything that counted as human knowledge. That is why the highest degree in any field (Mathematics, Arts, Social, Physical, Biological, Political Sciences) is the Ph.D. (Doctorate of Philosophy).
- \* “a particular set of system of beliefs resulting from search for knowledge about life and the universe” You may have heard philosophy being referred to as a discipline just as “Science” is a discipline of reason. Areas of philosophical knowledge include analytical philosophy, moral and political philosophy, and philosophy of religion.
- \* a set of beliefs or an attitude to life that guides somebody’s behaviour. In the context of a profession or area of discipline, like Home Economics, the third definition of philosophy as given above is most applicable. That is that the philosophy of a profession or discipline is the fundamental belief or knowledge-attitude that guides that profession or area of discipline. Philosophy in this context can also be viewed as the value-judgment of the discipline since ones values evolve into ones philosophy.

### Self-Assessment Exercises 1

1. Discuss 3 dictionary meanings of the word “philosophy”
2. Discuss philosophy as used with reference to a discipline/profession

### 1.3.2 What is Value?

A value is a measure of worth placed on something. Your value represents your belief or view or feelings of what is good, important or desirable. Values cannot be seen, but are recognized in people’s behaviour e.g. peace, comfort, health, popularity, honesty, security, knowledge, etc. For instance, if you value your health, you will spend more money on nutritionally adequate diet than on varieties of clothing. (Moore and Brudder 2002). Values are of two types:

- **Intrinsic Values** – Those that are good for their own sake e.g. love, freedom, truth, aesthetics etc.
- **Instrumental Values** (higher values) – Those that are sought as a means of attaining the higher values e.g. orderliness in sitting room arrangement as a means to achieve aesthetics.

Some values can be both intrinsic and instrumental e.g. knowledge is intrinsic and instrumental to power; health is intrinsic and also instrumental to wealth.

Now let us examine the relationship of values and other factors that affect evolution of philosophy of a discipline. These factors are; goals, standards, needs and likes/dislikes.

- Let us recall that values are reasons why we do what we do (i.e. primary reasons for our actions).
- Now, based on our values we set goals. Goals are objectives we want to achieve.
- We set living standards which act as measures for our goals and values – i.e. a measure of how well we have attained our goals based on our values. These could be fixed or rigid standards e.g. as imposed on us by religion, or culture, or as standards of living (like tangible things e.g. goods and services desired by the person or society) (Anyakoohaard Eluwa 1996).
- Needs could be defined as the gap between where we are or what we want and where we want to be or what we want to have. Maslow ranks these five basic needs in hierarchy (order of importance) starting from the first to the last: i.e. physiological needs (needed to maintain life e.g. food, shelter, sleep, breathing, elimination of waste, sleep and rest); safety, love, esteem and self-actualisation needs. Our values are modified by our needs.

The dictionary meaning of “philosophy” is diverse, but philosophy as a set of beliefs or attitudes that guides a discipline is the one that is most appropriate in our context. Philosophy can also evolve from changing values, which themselves are affected by goals, living standards, and needs.

## Self-Assessment Exercises 2

- |   |
|---|
| 1. Discuss how value is affected by goals, living standard and needs. |
|---|



### 1.4 Summary

In this unit you have learnt that:

- divers dictionary meanings of the word “philosophy” and have adopted the beliefs and attitude guides for a discipline as an appropriate meaning of philosophy in our context.
- Philosophy evolves as a result of change in values, which in turn are affected by goals, living standards and needs.



### 1.5 References/Further Reading/Web Resources

Anyakaoha, E. and Eluwa, M.(1996). Home Management for Schools and Colleges, Africana – FEP Publ. Ltd

Moore, B.N. and Brudder, K,[ 2002,]. Philosophy the Power of Ideas, 5th Ed., McGraw - Hill Higher Educ.

Oxford Advanced Learner’s Dictionary, Oxford Press 6th Ed.



### 1.6 Possible Answers to Self-Assessment Exercise(s)

#### Self-Assessment Exercises 1

1. The three dictionary definitions of philosophy are:
  - \* the study of nature and meaning of the universe and of the human life.
  - \* a particular set of system of beliefs resulting from search for knowledge about life and the universe”
  - \* a set of beliefs or an attitude to life that guides somebody’s behaviour.
  
2. Philosophy as a set of beliefs or an attitude to life that guides somebody’s behaviour. In the context of a profession or area of discipline, like Home Economics, this third definition of philosophy as given above is most applicable. That is the philosophy of a profession or discipline is the fundamental belief or knowledge/attitude that guides that profession or area of discipline.

#### Self-Assessment Exercises 2

1. Values are either intrinsic, i.e. those that are good for their own sake e.g. love, freedom, truth, aesthetics, honesty, hard work, knowledge, etc. or instrumental (higher values), i.e those that are sought as a means of attaining the higher values e.g. orderliness in a sitting room arrangement as a means to achieve aesthetics;

education as a means of acquiring knowledge; religion as a means of acquiring truth; etc.

2. Any five of cherished values could include truth, honesty, knowledge, aesthetics, love, education, orderliness, religion.
3. Our values enable us to have standards, which we try to attain by setting goals for the satisfaction of our needs.



## UNIT 2: PHILOSOPHY AND OBJECTIVES OF HOME ECONOMICS I

### Unit Structure

- 2.1 Introduction
- 2.2 Intended Learning Outcomes
- 2.3 Philosophy and Objectives of Home Economics – I
  - 2.3.1 Need for Statement of Philosophy of Home Economics
  - 2.3.2 Defining philosophy of Home Economics
  - 2.3.3 Strategies of Implementing Home Economics Philosophy in Nigeria
- 2.4 Summary
- 2.5 References/Further Readings/Web Resources
- 2.6 Possible Answers to Self-Assessment Exercise(s) within the content



### 2.1 Introduction

Recall that in the previous unit of this course, we dealt with definitions of philosophy in general. We also explained the definition of philosophy as applicable to a discipline or profession – that philosophy is the statement that guides the training and practice of a discipline.

In this unit, and in the next, we will focus specifically on the philosophy and objectives of Home Economics. We will discuss the need to state the philosophy of Home Economics, several definitions of the philosophy of Home Economics and an acceptable contemporary definition, with a far-reaching coverage. The strategies by which this philosophy is sought to be achieved in Nigeria will also be stated.



### 2.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss the basis for the philosophy of home economics.
- discuss the reasons for stating the philosophy of home economics.
- discuss the strategies by which the implementation of home economics' philosophy is sought.in Nigeria.



### 2.3 Philosophy and Objectives of Home Economics I

#### 2.3.1 Need for Statement of Philosophy of Home Economics

The need for a philosophy statement of a profession/discipline cannot be overemphasised. Every profession/discipline has a philosophical basis

for training and practice. Philosophy of Home Economics, therefore, is statements of belief on which the training and practice of Home Economics are based. The need for stating the philosophy of Home Economics arises for the following reasons. They are to:

- Understand alternate philosophies of the discipline and their evolution in relation to realities of social changes.
- Formulate goals, objectives and plans that are appropriate for Home Economics education and development in the nation.
- Develop necessary human resources and competences that are appropriate for various educational and community settings.
- Articulate and defend a personal philosophy of Home Economics informed by professionally relevant conceptualisation.
- Organise one's own professional resourcefulness, development and growth in matters relating to Home Economics.
- Elucidate (open up) areas of communication and collaboration with colleagues from relevant fields in planning and implementation.

### **Self-Assessment Exercises 1**

1. Discuss the basis for the philosophy of Home Economics
2. Discuss the reasons for stating the philosophy of Home Economics.

### **2.3.2 Defining Philosophy of Home Economics**

The philosophy of Home Economics has developed over the years, but the essentials of promoting family living has remained its centre hold. It has been stated in various ways only to culminate in the same intent and purpose.

The American Home Economics Association defines Home Economics as a field of knowledge and service concerned primarily with strength of family. At the international meeting of the Permanent Council of Home Economics (Berlin 1965), Home Economics was described as the possible knowledge of all problems regarding home and family, emphasising research finding dissemination on matters concerning food, clothing, shelter, health and human relationships.

Olaitan and Onagusiobo have conceptualised Home Economics as the study of human and matter resources affecting homes and families, and the use of this knowledge for the benefit of mankind.

From both definitions above, Home Economics appears to be the study of activities of the home and their relationships to their environment. In other words, the philosophy of Home Economics could be simply said to be the conceptualisation that defines its content as a discipline at any

point in human history. In subsequent unit you will learn about the historical development of Home Economics.

Hence the contemporary philosophy of Home Economics is the application of the knowledge from the pure and applied sciences, social sciences, arts and humanities to develop men and women with fundamental competences in proffering scientific solutions to problems in the use of resources to access and increase information on the facts of life and improve living in the family, the community, the nation and the world at large.

From the definition of the contemporary philosophy of Home Economics, you will observe that Home Economics as a discipline has a broad knowledge base, drawing on pure sciences such as Biology, Chemistry, Physics, Mathematics, applied sciences such as Nutrition, information technology and engineering of home appliances. It also involves subjects of the social sciences such as sociology, family living, human development and psychology.

In the field of arts and humanities, such knowledge as Fine Arts, Environmental as well as Communication arts are inclusive. All these basic courses, as mentioned here, form the basis for the applied courses in Home Economics which requires the production of competent personnel that are capable of improving the living standard of, not just the family, but of the community, the nation and the world at large.

### **2.3.3 Strategies of Implementing Home Economics Philosophy in Nigeria**

The philosophy of Home Economics is sought to be achieved in Nigeria through various activities. They include the following:

- Preparing the individual for home making and family life. E.g. roles as a husband/father, wife/mother, fundamental training in marriage and family life.
- Nurturing and fostering the physical development and well-being of the family, community, nation and institutions (such as schools, hospitals, restaurants, prisons, etc.).
- Helping, at various governmental levels, in their central body for planning and implementing Home Economics programs in education, extension and others at various levels in the country.
- Taking up positions in the work force (in both public and private sectors) as Nutritionists in hospitals and communities, as Institutional Managers, Interior Designers, Household Equipment Testers, Textile and Fashion Designers, Administrators in Education and Child Welfare Agencies, Teachers and Research Workers.

- Keeping up with recent developments in the discipline through organising of seminars, symposia, conferences, workshops as well as reading a wide variety of professional journals and implementing current ideas emanating from them in order to make and carry out intelligent decisions.
- Contributing to knowledge and improving strategies through research and communications.
- Bringing about good interpersonal relationships within the home, the community and hence contributing to world peace at large.

We have seen that the philosophy of Home Economics could be stated in different ways, but the essentials of promoting family living and by extension that of the community, nation, and the world at large remains the centre hold. This aim has been shown to be sought through several Home Economics activities.

### Self-Assessment Exercises 2

1. Discuss the strategies by which the implementation of home economics' philosophy is sought.in Nigeria



#### 2.4 Summary

In this unit, reasons for the need to state the philosophy of Home Economics have been discussed. Several versions and the contemporary philosophy of Home Economics have been stated. The strategies by which the philosophy of Home Economics is sought to be achieved have been stated.



#### 2.5 References/Further Reading/Web Resources

Berlin. (1965). *Home Economics and the Nations Economy*. Washington, DC.: AVA Inc.



#### 2.6 Possible Answers to Self-Assessment Exercise(s)

##### Self-Assessment Exercises 1

1. The basis of the Philosophy of Home Economics is to state its beliefs on which its training and practice are established.
2. Any five of the following reasons of stating the philosophy of Home Economics include to:
  - \* Understand alternate philosophies of the discipline and their evolution in relation to realities of social changes.

- \* Formulate goals, objectives and plans that are appropriate for Home Economics education and development in the nation.
- \* Develop necessary human resources and competences that are appropriate for various educational and community settings.
- \* Articulate and defend a personal philosophy of Home Economics informed by professionally relevant conceptualisation.
- \* Organise one's own professional resourcefulness, development and growth in matters relating to Home Economics.
- \* Elucidate areas of communication and collaboration with colleagues from relevant fields in planning and implementation.

### **Self-Assessment Exercises 2**

1. The strategies of implementation of Home Economics philosophy in Nigeria include:
  - \* Preparing the individual for home making and family life.
  - \* Nurturing and fostering physical development and well-being of family, nation, etc.
  - \* Helping, at various governmental levels, in their central body, in planning and implementing Home Economics programs in education, extension and others.
  - \* Taking up positions in the work force (in both public and private sectors) as Nutritionists in hospitals and communities, as Institutional Managers, Interior Designers, Household Equipment Testers, Textile and Fashion Designers, Administrators in Education and Child Welfare Agencies, Teachers and Research Workers.
  - \* Keeping up with recent developments in the discipline by organising seminars, symposia, conferences, workshops as well as reading a wide variety of professional journals and implementing current ideas emanating from them in order to make intelligent decisions.
  - \* Contributing to knowledge and improving strategies through research and communications.
  - \* Bringing about good interpersonal relationships within the home, community, etc.

## UNIT 3: PHILOSOPHY AND OBJECTIVES OF HOME ECONOMICS – II

### Unit Structure

- 3.1 Introduction
- 3.2 Intended Learning Outcomes
- 3.3 Title of the Main Section (Philosophy and Objectives of Home Economics – II)
  - 3.3.1 Specific Objectives of Home Economics
  - 3.3.2 Evolution of Home Economics Philosophy
  - 3.3.3 Factors Hindering Effective Implementation of Home Economics Philosophy
- 3.4 Summary
- 3.5 References/Further Reading
- 3.6 Possible Answers to Self-Assessment Exercise(s) within the content



### 3.1 Introduction

Recall that we treated the first part of the topic, philosophy and objectives of Home Economics in the last unit (i.e. Unit 2). In this unit, we shall consider the specific objectives of Home Economics. These objectives are derived from the philosophy of Home Economics. The philosophy of an individual or a discipline is not static but is subject to change. The motivating factors to the evolution of the philosophy of Home Economics will be discussed. We will also consider the limitations and factors that pose challenges to the full implementation of Home Economics in Nigeria and other developing countries.



### 3.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss the specific objectives of home economics in Nigeria
- state the motivating factors in the evolution of the philosophy of home economics
- explain the factors hindering effective implementation of home economics philosophy.



### **3.3 Philosophy and Objectives of Home Economics – II**

#### **3.3.1 Specific Objectives of Home Economics**

The specific objectives of Home Economics are the specific competencies expected of professional Home Economists. The unique and versatile preparation of the Home Economics graduate puts him/her in a position capable of taking up various types of positions nationally, in Nigeria, and internationally, at the global level. Specifically, Home Economics examines the following:

- Family relationships and child development.
- Intellectual consumption of goods and services, including other economic aspects of personal and family living.
- Nutritional needs for different age groups, in health and disease, including creative food utilisation for physiological needs and for leisure.
- Housing for the family, including interior decoration and outdoor terracing.
- Design of textiles for clothing and for home decoration and other utilisations.
- Selection, construction and care of clothing to meet its psychological, social and functional significance.
- Arts and humanities as an integral part of everyday life to add value to living at the family and wider levels.
- Part of legislative and social action programs, which directly affect the welfare of individuals and family.
- discuss the co-operation with people of international cultures and agencies who contrive to raise level of living.
- discuss the carrying out of research and applying findings to improve family, society, national and world-wide socio-economic development.

#### **3.3.2 Evolution of Home Economics Philosophy**

Recall that in unit 2, we mentioned that one's philosophy is liable to change according to one's values. Values change with age, environment and experiences. Recall also that values are affected by needs, goals and standards. You may need to turn back to unit 2 to remind yourself of the definitions of these three salient words.

Similarly, philosophy of a discipline is dynamic in accordance with trends in societal values – i.e. the rapidly changing state of development of the society motivates the derivation of new philosophy of Home

Economics. Motivating factors (values) are responsible for the need for re-statement of the philosophy of Home Economics at different era.

In a latter section of this course, the historical development of Home Economics will be discussed. It suffices for now to say that the philosophy of Home Economics at an earlier stage is shown to be that of acquiring knowledge and competence in the arts of cookery, child care, housekeeping and handcrafting for girls in preparation for good home making. Today, as we have seen in unit 2, philosophy of Home Economics has shifted largely from this simple definition to a high level of professionalism.

Let us now consider the factors which have motivated derivation of new philosophy for Home Economics. They include the following:

- Knowledge of nutrition, as a science with enormous implication for healthful living, has made knowledge in physical and life sciences inevitable in Home Economics curriculum.
- Shift in the society from settlements of small communities to more complex urban dwellings calls for change in housing design and land-space management.
- Human movements for business, or leisure, have been on the increase, creating the need for institutional outfits that mimic the home environment. “A home away from home” kind of institutions, e.g. hotels, hostels and hospitals.
- More and more people eat away from home either as necessitated by long uninterrupted work hours away from home, or for the pleasure it creates, creating a conducive atmosphere for interpersonal business or social relationships, or just to break the monotony of “home cooking”. Adequate preparation in institutional food management will be required in this wise.
- Technology has facilitated domestic tasks – the Home Economist must be competent in the knowledge of operation and maintenance of domestic and institutional equipment.
- Improvement of the socio-economic status of most cultures has been reflected in their change of taste for higher aesthetic and functional values for clothing, external and interior housing designs.
- Information and Communication Technology (ICT) has globalized information and ideas, and exposure to experiences, all of which have impacted standards of the society. Discovering the
- Changing needs of industries, families, and societies and means of satisfying these needs has necessitated venturing into scientific research in Home Economics.



- As more and more women get engaged outside the home, impartation of early childhood education has shifted to alternate institutions, a phenomenon demanding knowledge of child care and development by the Home Economist.

### Self-Assessment Exercises 1

1. Discuss the specific objectives of home economics in Nigeria
2. Discuss the motivating factors in the evolution of the philosophy of

### 3.3.3 Factors Hindering Effective Implementation of Home Economics' Philosophy

It is obvious, from discussions in this unit and the previous, that Home Economics, according to its philosophy, is capable of adding value to family living, create a happier home and community, progressive nation and a prosperous world at peace with itself. However, it is necessary, at this stage, to bring to our awareness the factors that pose as challenges and limitations to the full implementation of Home Economics philosophy in Nigeria and in other developing countries.

These factors include the following:

- Culture and social practices in which the Nigerian women (the homemakers) have very little or no control on decision making on issues that affect the home. This gender issue has arisen for the fact that the woman is often very much less educated and less empowered than her male counterpart. A global move to remedy this situation is however being addressed by including in “the Millennium Development Goals (MDGs) in Africa”, the goal to promote gender equality and empowerment of women. (Unah 2001)
- Diversity in the cultural, religious and socio-economic environments calls for fragmentation of possible solutions to family and national problems.
- The declining economy has limited the adoption of new technology that could enhance work simplification in the home. This same economic factor has limited funding for research work to identify the changing family and societal needs in order to proffer solutions to them.
- A society not very dynamic in accepting and adapting to change in the face of changing challenges of the family, society, and the world.
- Competition with other disciplines for science-oriented students has often limited enrollment for the Home Economics program in learning institutions.

Objectives of Home Economics cover a wide range from performance in family living, food and nutrition, housing, textile designs, clothing designs and construction, researching, to being part of national and international agencies, whose programs directly affect the family, society and the entire world. Philosophy of Home Economics is not static but evolves as a result of certain motivating factors. Implementation of Home Economics philosophy particularly in developing countries is highly limited by factors such as gender inequality, socio-economic and diverse cultural and religious practices within the nation.

### Self-Assessment Exercises 3

1. Discuss the factors hindering effective implementation of home economics' philosophy



### 3.4 Summary

In this unit, we have discussed the objectives of Home Economics. We have considered factors that motivate the derivation of Home Economics philosophy. We have also discussed the challenges and limiting factors to the full implementation of Home Economics philosophy and objectives.



### 3.5 References/Further Reading/Web Resources

Specific Competencies of Home Science Graduates. Prospectus for Bachelor of Science degree in Home Science, 2007, Kogi State University, Anyigba, Nigeria.

Unah, J.I. (2001), Development of Human Society from Primitive to Capitalistic Society in: Philosophy, Society and Anthropology. FADEC Pub. Lagos, Nig.



### 3.6 Possible Answers to Self-Assessment Exercise(s)

#### Self-Assessment Exercises 1

1. **The specific objectives of Home Economics policy in Nigeria include:**

- \* Family relationships and child development.
- \* Intellectual consumption of goods and services.
- \* Nutritional needs for different groups in the family.

- \* Housing for the family, including interior decoration and outdoor terracing.
- \* Design of textiles for clothing and for home decoration and other utilizations.
- \* Selection, construction and care of clothing to meet psychological, social and functional needs.
- \* Arts and humanities as an integral part of everyday life to add value to living at various levels.
- \* Part of legislative and social action programs, which affect welfare of individuals and family.
- \* Co-operation with people of international cultures and agencies to raise level of living.
- \* Carrying out research and applying findings to improve life and development.

**2. The motivating factors in the evolution of the philosophy of Home Economics include:**

- \* Knowledge of nutrition, as a science with its enormous implication for healthful living.
- \* Shift from settlements of small communities to more complex urban dwellings which necessitate change in housing design and land-space management.
- \* Increase in human movements for business, or leisure, which create the need for institutional outfits that mimic the home environment.
- \* More and more people eat away from home either as necessitated by long uninterrupted work hours away from home, or for the pleasure it creates.
- \* Technology has facilitated domestic tasks – the Home Economist must be competent in the knowledge of operation and maintenance of domestic and institutional equipment.
- \* Improvement of the socio-economic status of most cultures thereby resulting in change of taste for higher aesthetic and functional values for clothing, external and interior housing designs.
- \* Information and Communication Technology (ICT) which has globalized information and ideas, and exposure to experiences, all of which have improved standards of the society.
- \* Changing needs of industries, families, and societies and means of satisfying these needs has necessitated venturing into scientific research in Home Economics.
- \* More women's engagement outside the home, impartation of early childhood education has shifted to alternate institutions, a phenomenon demanding knowledge of child care and development by the Home Economist.

## Self-Assessment Exercises 2

1. **Factors that are hindering the implementation of Home Economics policy** are:
  - \* Culture and social practices in which the Nigerian women (the homemakers) have very little or no control on decision making on issues that affect the home.
  - \* Diversity in the cultural, religious and socio-economic environments that cause fragmentation of possible solutions to family and national problems.
  - \* Declining economy has limited the adoption of new technology that could enhance work simplification in the home.
  - \* Not readily accepting and adapting to change meeting challenges of the family, society, etc.
  - \* Competition with other disciplines for science-oriented students has often limited enrollment for the Home Economics program in learning institutions.

## UNIT 4: HISTORICAL DEVELOPMENT OF HOME ECONOMICS IN NIGERIA

### Unit Structure

- 4.1 Introduction
- 4.2 Intended Learning Outcomes
- 4.3. Title of the Main Section (Historical Development of Home Economics in Nigeria)
  - 4.3.1 Home Economics in Pre-Colonial Era
  - 4.3.2 Home Economics in the Colonial Era
  - 4.3.3 Home Economics in Post-Independent Nigeria
- 4.4 Summary
- 4.5 References/Further Reading
- 4.6 Possible Answers to Self-Assessment Exercise(s) within the content



### 4.1 Introduction

We have seen in the last unit, the philosophy and objectives of home economics – II. In this unit, we shall be examining the processes and contents, in political chronological order, of Home Economics from the Nigerian past to the present Nigeria. Hence, in this unit we shall be studying the contents of Home Economics in pre-colonial era, during the colonial era and post-independent Nigeria.



### 4.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss the processes and contents of Home Economics education in pre-colonial Nigeria.
- discuss the development of Home Economics during the colonial rule in Nigeria.
- discuss the events that have evolved Home Economics education and practice from immediate post-independent days to date.



### 4.3 Historical Development of Home Economics in Nigeria

#### 4.3.1 Home Economics in Pre-Colonial Era

Home Economics education has existed informally among Nigerians long before the advent of western education, as brought by Christian Missionaries. The nature of the training, devoid of planned curriculum,

was by practical observation. Knowledge acquirement was very slow and shallow. The aim was solely to train and prepare the female child (from childhood through adolescence) for handling effectively the chores expected in marriage and motherhood.

The Nigerian female child received her early traditional lessons about the home from her mother and close relatives. This is so because in the traditional Nigerian society the mothers with the assistance of close relatives nurture the child physically and socially as well as educate her in the cultural norms of the society. In most cases, home economics education was largely run through the apprenticeship system, in which older female children were not trained as homemaker by their own mothers but by their close relatives or by experts in particular trades or skills (such as preparation of traditional food delicacies like akara, moinmoin, agidi, etc., or skills like textile dyeing, cotton thread spinning, cloth weaving etc.).

The pre-colonial era girls were taught to become caring mothers and good housewives, though training was through observation and imitation of their mothers or surrogates and their strict supervision. Girls were taught to take care of children, prepare acceptable family meals (without any formal recipes), wash clothes and household utensils, fetch water and keep their houses and surroundings clean. Foster mothers ensured the discipline, perseverance and informal training required to make their wards acquire the skills and the code of conduct they needed in preparation for their future roles as homemakers with wholesome personalities to enjoy happy human relationships in the society.

### **4.3.2 Home Economics in the Colonial Era**

The nomenclature, Home Economics, was formerly referred to in the colonial era as Domestic Science. Domestic Science was introduced into Nigeria by Catholic Missionaries from France who arrived in Lagos in 1873. They started the St. Mary Convent School in Lagos, and Domestic Science was a major subject in their curriculum. They taught laundry, needle work, knitting, child care, cookery, housekeeping, etc. The wives of pastors and clergymen were the first adults to receive training in domestic science. This formal education in domestic science aimed generally at imparting knowledge in preparation for good homemaking or in setting up a career, or as was often the case, the combination of both.

Later other Christian denominations, such as the Anglican (Church of England) arrived in Nigeria and in the course of evangelism Nigerian men were to be trained as clergymen in Britain. Consequently, their wives were also made to receive training in domestic science, while

there in Britain. An example of this phenomenon is the late Rev. Oludotun Ransom - Kuti, and his late wife, Mrs. Funmilayo Ransom - Kuti (Burman 1999).

In 1927, Queen's College, Lagos (a Unisex Secondary School for Girls) was established and the first principal of the college, Miss Blackwel ensured that domestic science was included in the school curriculum. Other contributors to the development of Home Economics included many expatriate women like Mrs. Johnson, the Deputy Chief Inspector of Education, who had written many books in the subject of domestic science. Through the efforts of these European women in education frontiers in Nigeria, Domestic Science in 1931 gained Federal and regional governments' recognition. Female European officers were appointed to look into domestic science in Ministries and to improve women education generally. Domestic Science centres dotted primary school premises nationwide.

By 1956, the curriculum of Secondary Modern School (an equivalent of Modern Junior Secondary School) of the old western region included needle work, domestic science and handcrafts.

### **Self-Assessment Exercises 1**

1. Discuss the processes and contents of Home Economics education in pre-colonial Nigeria.
2. Discuss the development of Home Economics during the colonial rule in Nigeria

### **4.3.3 Home Economics in Post-Independent Nigeria**

Nigeria gained independence on 1st October, 1960 from Britain who was her colonial master. Although a good percentage of the senior work force was still made up of the British.

By early 1960s domestic science was introduced to the curriculum of some secondary schools run by Christian Missions and by mid – 60s, domestic science was incorporated into the WASC (West African School Certificate) syllabus as well as in the Grade II Teachers Training Colleges (TTC).

By 1962, in the then Eastern Region of Nigeria, a review of the education system was undertaken to include a system of vocational training and guidance in primary and secondary schools. In response to this development, it was recommended that teaching of needle work (for girls) and handicrafts (for boys), Cookery and Home Management be extended to all categories of primary schools (Mission or Government

owned). Since a large number of girls terminated their formal education at the primary schools level either for marriage or for jobs in the public or private service, it was considered appropriate to prepare them generally to acquire the necessary knowledge and skills for successful homemaking. (Kamminga1998).

Female European women continued to work as domestic science inspectors, first in the Eastern region and later in the other two regions – namely the North and Western Regions.

In 1960, domestic science was replaced, in nomenclature, by Home Economics in line with developments in the United State of America (USA). Since then professionalism has been made of Home Economics. The entry qualifications into Home Economics study in tertiary institutions have been reviewed to include the physical science, even as required for traditionally noble disciplines such as medicine. You will recall how in the previous units, the philosophy of Home Economics has been shown to have evolved to become the application of knowledge from the Pure and Applied Sciences, Social Sciences, Arts and Humanities to develop not only women but men with fundamental competencies in proffering scientific solutions to problems in the use of resources to access and increase information on the facts of life and improve living in the family, the community, the nation and the world at large.

The University of Nigeria, Nsukka was the first to run Home Economics at degree level. The scope of Home Economics has continued to widen, creating avenues for numerous careers and professionalism in the discipline as seen today.

The history of Home Economics in Nigeria shows that Home Economics education has existed informally among Nigerians long before the advent of western education. Its aim was solely to train and prepare the female child (from childhood through adolescence) for successful homemaking in later life. Formal education, known as domestic science, was first received by wives of clergymen as taught by early Christian Missionaries from Europe. The aim was to add value to them as homemakers and provide them with gainful engagement.

The colonial era saw domestic science introduced into schools by British education officers serving in Nigerian public service. Through their efforts, which continued into the post-independent period, domestic science (renamed Home Economics) as a subject was incorporated into the curriculum of primary and post-primary institutions, and later became a programme of study at degree level in the Universities, with a wide scope for professionalism and career prospect and pursuit.



## Self-Assessment Exercises 2

1. Discuss the events that have evolved Home Economics education and practice from immediate post-independent days to date.



### 4.4 Summary

In this unit, the processes and contents of Home Economics have been examined in chronological order from the pre-colonial Nigeria, through the colonial era, to the post-independent period and our contemporary times.



### 4.5 References/Further Reading/Web Resources

Burman, B. (1999). *The Culture of sewing Gender, Consumption and Home Dress Making*. Oxford: Berg.

Kamminga H. A. (1998). *Home Economics Education and Nations Economy*. Washington DC; AVA Inc.



### 4.6 Possible Answers to Self-Assessment Exercise(s)

#### Self-Assessment Exercises 1

1. **The processes and contents of Home Economics education in pre-colonial Nigeria** was solely to train and prepare girls (from childhood through adolescence) for handling effectively the chores expected in marriage and motherhood.

Skills and/or traits girls were expected to acquire before marriage include

- \* handling effectively the chores expected in marriage and motherhood.
- \* imbibing cultural norms of the society.
- \* acquiring skills (such as preparation of traditional food delicacies like akara, moinmoin, agidi, etc, or skills like textile dyeing, cotton thread spinning, cloth weaving etc).
- \* becoming caring mothers and good housewives.
- \* taking good care of children and preparing acceptable meals (without any formal recipes),
- \* washing of clothes and household utensils.
- \* fetching water and keeping their houses and surroundings clean.

- \* imbibing discipline and perseverance.

## 2. **The development of Home Economics during the colonial rule in Nigeria**

The levels of the Nigerian educational system at which Domestic Science (a former form of Home Economics) was studied during the colonial era are the Primary School, Secondary Modern School (equivalent to present day Junior Secondary or Senior Basic School) and Senior Secondary School. Women were also taught domestic science informally in ministries and Christian missions.

In 1927, Queen's College, Lagos (a Unisex Secondary School for Girls) was established and the first principal of the college, Miss Blackwel ensured that domestic science was included in the school curriculum. Other contributors to the development of Home Economics included many expatriate women like Mrs. Johnson, the Deputy Chief Inspector of Education, who had written many books in the subject of domestic science. Through the efforts of these European women in education frontiers in Nigeria, Domestic Science in 1931 gained Federal and regional governments' recognition. Female European officers were appointed to look into domestic science in Ministries and to improve women education generally. Domestic Science centres dotted primary school premises nationwide.

By 1956, the curriculum of Secondary Modern School (an equivalent of Modern Junior Secondary School) of the old western region included needle work, domestic science and handcrafts.

### **Self-Assessment Exercises 2**

#### **1. Events that have evolved Home Economics education and practice from immediate post-independent days to date.**

Nigeria gained independence on 1st October, 1960 from Britain who was her colonial master. Although a good percentage of the senior work force was still made up of the British.

By early 1960s domestic science was introduced to the curriculum of some secondary schools run by Christian Missions and by mid – 60s, domestic science was incorporated into the WASC (West African School Certificate) syllabus as well as in the Grade II Teachers Training Colleges

By 1962, in the then Eastern Region of Nigeria, a review of the education system was undertaken to include a system of vocational

training and guidance in primary and secondary schools. In response to this development, it was recommended that teaching of needle work (for girls) and handicrafts (for boys), Cookery and Home Management be extended to all categories of primary schools (Mission or Government owned). Since a large number of girls terminated their formal education at the primary schools level either for marriage or for jobs in the public or private service, it was considered appropriate to prepare them generally to acquire the necessary knowledge and skills for successful homemaking. (Kamminga1998).

Female European women continued to work as domestic science inspectors, first in the Eastern region and later in the other two regions – namely the North and Western Regions.

In 1960, domestic science was replaced, in nomenclature, by Home Economics in line with developments in the United State of America (USA). Since then professionalism has been made of Home Economics.

The entry qualifications into Home Economics study in tertiary institutions have been reviewed to include the physical science, even as required for traditionally noble disciplines such as medicine. You will recall how in the previous units, the philosophy of Home Economics has been shown to have evolved to become the application of knowledge from the Pure and Applied Sciences, Social Sciences, Arts and Humanities to develop not only women but men with fundamental competencies in proffering scientific solutions to problems in the use of resources to access and increase information on the facts of life and improve living in the family, the community, the nation and the world at large.

The University of Nigeria, Nsukka was the first to run Home Economics at degree level. The scope of Home Economics has continued to widen, creating avenues for numerous careers and professionalism in the discipline as seen today.

#### **4.7 Glossary**

**Art:** A skill that someone can learn through observation, study and practice.

**Colonial era** was before independence, when Nigeria was still under the colonial rule of Great Britain. A period in the history of Nigeria between 1914, when the Northern and Southern Protectorates were amalgamated to form Nigeria, and 1st October, 1960, when she got her independence.

**Culture:** The attitudes and behaviour that are characteristic of a particular social group or organization; all the knowledge and values shared by a society; way of life of a group of people.

**Development** is a process in which something passes by degrees to a different stage (especially a more advanced or mature stage).

**Domestic Science** also called Home Economics is the theory and practice of homemaking

**Economics:** The branch of social sciences that deals with production, distribution and consumption of goods and services and their management.

**Evolve:** Undergo development or evolution; gain through experience.

**Home:** A place where you live at a particular time; housing that someone is living in; a social unit living together.

**Home Economics** also called Domestic Science is the theory and practice of homemaking.

**Humanities:** Studies intended to provide general knowledge and intellectual skills, rather than occupational or professional skills; also called arts, or liberal arts, or humanistic discipline.

**Goal:** A state of affairs that a plan is intended to achieve and that (when achieved) terminates the behaviour intended to achieve it.

**ICT:** Information and Communication Technology; the application of computers, smart phones and other electronic gadgets for communication as well as obtaining and disseminating information

**Need:** Anything that is necessary but which is lacking; a psychological feature that arouses an organism to action towards a desired goal.

**Outcome:** The result or consequence or effect that follows something or action.

**Philosophy:** A belief or system of beliefs accepted as authoritative by some group or school.

**Post-independence era:** The period, in the history of Nigeria, after the granting of independence by Great Britain on 1st October 1960 onward to this present day.

**Pre-colonial era:** The period, in the history of Nigeria, before colonization by Great Britain; before 1914, when the Northern and Southern Protectorates were amalgamated to form Nigeria.

**Product** is an object, or system, or service made available for consumer use as a result of the consumer demand; anything that can be marketed to satisfy the desire or need of a customer.

**Religion:** Strong belief in a supernatural power or powers that control human destiny; an institution to express belief in a divine power.

**Science:** Knowledge about the structure and behaviour of the natural and physical world; a system for organizing the knowledge about a particular subject, especially one concerning human behaviour or society.

**Social:** Living together or enjoying life in communities or organized groups; relating to human society and its members.

**Socio-economic:** Relating to the welfare and needs of the society.

**Standard:** A basis for comparison; a reference point against which other things can be evaluated; an ideal in terms of which something can be judged

**Value:** An ideal that is accepted by some individual or group

**MODULE 2**

- Unit 1: Foods and Nutrition I
- Unit 2: Foods and Nutrition II
- Unit 3: Foods and Nutrition III
- Unit 4: Foods and Nutrition IV
- Unit 5: Clothing and Textile I
- Unit 6: Clothing and Textile II

**UNIT 1: FOOD AND NUTRITION I****Unit Structure**

- 1.1 Introduction
- 1.2 Intended Learning Outcomes
- 1.3 Food and Nutrition I
  - 1.3.1 Definitions
  - 1.3.2 Nutritional Needs
  - 1.3.3 Nutritional Requirements in Special Groups
    - 1.3.3.1 Nutrition During Pregnancy and Lactation
    - 1.3.3.2 Increased Nutrients Required during Pregnancy
    - 1.3.3.3 Nutrition during Lactation
    - 1.3.3.4 Nutrients Requirement by a Breast Feeding Mother
- 1.4 Summary
- 1.5 References/Further Reading/Web Resources
- 1.6 Possible Answers to Self-Assessment Exercise(s)

**1.1 Introduction**

The saying “You are what you eat” seems to be proven true. We eat different kinds of food such as pulses, bread, rice, vegetables, milk, etc. All these different kinds of food provide us with nutrients to keep us healthy and active. It is important to know what food to eat in order to stay healthy. The science of food and nutrients and their actions on our health is called Nutrition.

Nutrition and health, in fact, are two sides of the same coin. They are, therefore, inseparable. Health depends to a large extent on nutrition, and nutrition depends on the food intake. So food is the most important single factor for health and fitness.



## 1.2 Intended Learning Outcomes

By the end of this unit, you will be able to discuss the:

- terms — food, nutrients, micronutrient, macronutrient and nutrition
- basis for classifications of foods into appropriate groups
- source and function of food nutrients
- factors that influence nutritional needs.
- nutritional requirements for growth
- nutritional requirements in special groups
- nutrient requirement by breast feeding mothers.



## 1.3 Food and Nutrition I

### 1.3.1 Definitions

**Let us define and describe food, nutrition, health and fitness**

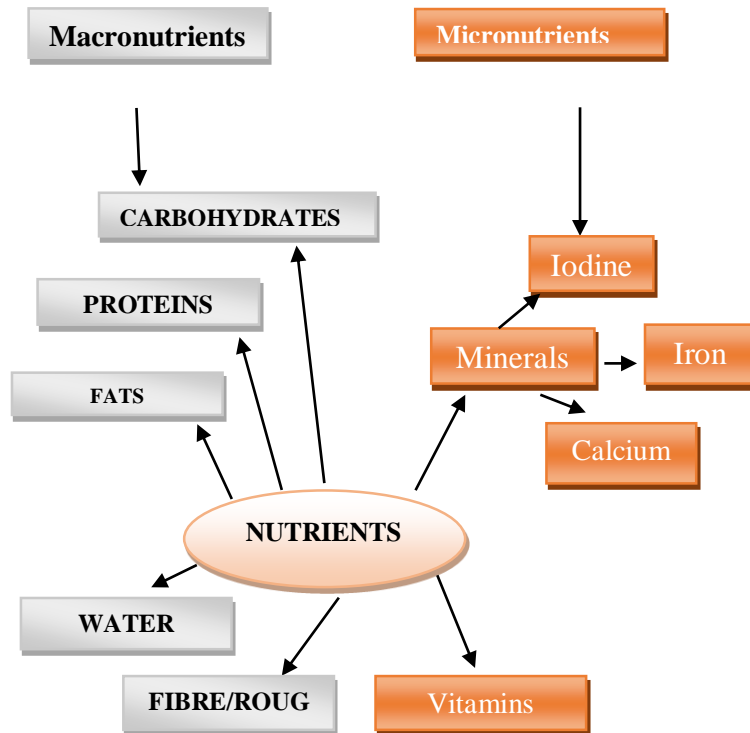
- **Food** can be defined as anything solid or liquid which when swallowed, digested and assimilated in the body provides it with essential substances called nutrients and keeps it well. It is the basic necessity of life. Food supplies energy, enables growth and repairs tissues and organs. It also protects the body from disease and regulates body functions.
- **Nutrition** is defined as the science of foods, nutrients and other substances they contain; and of their actions within the body including ingestion, digestion, absorption, metabolism and excretion. While this summarises the physiological dimensions, nutrition has social, psychological and economic dimensions too.
- **Nutrients** are the constituents in food that must be supplied to the body in suitable amounts. These include carbohydrates, proteins, fats, minerals, vitamins, water and fibre. We need a wide range of nutrients to keep ourselves healthy. Most foods contain more than one nutrient such as milk has proteins, fats, etc. Nutrients can be classified as macronutrients and micronutrients on the basis of the required quantity to be consumed by us every day.

Figure 1.i shows the distinction between macronutrients and micronutrient

- **Micronutrients** - the two classes of small non-energy yielding elements and compounds: minerals and vitamins, essential in very small amounts for regulation and control functions in cell metabolism and building certain body structures.

- **Macronutrients**- the three large energy-yielding nutrients: carbohydrates, fats and proteins.
- **Metabolism**- sum of all the various chemical processes by which the body grows and maintains itself (anabolism) and breaks down and reshapes tissue (catabolism), transforming energy to do its work. Products of these various reactions are called metabolite.

(Required in large amounts by the body)  
 (Required in small amounts by the body)



*Fig.1.1: Basic Nutrients in Our Food*

**Table 1.1 : Food as a Source of Nutrients**  
**Sources and functions of food nutrients**

<i>Sl. No.</i>	<i>Nutrient</i>	<i>Function</i>	<i>Food Source</i>
1.	Protein	Promote growth, repair worn out tissues, help in blood formation and production of enzymes and hormones anti bodies.	Animal proteins from milk and milk products, poultry, fish and eggs. Vegetable proteins from pulses and grams, seeds, and nuts.
2.	Carbohydrates	Give energy, and add bulk, variety and flavour	Sugar, cereals, roots



		to food.	and tubers.
3.	Fats	Provide energy, transport fat soluble Vitamins of A, D, E and K, add flavor to food, give a sense of satisfaction and fullness when eaten.	Oil and oilseeds, nuts, butter, meat, egg yolk and milk.
4.	Minerals: Calcium, Phosphorus Iron, Potassium Iodine, Zinc, Fluorine, Magnesium	Constituents of bones and teeth, giving them strength and rigidity. Constituents of body cells, muscles, blood corpuscles, liver etc. Needed in small amounts for the formation of haemoglobin, thyroxine, enzymes etc.	Milk and milk products, green leafy vegetables, cereals and pulses, fruits, nuts and seeds, fortified foods e.g. iodised salt.
5.	Vitamin A	Needed for growth and development, fighting infection, helps in reproduction and vision in dim light.	Green leafy vegetables, yellow fruits and vegetables, liver, egg, milk and milk products and palm oil.
6.	Vitamin B	Helps with carbohydrate metabolism. Deficiency leads to mental depression, irritability, fatigue & nervousness, constipation, insomnia and loss of appetite.	Whole cereals, groundnuts, yeast, eggs, fish, peas, milk and green leafy vegetables.
(a)	Thiamine.		
(b)	Riboflavin	Necessary for growth and development. It is needed for cell respiration and maintenance of nerve cells.	Yeast, liver, eggs, milk, whole cereals, fish, legumes and green leafy vegetables.
(c)	Niacin	Necessary for normal functioning of digestive glands and skin.	Milk and milk products, meat, fish, liver, eggs, nuts and

	Promotes growth and development.	legumes and green leafy vegetables.
	Helps in the oxidation of proteins, fats and carbohydrates for production of energy.	
7.	Vitamin C	It plays a vital role in healing of wounds, and fractures. It is necessary for the formation & maintenance of intercellular substances. It is essential for the maturation of red blood cells & strengthening of capillaries anti-oxidants.
8.	Vitamin D	Necessary for the utilization of calcium and phosphorus, and regulates their concentration in the blood. It helps in the formation of healthy and hard bones and teeth.
	Vitamin E	Acts as an activator in enzymatic reactions, and enhances the utilisation of Vitamin A and Vitamin C in the body. It is an antioxidant.
9.	Vitamin K	Helps with coagulation of blood, by synthesising prothrombin, and is involved in the enzymatic system of the clotting factor.
		Vegetables and fruits, like oranges, lemons, cabbage, green leafy vegetables, mango, papaya. Milk and milk products, eggs.
		Fish, liver oils, egg yolk, nuts and green leafy vegetables.
		Wheat germ oil, cotton seed oil, some cereals and green leafy vegetables.
		Spinach, cabbage, soya bean, vegetable oils, and cauliflowers.

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**Adapted from Mullick, P. (2003)**

### **Self-assessment Exercises 1**

1. Discuss the terms — (a) food, (b) nutrient, (c) micronutrient, (d) macronutrient and (e) nutrition.
2. Discuss the basis for classifications of foods into appropriate groups.

### 1.3.2 Nutritional needs

#### \* The importance of the knowledge of nutritional requirements

The knowledge of nutritional requirements of an individual or group is important for two main reasons:

- Prescriptive reasons: that is, to provide or dispense food supplies; for example:
  - to procure food for national consumption
  - to secure food for institutional consumption
  - to run nutritional supplementation programmes.
- Diagnostic reasons: mainly to identify whether a group or an individual is suffering from malnutrition of any kind; for example:
  - to evaluate nutritional intervention programmes
  - to determine whether the food available in the stock is adequate to feed the household or nation for a certain duration of time.

#### \* Factors that influence nutritional needs

- Physical activity — whether a person is engaged in heavy physical activity
- The age and sex of the individual or group
- Body size and composition — what the general build is of a person or group
- Climate — whether a person or group is living in hot or cold climate
- Physiological states, such as pregnancy and lactation.

#### \* Nutritional Requirements for Growth

- **Energy Needs:** During Childhood, the demand for calories is relatively great. However, there is much variation in need with age and condition. Of these calories, carbohydrate is the primary energy source. Protein is spared for its essential growth needs. Fat calories are used as backup energy sources, although essential fatty acids such as linoleic acid are used for growth.
- **Protein Needs:** Protein provides the essential building materials for tissue growth - amino acids. As a child grows, the requirements per unit of body weight gradually decrease. Usually, the healthy, active growing child will consume the necessary amount of calories and protein in the variety of foods provided.
- **Water Requirements:** The Infant's relative need for water is greater than that of the adult. The infant's body content of water is 70% to 75% of the total body weight

whereas in the adult, water constitutes only about 60% to 65% of the total body weight. Also, a large amount of the infant's total body water is outside the cell and more easily lost. The child's water need is related to the caloric intake and the urine concentration.

- **Mineral and Vitamin Needs:** Minerals and vitamins play essential roles in tissue growth and maintenance and in overall energy metabolism. Positive childhood growth and development depend on an adequate amount of these essential substances e.g. rapidly growing young bones require calcium and phosphorus. Calcium is also needed for the developing teeth, muscle contraction, nerve irritability, blood coagulation and heart muscle action. Iron is essential for haemoglobin formation.

### Self-assessment Exercises 2

Discuss (1) source and function of food nutrients, (2) factors that influence nutritional needs and (3) nutritional requirements for growth.

### 1.3.3 Nutritional requirements in special groups

Nutrition requirement for special groups refers to the specific nutrients required by the group to meet the peculiarity of that group. Nutritional requirements in the different segments of the population can be classified into four groups. These correspond to different parts of the lifespan, namely;

- pregnancy and lactation
- infancy and childhood
- adolescence and adulthood, and
- old age (geriatric)

#### 1.3.3.1 Nutrition during pregnancy and lactation

An unborn child needs a healthy and well-nourished mother to grow properly. Therefore, a mother needs to gain weight during pregnancy to help nourish her growing baby. Women who do not gain enough weight often have babies that weigh too little (low birth weight). A baby weighing less than 2.5 kg has an increased chance of both physical and mental health problems. It may also suffer more from infection and malnutrition compared with babies of normal weight.

### 1.3.3.2 Increased nutrients required during pregnancy

**Increased requirements:** energy, protein, essential fatty acids, vitamin A, vitamin C, B vitamins (B1, B2, B3, B5, B6, B12, folate), calcium, phosphorus, iron, zinc, copper and iodine.

Women's nutrition during pregnancy and lactation should focus on the three micronutrients (vitamin A, iron and iodine) and extra energy intake/reduction of energy expenditure. Therefore the following are essential nutrition actions related to maternal nutrition. A pregnant or lactating mother:

- Needs extra foods, especially those that are good sources of iron.
- Needs at least one additional meal (200 Kcal) per day during the pregnancy.
- Needs to cut down her energy expenditure. She should reduce her involvement in strenuous household tasks that lead to higher energy expenditure.
- Should eat iodised salt in her diet.
- Should take vitamin A rich foods (such as papaya, mango, tomato, carrot, and green leafy vegetable) and animal foods (such as fish and liver).
- Should sleep under an insecticide-treated bed net to protect from mosquito bites.
- Should be de-wormed during the third trimester
- Needs a well-balanced diet containing mixture of foods. This should include as far as possible food from the different food groups (animal products, fruits, vegetables, cereals and legumes).

### 1.3.3.3 Nutrition during lactation (breastfeeding)

Babies should be fed breast milk for healthy growth. Breast milk is food produced by the mother's body especially for the baby, and it contains all the nutrients (nourishment) a healthy baby needs. A lactating mother therefore needs to feed well, at least two extra meals (550 Kcal) of whatever is available at home. In addition a dose of vitamin A (200,000IU) should be given once between delivery and six weeks after delivery. This will enable the baby to get an adequate supply of vitamin A for the first six months. Exclusive breastfeeding during the first six months is highly recommended.

### 1.3.3.4 Nutrient requirement by breast feeding mothers

- Nutritional needs during breastfeeding are increased in response to breast milk production.
- They must meet the requirements of both baby and mother.

- Simply eating more of the usual balanced diet can help meet the higher energy demand during breastfeeding.
- The increase in protein requirements during lactation are minimal compared to that of energy.
- However, if the energy intake is low, protein will be used for energy production.
- The additional protein requirements during lactation can be met by consuming protein rich foods (e.g. one egg or 25 g of cheese or 175 g of milk).
- If the protein intake is not high enough, then the proportion of casein in the milk may be reduced.
- Casein protein is an important component of milk, and helps to provide the baby with calcium and phosphate
- The intake of some nutrients (e.g. vitamins C, A, thiamine, riboflavin, B6, B12, iodine and selenium) is reflected in breast milk composition
- Newborn babies have very little amounts of these particular nutrients, and so they rely on breast milk for an adequate supply
- Good sources of iodine are seafood and iodized salt.
- On the other hand, nutrients in breast milk such as zinc, iron, folic acid, vitamin D, calcium, and copper are not affected by what the mother eats.
- The levels of these nutrients in human milk are constant, despite variations in the mother's diet or body stores.
- Dietary and supplemental intake of these nutrients during lactation will benefit the mother more than the baby.
- Calcium is essential during lactation because it is required for milk production.
- An intake of 1000 mg calcium per day is required during the first six months after delivery.
- 500 ml of milk or milk products per day must be taken in addition to eating calcium rich foods, such as green leafy vegetables and fish.

A nutrient is considered “essential” if it must be taken in from outside the body-in most cases, from food. The composition of the body tends to change in somewhat predictable ways over the course of a lifetime-during the growing years, in pregnancy and lactation, and as one ages-with corresponding changes in nutrient needs during different phases of the life cycle. Although nutrients are separated into categories for the purpose of discussion, one should keep in mind that nutrients work in collaboration with each other in the body, not as isolated entities.

### Self-assessment Exercises 3

Discuss (1) nutritional requirements in special groups and (2) nutrient requirement by breast feeding mothers



## 1.4 Summary

In this unit we have examined an aspect of the very wide scope of nutrition. We considered the basic nutrient in our food, the sources and functions of food nutrients, the nutritional needs is the reason for knowing nutritional requirement, factors that affect nutritional needs and nutritional requirement for growth. Nutritional requirements in special groups were also analysed.



## 1.5 References/Further Reading/Web Resources

Adelekan, D.A. *Nutritional Issues in Adolescence*. Institute of Public Health, Obafemi Awolowo University, Ile –Ife.

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## 1.6 Possible Answers to Self-Assessment Exercise(s)

### Self-Assessment Exercises 1

1. (a) **Food** is anything, either solid or liquid, which when swallowed, digested and assimilated in the body provides it with essential substances called nutrients and keeps it well. It supplies energy, enables growth, repairs tissues and organs. It also protects the body from diseases and enhances body functions.
- (b) **Nutrients** are the constituents of food that must be supplied to the body in suitable amounts. These include carbohydrates, proteins, fats, minerals, vitamins, water and fibre.
- (c) **Macronutrients** are the three large energy-yielding nutrients: carbohydrates, fats/oils and proteins. They are the bulk constituents of food
- (d) **Micronutrients** are the two classes of small non-energy yielding elements and compounds of minerals and vitamin. They exist in

- very small amounts but are essential for regulation and control functions in cell metabolism and building certain body structures.
- (e) **Nutrition** is defined physiologically as the science of foods, nutrients and other substances they contain; and of their actions, within the body, including ingestion, digestion, absorption, metabolism and excretion.
2. **The basis for the classifications of the various nutrients in food** is because various nutrients perform various functions in the body. Another basis is that various groups among the members of the family have various nutritional needs. Such groups include children, the elderly, pregnant mothers, breast feeding mothers, etc.

### Self-Assessment Exercises 2

1. **Source and function of food nutrients:** Animals and plants (i.e. living things) are the source of food nutrients. They provide the body with substances for energy (e.g. from carbohydrates and fats/oils), growth (from protein) and general wellness (from vitamins and minerals).
2. **Factors that influence nutritional needs** include age, sex, state of health, occupation, habits, physical activity, body size and composition, climate and physiological state (such as pregnancy and lactation), etc.
3. **Nutritional requirements for growth** include **Energy Needs:** During Childhood, the demand for calories is relatively great. However, there is much variation in need with age and condition. Of these calories, carbohydrate is the primary energy source. Protein is spared for its essential growth needs. Fat calories are used as backup energy sources, although essential fatty acids such as linoleic acid are also necessary for growth.

**Protein Needs** are to provide amino acids, which are the essential building materials for tissue growth. Usually, the healthy, active growing child will consume the necessary amount of calories and protein in the variety of foods provided.

**Water Requirements:** The Infant's relative need for water is greater than that of the adult. The infant's body content of water is 70% to 75% of the total body weight whereas in the adult, water constitutes only about 60% to 65% of the total body weight. Also, a large amount of the infant's total body water is outside the cell and more easily lost. The



child's water need is related to the caloric intake and the urine concentration.

**Mineral and Vitamin Needs:** Minerals and vitamins play essential roles in tissue growth and maintenance and in overall energy metabolism. Positive childhood growth and development depend on an adequate amount of these essential substances e.g. rapidly growing young bones require calcium and phosphorus. Calcium is also needed for developing teeth, muscle contraction, nerve irritability, blood coagulation and heart muscle action. Iron is essential for haemoglobin formation.

### Self-Assessment Exercises 3

1. **Nutritional requirements in special groups** refers to the specific nutrients required by the various groups to meet the peculiarity of that group. Nutritional requirements in the different segments of the population can be classified into four groups. These correspond to different parts of the lifespan. They are pregnancy and lactation, infancy and childhood, adolescence and adulthood, and old age (geriatric)
2. **Nutritional needs during breastfeeding** are increased in response to breast milk production.

Meeting the requirements of both baby and mother. Simply eating more of the usual balanced diet can help meet the higher energy demand during breastfeeding. Increase in protein requirements during lactation are minimal compared to that of energy. Casein protein is an important component of milk, and helps to provide the baby with calcium and phosphate. The intake of some nutrients (e.g. vitamins C, A, thiamine, riboflavin, B6, B12, iodine and selenium) can be achieved in mother's breast milk composition for babies. Good sources of iodine are seafood and iodized salt. On the other hand, nutrients in breast milk such as zinc, iron, folic acid, vitamin D, calcium, and copper are not affected by what the mother eats as levels of these nutrients in human milk are constant, despite variations in the mother's diet or body stores. Dietary and supplemental intake of these nutrients during lactation benefit the mother more than the baby. Calcium is essential during lactation because it is required for milk production. An intake of 1000 mg calcium per day is required during the first six months after delivery. 500 ml of milk or milk products per day must be taken in addition to eating calcium rich foods, such as green leafy vegetables and fish.

## UNIT 2: FOOD AND NUTRITION II

### Unit Structure

- 2.1 Introduction
- 2.2 Intended Learning Outcomes
- 2.3 Food and Nutrition II
  - 2.3.1 Nutritional Requirement in Special Groups
    - 2.3.1.1 Nutritional requirements in infancy
    - 2.3.1.2 Nutritional requirements in children
    - 2.3.1.3 Nutrition needs among adolescents
    - 2.3.1.4 Nutrition among the aged
  - 2.3.2 Nutritional Guides for Promoting Health
- 2.4 Summary
- 2.5 References/Further Reading/Web Resources
- 2.6 Possible Answers to Self-Assessment Exercise(s)



### 2.1 Introduction

In the previous unit, the nutritional requirements of the special group of pregnant and breast feeding mothers were analysed, in this unit other special groups of nutritional requirements will be discussed. Adequate nutrition is vital for ensuring overall emotional and physical health. Different stages of the life cycle indicate differing nutrients needs.



### 2.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- analyse the nutrient requirement among the special groups
- discuss the causes of malnutrition among the aged
- discuss malnutrition among the aged and its effects
- discuss the nutrition requirement for the aged
- discuss the nutritional guides for promoting health



### 2.3 Food and Nutrition II

The specific nutrients and amount that must be included in complete and balanced diet for a healthy individual is the nutritional requirement. These are different for each nutrient and also vary between individuals and life stages. Each nutrient has a particular series of functions in the body and some nutrients are needed in larger or smaller quantities than

others. The special group takes into account the individual requirements of each nutrient as related to a person's characteristics such as age, gender, level of physical activity and state of health.

### 2.3.1 Nutritional Requirements in Special Groups

To develop to their optimal potential, it is vital that children are provided with nutritionally adequate diets. Infancy, childhood and adolescence are the first special groups of the family that require unique nutritional requirements. The common feature of these groups is that all the members are undergoing rapid growth and development. This phenomenon poses a heavy demand on their nutritional requirements. Small children and infants do not have a well-developed body nutrient store, and therefore are more vulnerable to infection. In addition they have a larger surface area compared to their body size. All these factors increase their basal metabolic rate (BMR), resulting in an increased requirement for nutrients. We shall study each group as they are all unique.

#### 2.3.1.1 Nutritional requirements in infancy

- \* **Babies under 6 months of age** – A baby should be given colostrum at birth (first breast milk secretion; it is very nutritious) - Needs only breast milk at least eight to ten times a day.
- \* **Babies above 6 months** - Need breast milk eight to ten times or more each day. - They need small meals, which are not bulky, three to five times a day. As an energy source, breast milk offers significant advantages over manufactured formula milk.

#### 2.3.1.2 Nutritional requirements in children

- \* **Energy:** Energy needs remain high through the early formative years. Energy requirements decline thereafter and are based on weight, height, and physical activity
- \* **Water:** Infants and children need plenty of water to drink, particularly when ill, or exposed to extreme temperatures. Total water requirements (from beverages and foods) are also higher in infants and children than for adults. Children obviously have a larger body surface area per unit of body weight and a reduced capacity for sweating when compared with adults, and therefore are at greater risk of morbidity and mortality from dehydration. Parents usually underestimate these fluid needs, especially if infants and children are experiencing fever, diarrhoea or exposure to very cold or very hot temperatures.
- \* **Essential fatty acids:** Some fatty acids play a key role in the central nervous system. However infants and children should not

ingest large amounts of fatty foods. So it is important to get the balance right.

### 2.3.1.3 Nutrition needs among adolescents

Adolescents also undergo a very rapid growth during their puberty (called the **pubertal growth spurt**). During the pubertal growth spurt, they increase rapidly, both in weight and height. Therefore, they need a nutrient intake that is proportional with their rate of growth. The growth rate is very high right after birth and infancy. Then the growth rate slows down until the age of 12–14 years. At about 15–16 years (the pubertal period) there is a sharp rise in growth rate. After that, the growth rate slows down again.

Requirements for macronutrients (proteins, carbohydrates and fats) and micronutrients are higher on a per kilogram basis during infancy and childhood than at any other developmental stage. These needs are influenced by the rapid cell division occurring during growth, which requires protein, energy and fat. Increased needs for these nutrients are reflected in daily requirements for these age groups, some of which are briefly discussed below.

Higher intakes of protein and energy for growth are recommended for adolescents. For most micronutrients, recommendations are the same as for adults. Exceptions are made for certain minerals needed for bone growth (e.g. calcium and phosphorus). Evidence is clear that bone calcium accretion increases as a result of exercise rather than from increases in calcium intake. Since weight gain often begins during adolescence and young adulthood, young people must establish healthy eating and lifestyle habits that reduce the risk for chronic disease later in life.

\* **Nutritional requirements for adolescents.** Adolescents should

- Eat 3 meals a day
- Eat breakfast. Eating breakfast affects both cognitive and physical performance and so should not skip breakfast
- Reduce consumption of junk foods
- Eat nutritious snacks
- Eat additional energy-giving foods for growth and activity
- Consume a lot of calcium containing foods
- Eat a lot of iron-giving foods, (particularly adolescent girls).
- Eat plenty of fruits and vegetables.

## Self-Assessment Exercise 1

Analyse the nutrient requirements among the various special groups of the family

### 2.3.1.4 Nutrition among the aged

Elderly people are especially vulnerable to nutritional problems due to age related changes in their body (impaired physiological and anatomical capacity). Some elderly people have difficulty getting adequate nutrition because of age or disease related impairments in chewing, swallowing, digesting and absorbing nutrients. Their nutrient status may also be affected by decreased production of chemicals to digest food (digestive enzymes), changes in the cells of the bowel surface and drug–nutrient interactions. Some elderly people demonstrate selenium deficiency, a mineral important for immune function. Impaired immune function affects susceptibility to infections and tumours (malignancies). Vitamin B6 helps to boost selenium levels, so a higher intake of the vitamin for people aged 51–70 is recommended.

Nutritional interventions should emphasis healthy foods, with supplements playing a secondary role. Although modest supplementary doses of micronutrients can both prevent deficiency and support immune functions, very high dose supplementation (example, high dose of zinc) may have the opposite effect and result in immune-suppression. Therefore, elderly people also need special attention with regards to nutritional care as they face old age challenges.

#### \* **Causes of malnutrition among the aged**

Malnutrition in the elderly can be caused by a variety of factors including the following:

- Changes in the digestive system. These include Xerostomia (dryness of the mouth), decrease in saliva production
- Sedentary lifestyle, such as suddenly living alone or having trouble moving around, social isolation, loneliness and neglect
- Financial burden or low income/poverty
- Effects of medications used by the elderly.
- Problems of chewing or swallowing of food due to loss of dentition
- Lack of interest and difficulties in preparing and eating food.

#### \* **Effects of Malnutrition among the aged**

Effects of malnutrition in the aged are deleterious and far reaching due to their impaired regenerative capacity and other contributing factors.

Degenerative diseases such as cardiovascular and cerebrovascular diseases, diabetes, osteoporosis and cancer, are among the most common diseases affecting the aged, and are all diet-related.

Micronutrient deficiencies are often common due to factors such as reduced food intake and a lack of variety in their foods. Also the prices of foods rich in micronutrients could further discourages their consumption. Compounding the situation is the fact that the older people often suffer from decreased immune function, which contributes to the group's increase illness.

\* **Nutrition requirement for the aged** - Elderly people should eat the following foods that give lots of nutrients without a lot of extra calories such as

- Fruits and vegetables (choose different types with bright colors)
- Whole grains, oatmeal, whole-wheat bread, and brown rice
- Fat-free or low-fat milk and cheese, or soy or rice milk that has added vitamin D and calcium
- Seafood, lean meat, poultry, and eggs
- Beans, nuts, and seeds

The elderly should;

- Avoid empty calories. These are foods with lots of calories but few nutrients, such as chips, candy, baked foods, soda, and alcohol.
- Pick foods that are low in cholesterol and fat
- Drink enough water to prevent dehydration. Some people lose their sense of thirst as they age. And certain medicines might make it important to have plenty of fluids.
- Have regular exercises or physical activity

### Self-Assessment Exercises 2

1. Discuss the causes of malnutrition among the aged
2. Discuss malnutrition among the aged and its effects

### 2.3.2 Nutritional guides for promoting health

A healthy diet helps to protect against malnutrition in all its forms as well as non-communicable diseases including others, such as cancer, heart diseases, diabetes, etc. A good nutritional guide is therefore needful and should be adhered to judiciously. The following are some recommended guides for promoting health:

- \* **Always eat a variety of foods:** No single food can supply all the essential nutrients in the amounts needed. One way to ensure variety and a balanced diet is to select foods each day from all the major food groups.
- \* **Maintain ideal weight:** The ideal body weight must be determined individually, for many factors are involved, such as body composition, body metabolism, genetics and physical activity.
- \* **Avoid too much consumption of fat, saturated fat and cholesterol:** Elevated serum levels of these fats and cholesterol are associated with a higher risk of coronary heart disease. Thus, it is wise to cut down on fats in general, using them only in moderation.
- \* **Eat foods with adequate starch and fibre:** Complex carbohydrate foods (starch) are better sources for energy than simple carbohydrates (sugars) and fats. Starch also contains many essential nutrients and kilocalories needed for energy.
- \* **Avoid too much consumption of sugar:** The major health hazard from eating too much sugar is tooth decay (dental caries).
- \* **Avoid too much consumption of sodium:** Excessive sodium is not healthy for anyone, especially persons who are prone to having high blood pressure.
- \* **Alcohol should be taken moderately:** Heavy drinking contributes to chronic liver disease and some neurologic disorders as well as some throat and neck cancers.

Requirements for energy and micronutrients change throughout the life cycle. Although inadequate intake of certain micronutrients is a concern, problems also come from the dietary excesses of energy, saturated fat, cholesterol and eating refined carbohydrates, all of which contribute to obesity and chronic disease in developed as well as developing countries, families should thus consume foods that keep energy intake within reasonable bounds, while maximising intake of nutrient-rich foods, particularly vegetables, fruits, legumes and whole grains.

### Self-Assessment Exercises 3

1. Discuss the nutrition requirement for the aged
2. Discuss the nutritional guides for promoting health

## 2.4 Summary

In this unit, we have examined the nutritional requirements of the special groups of infancy and children, adolescents and old aged. The common dietary pattern and eating disorders of adolescents were also

discussed as well as causes of malnutrition and its effects among the aged. We finally provided the nutritional guides for promoting health

## 2.5 References/Further Reading/Web Resources

Adelekan, D.A. (N.D.). *Nutritional Issues in Adolescence*. Institute of Public Health, Obafemi Awolowo University, Ile –Ife.

Ojo feitimi E.O. (2014). *Principles and practices of Nutrition for Public Health practitioners*. Ibadan: Non Such house, pp. 129-151.

<http://www.fao.org/ag/agn/nutition/ICN/icncare.htm>

## 2.6 Possible Answers to Self-Assessment Exercise(s)

### Self-Assessment Exercise 1

Nutrient requirements among the various special groups of the family can be analysed as follow:

#### (1) Nutritional Requirements in Infancy:

**Babies under 6 months of age** – A baby should be given colostrum at birth (first breast milk secretion; it is very nutritious) - Needs only breast milk at least eight to ten times a day.

**Babies above 6 months** - Need breast milk eight to ten times or more each day. - They need small meals, which are not bulky, three to five times a day. As an energy source, breast milk offers significant advantages over manufactured formula milk.

#### (2) Nutritional Requirements in Children:

**Energy:** Energy needs remain high through the early formative years. Energy requirements decline thereafter and are based on weight, height, and physical activity

**Water:** Infants and children need plenty of water to drink, particularly when ill, or exposed to extreme temperatures. Total water requirements (from beverages and foods) are also higher in infants and children than for adults. Children obviously have a larger body surface area per unit of body weight and a reduced capacity for sweating when compared with adults, and therefore are at greater risk of morbidity and mortality from dehydration. Parents usually underestimate these fluid needs, especially



if infants and children are experiencing fever, diarrhoea or exposure to very cold or very hot temperatures.

**Essential fatty acids:** Some fatty acids play a key role in the central nervous system. However infants and children should not ingest large amounts of fatty foods. So it is important to get the balance right.

**(3) Nutritional requirements for Adolescents.** Adolescents should

Eat 3 meals a day

Eat breakfast. Eating breakfast affects both cognitive and physical performance and so should not skip breakfast

Reduce consumption of junk foods

Eat nutritious snacks

Eat additional energy-giving foods for growth and activity

Consume a lot of calcium containing foods

Eat a lot of iron-giving foods, (particularly adolescent girls).

Eat plenty of fruits and vegetables.

### **Self-Assessment Exercises 2**

**(1) Causes of malnutrition among the aged** include the following:

Changes in the digestive system. These include Xerostomia (dryness of the mouth), decrease in saliva production

Sedentary lifestyle, such as suddenly living alone or having trouble moving around, social isolation, loneliness and neglect

Financial burden as a result of low income and poverty

Effects of medications used by the elderly.

Problems of chewing or swallowing of food due to loss of dentition

Lack of interest and difficulties in preparing and eating food.

**(2) Malnutrition among the aged and its effects**

**(a) Signs of malnutrition among the aged**

Elderly people are especially vulnerable to nutritional problems due to age related changes in their body (impaired physiological and anatomical capacity). Some elderly people have difficulty getting adequate nutrition because of age or disease related impairments in chewing, swallowing, digesting and absorbing nutrients. Their nutrient status may also be affected by decreased production of chemicals to digest food (digestive enzymes), changes in the cells of the bowel surface and drug–nutrient interactions. Some elderly people demonstrate

selenium deficiency, a mineral important for immune function. Impaired immune function affects susceptibility to infections and tumours (malignancies). Vitamin B6 helps to boost selenium levels, so a higher intake of the vitamin for people aged 51–70 is recommended.

(b) **Effects of malnutrition among the aged**

Effects of malnutrition in the aged are deleterious and far reaching due to their impaired regenerative capacity and other contributing factors. Degenerative diseases such as cardiovascular and cerebrovascular diseases, diabetes, osteoporosis and cancer, are among the most common diseases affecting the aged, and are all diet-related.

Micronutrient deficiencies are often common due to factors such as reduced food intake and a lack of variety in their foods. Also the prices of foods rich in micronutrients could further discourages their consumption. Compounding the situation is the fact that the older people often suffer from decreased immune function, which contributes to the group's increase illness.

### **Self-Assessment Exercises 3**

- (1). **The nutrition requirement for the aged** is focused on healthy foods, with supplements playing a secondary role. Although modest supplementary doses of micronutrients can both prevent deficiency and support immune functions, very high dose supplementation (example, high dose of zinc) may have the opposite effect and result in immune-suppression. Elderly people also need special attention with regards to nutritional care as they face old age challenges.
- (2). **Nutritional guides for promoting health**  
A healthy diet helps to protect against malnutrition in all its forms as well as non-communicable diseases including others, such as cancer, heart diseases, diabetes, etc. A good nutritional guide is therefore needful and should be adhered to judiciously. The following are some recommended guides for promoting health:

**Always eat a variety of foods:** No single food can supply all the essential nutrients in the amounts needed. One way to ensure variety and a balanced diet is to select foods each day from all the major food groups.

**Maintain ideal weight:** The ideal body weight must be determined individually, for many factors are involved, such as body composition, body metabolism, genetics and physical activity.

**Avoid too much consumption of fat, saturated fat and cholesterol:** Elevated serum levels of these fats and cholesterol are associated with a higher risk of coronary heart disease. Thus, it is wise to cut down on fats in general, using them only in moderation.

**Eat foods with adequate starch and fibre:** Complex carbohydrate foods (starch) are better sources for energy than simple carbohydrates (sugars) and fats. Starch also contains many essential nutrients and kilocalories needed for energy.

**Avoid too much consumption of sugar:** The major health hazard from eating too much sugar is tooth decay (dental caries).

**Avoid too much consumption of sodium:** Excessive sodium is not healthy for anyone, especially persons who are prone to having high blood pressure.

**Alcohol should be taken moderately:** Heavy drinking contributes to chronic liver disease and some neurologic disorders as well as some throat and neck cancers.

## UNIT 3: FOOD AND NUTRITION III

### Unit Structure

- 3.1 Introduction
- 3.2 Intended Learning Outcomes
- 3.3 Food and Nutrition III
  - 3.3.1 Cooking of Food
  - 3.3.2 Food Processing and Preservation
    - 3.3.2.1 Food processing
    - 3.3.2.2 Food preservation
- 3.4 Summary
- 3.5 References/Further Reading/Web Resources
- 3.6 Possible Answers to Self-Assessment Exercise(s)



### 3.1 Introduction

In this unit we will examine cookery; the reasons for cooking, the cooking methods available, the unit also covers food processing and preservation, their various methods and the reasons for embarking on them.



### 3.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss the method of heat transfer to food
- state the reasons for cooking food
- demonstrate the various cooking methods with their advantages and disadvantages
- demonstrate the processing of food methods, their benefits and disadvantages
- explain the principles underlying food preservation
- discuss the various food preservation techniques.



### 3.3 Food and Nutrition III

Cookery is the art, science and craft of using heat to prepare food for consumption. Cooking food makes them edible and digestible, so that the calories and nutrients in them are easily absorbed.



*Fig.3.1*

### 3.3.1 Cooking of Food

Food is cooked basically either by the application of dry heat or moist heat.

#### **Methods of transferring heat to food.**

When cooking, heat is transferred by one of the three methods described below or by a combination of these methods:

- **Radiation** - Using a toaster and grilling food are good examples of using radiation to transfer heat. Radiation heat transfer occurs when microwaves (light waves,) or infrared energy (heat waves) are spread into the food causing the molecules of the food to vibrate rapidly causing friction, which in turn creates heat that cooks the food.
- **Conduction** - Heating a pan on a hob. Heat travels through a solid e.g. the pan. Metal objects are good conductors of heat and are thus used in the making of saucepans.
- **Convection** - A gas oven or cooking in boiling water. When heated, the particles of a liquid (e.g. water) or a gas (e.g. air) become lighter and rise, while colder particles sink to the bottom and are then heated in turn.

#### \* **Reasons for cooking food**

- Cooking develops new flavours which render food palatable and stimulating to the digestive juices.
- Cooked food is pleasing to the eye, because of the physiological changes the food undergoes.
- Cooking destroys bacteria and other micro-organism, makes it safe for consumption besides assisting in keeping it for a long time.

- Cooking changes the texture of food, promotes mastication and renders it easy for digestion and assimilation.
- It is easy to plan an attractive, palatable and balanced diet when food is cooked.
- Cooking helps to introduce variety in the daily diet
- \* **Cooking methods: Definitions, Examples of foods that can be cooked with the method, advantages and disadvantages.**

A lot of cooking methods are used in catering and hotel industry. Each is specific and has its advantages and disadvantages. They include:

**I. Boiling** is cooking food in a liquid/water at boiling point.

- i. **Methods:**
  - food is placed into boiling liquid, allowed to re - boiled, then reduce the heat so that the liquid boils gently – simmering;
  - food is covered with cold liquid, brought to the boil, then reduce the heat so that the food simmers.
- ii. **Advantages:**
  - older, tougher joints of meat can be made palatable and digestible
  - appropriate for large-scale cookery
  - economic on fuel
  - nutritious, well flavoured stock is produced
  - labor saving, requires little attention
  - safe and simple
  - maximum colour and nutritive value are retained with green vegetables – but the boiling time must be kept to the minimum
- iii. **Disadvantages**
  - foods can look unattractive
  - it can be slow
  - loss of soluble vitamins in the water
- iv. **Examples of foods which might be cooked by boiling**
  - stocks (beef, mutton, chicken, fish); sauces (brown, white, curry);
  - glazes (fish, meat); soup (tomato, lentil); farinaceous (pasta); fish (cod, salmon); - meat (beef, leg of mutton); vegetables (carrots, cabbage, potatoes).

**II. Poaching** is cooking food in the required amount of liquid at just below boiling point.

- i. **Methods**

- Shallow poaching: foods (fish, chicken) are cooking in the minimum of liquid (water, stock, milk or wine). The liquid is not allowed to boil; it is kept at a temperature close to boiling.
- Deep poaching: foods are cooked in enough water to cover them, brought to almost boiling temperature and then simmered (eggs) or placed into simmering liquid and cooked gently.
  - ii. Advantages
- Poached food is easily digestible.
  - iii. Disadvantages
- Skill is required for poaching food
- It is not a suitable method for many foods
  - iv. Examples of foods which might be cooked by poaching are farinaceous (gnocchi); eggs; fish (sole); fruits (fresh and dried); poultry (chicken)

**III. Stewing** is a long, slow cooking method where food is cut into pieces and cooked in the minimum amount of liquid, water, stock or sauce. The food and the cooking liquid are served together.

- i. Methods
  - All stews have a thickened consistency. Stewed foods may be cooked in a covered pan on the stove or in the oven.
- ii. Advantages
  - Meat juices are retained as part of the stew
  - Correct slow cooking results and very little evaporation
  - Economic on fuel
  - Nutrients are conserved
  - Tough foods are tenderised
  - Economical in labour because the foods can be bulk cooked
- iii. Disadvantages
  - Stewing is a slow cooking method.

iv. Examples of foods which might be cooked by stewing include: fish (e.g. bouillabaisse – French fish soup / stew); meat (goulash, minced beef, Irish stew, white stew of veal); poultry (chicken fricassee, curried chicken); vegetables (ratatouille).

**IV. Braising** is a method of cooking in the oven. The food is cooked in liquid in a covered pan or casserole. It is a combination of stewing and pot roasting.

- i. Methods
  - Brown braising: joints and portion cuts of meat are marinated and may be larded and then sealed quickly by browning on all sides in a hot oven or in a pan on the stove. Sealing the joints helps retain flavour and nutritive value and gives a nice brown

colour. Joints are then placed on a bed of root vegetables in a braising pan, with the liquid and other flavourings, covered with a lid and cooked slowly in the oven.

- White braising: vegetables and sweetbreads are blanched, refreshed and cooked on a bed of root vegetables with white stock in a covered container in the oven.
  - ii. Advantages
    - Older, tougher joints of meat and poultry can be used
    - maximum flavour and nutritive value are retained
    - variety of presentation and flavour is given to the menu
  - iii. Examples of foods which might be cooked by braising: farinaceous (rice); meat (lamb, beef); poultry (duck); vegetables (celery, onions)

**V. Steaming** is cooking prepared foods by steam (moist heat) under varying degrees of pressure.

i. Methods

- Atmospheric or low pressure steaming: food may be cooked by direct or indirect contact with the steam: - direct: in a steamer or in a pan of boiling water (steak); - indirect between two plates over a pan of boiling water.
- High pressure steaming: in purpose-built equipment which does not allow steam to escape; steam pressure builds up, the temperature increases and cooking time is reduced.

ii. Advantages

- Retention of nutritional value
- Some foods become lighter and easier to digest
- Low pressure steaming reduces the risk of overcooking
- High pressure steaming enables food to be cooked quickly.
- Labour-saving and suitable for large-scale cookery
- High speed steamers enable frequent cooking of small quantities of vegetables. Vegetables are freshly cooked, retaining colour, flavour and nutritive value.
- With steamed fish, natural juices can be retained; they are served with the fish or used to make an accompanying sauce.
- Economical on fuel (low heat is needed and a multi-tiered steamer can be used).

iii. Disadvantages

- Foods can look unattractive

iv. Examples of foods which might be cooked by steaming: fish (sole); meat (tongue, ham, bacon); vegetables (almost all).



**VI. Baking** is cooking food by dry heat in an oven (the action is modified by steam).

i. Methods

- Dry baking: during the baking process steam rises from the water content of the food; it combines with the dry heat of the oven to cook the food (cakes, pastry, baked jacket potatoes).
- Increased humidity baking: during the baking process with some foods (bread) the oven humidity is increased by placing a bowl of water into the oven to increase the water content of the food and to improve eating quality.
- Bain marie: during the baking process food is placed in a container of water (bain marie) to cook the food more slowly.

ii. Advantages

- A wide range of savoury and sweet foods can be produced.
- Bakery products are appealing to the eye and to the mouth.
- Bulk cooking can be achieved with uniformity of colour and degree of cooking.
- Baking ovens have effective manual or automatic controls
- Straightforward access for loading and removal of items.

iii. Disadvantages

- Requires regular attention
- Expensive energy

iv. Examples of foods which might be cooked by baking: eggs, meat (steak, cornish pastries), chicken, vegetables (potatoes), apples, fruit flans, cakes, bread.

**VII. Roasting** is cooking in dry heat in an oven or on a spit with the aid of fat or oil.

i. Methods

- Place prepared foods (meat, poultry) on a roasting spit over/in front of radiating heat;
- Place prepared foods in an oven with: - dry heat - forced air convected heat - convected heat combined with microwave energy

ii. Advantages

- Good quality meat and poultry is tender when roasted
- Meat juices from the joint are used for gravy
- Use of energy and oven temperature can be controlled
- Cooking can be observed (transparent oven doors)
- Straightforward access, adjustment or removal of items
- Continual basting with meat juices adds to a distinctive flavour

iii. Disadvantages

- Requires regular attention
- Expensive energy

iv. Examples of foods which might be cooked by roasting: meat (lamb, beef, pork, veal); poultry and game (duck, chicken, pheasant); vegetables (potatoes, parsnips).

**VIII. Pot roasting** is cooking on a bed of root vegetables in a covered pan. This method retains maximum flavour of all ingredients.

i. Method:

- Food is placed on a bed of root vegetables and herbs, coated with butter or oil, covered with a lid and cooked in an oven.

ii. Advantages

- Maximum flavour is retained
- Nutrients are retained
- Cheaper cuts of meat can be used
- Vegetables used in pot roasting can be served as an accompaniment

iii. Disadvantages

- Pot roasting is a slow cooking method.

iv. Example of food which might be cooked by pot roasting: meat (cheaper cuts)

**IX. Grilling** is a fast method of cooking by radiant heat (also called broiling).

i. Methods. Grilled foods can be cooked:

- over heat (charcoal, barbecues, gas or electric grills)
- under heat (gas or electric grills, gas or electric salamanders over fired grills)
- between heat (electrically heated grill bars or plates)

ii. Advantages

- Food can be quickly cooked to order
- Charring foods gives them a pleasing appearance and better flavour
- Better control as food is visible during cooking

iii. Disadvantages

- More suitable for expensive cuts of meat
- Requires skill

iv. Examples of foods which might be cooked by grilling: fish (cod, herring, mackerel, plaice); meat (chops, steak); vegetables (mushrooms, tomatoes); savouries; toasted items (bread, muffins, tea cakes).

**X. Shallow frying** is cooking food in a small quantity of pre-heated fat or oil in a shallow pan or on a flat surface.

i. Methods

- Shallow fry: cooking food in a small amount of fat or oil in a frying pan or saute pan. The food is first fried on the presentation side, then turned, so that both sides are cooked and coloured.
- Saute: - cooking tender cuts of meat and poultry in a saute or frying pan. After cooking the fat is discarded and the pan is deglazed with stock or wine as a part of the finished sauce. - cooking potatoes or onions which are cut into slices and tossed into hot shallow fat or oil in a frying pan till golden brown.
- Griddle: Hamburgers, sausages, sliced onions are placed on a lightly oiled, pre-heated griddle (solid metal plate) and turned frequently during cooking.
- Stir Fry: fast frying in a wok or a frying pan in a little fat or oil (vegetables, strips of beef or chicken).

ii. Advantages

- Quick cooking method
- No loss of soluble nutrients
- Good colour

iii. Disadvantages

- Suitable for expensive cuts of meat
- Not easily digested
- Requires constant supervision

iv. Examples of foods which might be cooked by shallow frying: eggs (omelets); fish (sole, plaice, trout, cod, herring); meat (lamb, kidneys, beef Stroganoff); poultry (chicken); vegetables (potatoes, onions, cauliflower, chicory); sweets and pastries (pancakes); savouries.

**XI. Deep frying** is cooking food in pre-heated deep oil or fat.

i. Methods

- Conventional deep-fried foods (except potatoes) are coated with milk and flour, egg and crumbs, batter or pastry to protect the surface of the food from the intense heat, to prevent the escape of moisture and nutrients and to modify the rapid penetration of the intense heat. The food is placed into deep pre-heated oil or fat, fried until cooked and golden brown, drained and served.

ii. Advantages

- Quick cooking method
- No loss of soluble nutrients
- Ensures good colour

iii. Disadvantages

- Not easily digested
- Safety hazard

iv. Examples of foods which might be cooked by deep frying: eggs (Scotch eggs); fish (haddock); chicken (cutlets); savoury (cheese fritters); potatoes (croquettes, chips); vegetables (onions); pastry and sweets (pineapple fritters, doughnuts)'

**XII. Microwave cookery** is cooking or reheating food using electromagnetic waves

i. Method

- It involves the use of a microwave oven powered by electricity. Microwaves activate the water molecules or particles of food, causing heat by friction to cook or reheat the food.

ii. Advantages

- Very fast method of cooking
- Fast method of defrosting
- Economical on electricity and labour
- Food is cooked in its own juices, so its flavour is retained
- Minimizes food shrinkage and drying-out

iii. Disadvantages

- Not suitable for all foods
- Limited space
- Can only penetrate 5 cm into food (from all sides)

iv. Examples of foods which might be cooked by microwave: farinaceous (pasta); fish (trout, salmon); vegetables (potatoes); pre-cooked meals.

**Self-Assessment Exercise(s) 1**

1. Discuss the methods of heat transfer to food
2. Discuss the reasons for cooking food

**3.2 Food Processing and Preservation**

The scope and importance of food processing are vast, with many different methods used to achieve different results. Food processing and preservation are necessary to ensure access to safe, wholesome, and palatable foods at reasonable costs.

**3.2.1 Food Processing****What is Food processing?**

Food Processing is the process of transforming food items into a form that can be used. It can cover the processing of raw materials into food via different physical and chemical processes. Various activities involved in this process include mincing, cooking, canning, liquefaction, pickling, macerating and emulsification.

It takes clean, harvested crops, or butchered and slaughtered animal products to produce attractive, marketable, and in several cases, life-long food products. However, food processing can also lower the nutritional value of the food and might include additives that might adversely affect health

Food processing objectives include: boosting the shelf life of food products; preventing food-contamination; enhancing food storage and transportation; turning raw food materials into attractive, marketable products; providing employment to a large population.

Some preprocessing operations may be carried out for the appropriate processing of foods. The following methods are applied for the proper processing of food:

- Peeling off the outer layers of the raw materials.
- Chopping or slicing
- Mincing
- Liquefaction
- Fermentation
- Emulsification
- Cooking
- Mixing
- Gasification such as the addition of a gas in bread or soft drinks.
- Proofing

- Spray drying
- Pasteurisation
- Packaging

### **Benefits of Food processing**

The benefits of food processing include:

- Food processing reduces the number of harmful bacteria in food that can cause diseases. For example drying, pickling dehydrates the food product and alters the pH that prevents the growth of harmful microorganisms.
- It also improves the shelf-life of food products.
- It reduces health inequalities and major health concerns.

### **The important drawbacks (disadvantages) of food processing include:**

- Processed food contains artificial ingredients that may render it unsafe.
- Processed food may be expensive.
- Processed foods are the biggest source of added sugar that is very unhealthy.

### **Self-Assessment Exercise(s) 2**

1. Demonstrate the various cooking methods with their advantages and disadvantages
2. Demonstrate the processing of food methods with their benefits and disadvantages

### **3.2.2 Food Preservation**

Food preservation is a process involved in food processing employed to prevent the growth of fungi, bacteria, and many other microorganisms. It involves the process of slowing down the oxidation of fats that would lead to rancidity. There are several food preservation methods that are designed specifically to preserve food. Some of the selected few preservation methods are stated below: Curing, Sugaring, Pickling, Drying, Smoking, Freezing and Canning/Bottling

**Causes of Food Spoilage** Food spoilage is undesirable changes taking place in the food which eventually leads to its rejection. Food spoilage can be caused by the following factors.

- Action of insects
- Action of enzymes present in the food

- Purely chemical reaction in the food
- Action of micro-organisms e.g. bacteria, yeast and moulds
- Physical changes on the food

**Reasons for Preserving Food:** Foods are preserved for the following reasons:

- To prevent spoilage
- To avoid wastage, especially when they are in season
- To prolong its shelf life
- To allow for the use of foods during the off-season
- To eliminate the purchase of foods when they are most expensive
- To introduce variety in the family menu
- To be able to take care of emergency situations

### **The Principles Underlying Food Preservation**

The underlying processes of food preservation are designed to prevent or slow spoilage, reduce contamination, and maintain nutritional value and edibility.

Food preservation methods are intended to:

1. Control microorganisms by:
  - preventing contamination in foods,
  - removing them from contaminating food, and
  - slowing their growth and activity in foods.
2. Control enzymes by:
  - inactivating endogenous enzymes, and
  - preventing or delaying chemical reactions in the food.
3. Control insects, rodents and other physical causes of food deterioration by:
  - covering foods (e.g., cheesecloth or food screens)

### **Preparation of Food for Preservation**

It must be emphasized that only wholesome foods should be preserved as preservation methods will not improve the quality of the food. We should therefore ensure that any food to be preserved must be of good quality. Also, to achieve the maximum effect of any preservation method employed, the food must be prepared accordingly. Some of the preparation that should be embarked upon before preserving our foods are:

- Clean the food thoroughly

- Cut the food into desired sizes
- Ensure that the food is of good quality i.e. wholesomeness of the food
- Package food appropriately and label if need be

### 3.2.2.1 Methods of food preservation

The choice of a preservation method depends on the final product that is desired, the packaging material, and storage facilities available.

#### \* Food preservation techniques

- **Fermentation:** During the fermentation process, “good” microorganisms are helped to grow, while the growth of spoilage-causing microorganisms is prevented. Fermentation uses up food energy and makes conditions unsuitable for undesirable microorganisms.
- **Curing:** Curing involves removing moisture from meat by saturating it with salt, salt brine or nitrites. Meat saturated with salt has reduced water activity, which makes it unsuitable for bacterial growth. By salting food, storage life is prolonged. Curing processes are sometimes used in combination with other preservation methods such as smoking or drying.
- **Sugaring:** Sugaring is the process of packing food with sugar, honey, syrup or molasses. The purpose of sugaring, much like salt is to create an environment hostile to microbial life and prevent food spoilage. Sugaring is commonly used to preserve fruits. Once sugar is added to fruits, it can be packed in freezer containers and then frozen
- **Pickling:** Pickling is the method by which food is placed in brine (salty substance) or vinegar, or both. The salt and acid (vinegar) used in pickling create an environment that inhibits the growth of microorganisms, such as *Clostridium botulinum*, that are present in the food.
- **Drying:** Drying removes most water or moisture content from foods, which reduces bacterial growth. Drying does not destroy as many nutrients as does canning or cooking. The process of drying also allows the draining out of excess fat, and as a result, dried foods are high in fibre and carbohydrates, but low in fat. Foods can be dried in the sun, oven or a food dehydrator. Properly dried foods will have 80-90 percent of their water removed.
- **Smoking:** Smoking is a technique in which smoke is used to saturate the food while drying it, giving it a smoky flavour. In the past, smoking was used as a means of preserving foods; now it is used to enhance flavours of



meat. Smoking is the most popular method used for preservation of fish and game. Smoking prevents oxidation and reduces the meat's humidity level, a factor that contributes to the inhibition of bacterial growth by protecting the surface of the meat, including fish.

- **Freezing:** Freezing is the best preservation method for foods, because it is quick and safe. The recommended freezing temperature is  $-18^{\circ}\text{C}/0^{\circ}\text{F}$  or lower. Freezing is based on two principles: - Very low temperatures which slow down the growth of microorganisms and chemical changes that cause spoilage in food. The second is the formation of ice crystals which draws away the water that is in the food, and prevents the growth of microorganisms.
- **Canning/Bottling:** The process of canning or bottling is sometimes called sterilisation, because heat treatment of the food eliminates the microorganisms that can spoil the food. Sterilisation uses a combination of high temperature and time to destroy nearly all microorganisms present in food. This process can affect the appearance, taste and nutritional content of the food. Canning is the most complicated method of preserving as there are greater chances of food spoilage if it is not done properly.

Cooking has a substantial impact on the final sensory (organoleptic), nutritious and health properties of many different food, hence understanding and mastering the different types of cooking methods is essential to becoming a great chef or home cook.

Also one of the greatest challenges facing food scientists technologists in Nigeria today is the upgrading of the traditional methods of food preservation in most cases, the traditional methods of food preservation remain at the empirical level. They are still rather crude, are not standardized and are not based on sound scientific principles making them in their present form unsuitable to large scale industrial production.

### Self-Assessment Exercises 3

1. Discuss the principles underlying food preservation
2. Discuss the various food preservation techniques



### 3.4 Summary

In this unit we have discussed cookery; the reasons for cooking, various methods of cooking. We also treated food processing, its objectives, methods, benefits and disadvantages. Finally, we examined food

preservation; causes of food spoilage, reasons for preserving food, principles underlying food preservation, preparation of food for preservation, methods of food preservation.



### 3.5 References/Further Reading/Web Resources

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### 3.6 Possible Answers to Self-Assessment Exercise(s)

#### Self-Assessment Exercises 1

##### 1. Methods of heat transfer to food

When cooking, heat is transferred by one of the three methods described below or by a combination of them:

**Radiation** - Using a toaster and grilling food are good examples of using radiation to transfer heat. Radiation heat transfer occurs when microwaves (light waves) or infrared energy (heat waves) are spread into the food causing the molecules of the food to vibrate rapidly causing friction, which in turn creates heat that cooks the food.

**Conduction** – e.g. heating a pan on a hob. Heat travels through a solid e.g. the pan. Metal objects are good conductors of heat and are thus used in the making of saucepans.

**Convection** - A gas oven or cooking in boiling water. When heated, the particles of a liquid (e.g. water) or a gas (e.g. air) become lighter and rise, while colder particles sink to the bottom and are then heated in turn.

##### 2. Reasons for cooking food include the following

Cooking develops new flavours which render food palatable and stimulating to the digestive juices.

Cooked food is pleasing to the eye, because of the physiological changes the food undergoes.

Cooking destroys bacteria and other micro-organisms, makes it safe for consumption besides assisting in keeping it for a long time.

Cooking changes the texture of food, promotes mastication and renders it easy for digestion and assimilation.

It is easy to plan an attractive, palatable and balanced diet when food is cooked.

Cooking helps to introduce variety in the daily diet

### **Self-Assessment Exercises 2**

1. Demonstration of the various cooking methods with their advantages and disadvantages should include Boiling, Poaching, Stewing, Braising, Steaming, Baking, Roasting, Pot roasting, Grilling, Shallow frying, Deep frying and Microwaving
2. **Demonstration of food processing methods with their benefits and disadvantages** should include Peeling off the outer layers of the raw material, Chopping or slicing, Mincing, Liquefaction, Fermentation, Emulsification, Cooking, Mixing, Gasification (such as the addition of a gas in bread or soft drinks), Proofing, Spray drying, Pasteurization and Packaging

**Advantages of Food processing** include reduction of harmful bacteria in food that can cause diseases. For example drying and pickling dehydrates the food product and alters the pH to prevent the growth of harmful microorganisms. It also improves the shelf-life of the food products and reduces major health concerns.

**Disadvantages of food processing** include the following: Some processed foods may contain artificial ingredients that may render it unsafe; some may become expensive and some may contain large amount of sugar that may render them unhealthy.

### **Self-Assessment Exercises 3**

1. **The principles underlying food preservation** are to prevent or slow down rate of spoilage, reduce contamination, and maintain

nutritional value and edibility. These principles are achieved by food preservation methods that are intended to:

- (a) Control microorganisms by preventing contamination in foods, removing them from contaminating food, and slowing their growth and activity in foods.
- (b) Control of enzymes by inactivating endogenous enzymes, and preventing or delaying chemical reactions in the food.
- (c) Control insects, rodents and other physical causes of food deterioration by covering foods (e.g., with cheesecloth or food screens)

## 2. Food preservation techniques include

**Fermentation:** During the fermentation process, “good” microorganisms are helped to grow, while the growth of spoilage-causing microorganisms is prevented. Fermentation uses up food energy and makes conditions unsuitable for undesirable microorganisms.

**Curing:** Curing involves removing moisture from meat by saturating it with salt, salt brine or nitrites. Meat saturated with salt has reduced water activity, which makes it unsuitable for bacterial growth. By salting food, storage life is prolonged. Curing processes are sometimes used in combination with other preservation methods such as smoking or drying.

**Sugaring:** Sugaring is the process of packing food with sugar, honey, syrup or molasses. The purpose of sugaring, much like salt is to create an environment hostile to microbial life and prevent food spoilage. Sugaring is commonly used to preserve fruits. Once sugar is added to fruits, it can be packed in freezer containers and then frozen

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**Drying:** Drying removes most water or moisture content from foods, which reduces bacterial growth. Drying does not destroy as many nutrients as does canning or cooking. The process of drying also allows the draining out of excess fat, and as a result, dried foods are high in fibre and carbohydrates, but low in fat. Foods can be dried in the sun, oven or a food dehydrator. Properly dried foods will have 80-90 percent of their water removed.

**Smoking:** Smoking is a technique in which smoke is used to saturate the food while drying it, giving it a smoky flavour. In the past, smoking was used as a means of preserving foods; now it is used to enhance flavours of meat. Smoking is the most popular method used for preservation of fish and game. Smoking prevents oxidation and reduces the meat's humidity level, a factor that contributes to the inhibition of bacterial growth by protecting the surface of the meat, including fish.

**Freezing:** Freezing is the best preservation method for foods, because it is quick and safe. The recommended freezing temperature is  $-18^{\circ}\text{C}/0^{\circ}\text{F}$  or lower. Freezing is based on two principles: - Very low temperatures which slow down the growth of microorganisms and chemical changes that cause spoilage in food. The second is the formation of ice crystals which draws away the water that is in the food, and prevents the growth of microorganisms.

**Canning/Bottling:** The process of canning or bottling is sometimes called sterilization, because heat treatment of the food eliminates the microorganisms that can spoil the food. Sterilisation uses a combination of high temperature and time to destroy nearly all microorganisms present in food. This process can affect the appearance, taste and nutritional content of the food. Canning is the most complicated method of preserving as there are greater chances of food spoilage if it is not done properly.

## UNIT 4: FOOD AND NUTRITION IV

### Unit Structure

- 4.1 Introduction
- 4.2 Intended Learning Outcomes
- 4.3 Food and Nutrition IV
  - 4.3.1 Meal planning
  - 4.3.2 Menu Planning
- 4.4 Summary
- 4.5 References/Further Reading/Web Resources
- 4.6 Possible Answers to Self-Assessment Exercise(s)



### 4.1 Introduction

In the previous unit we considered the various cooking methods, this unit discusses the daily activities and scheduling variations of those food prepared via the cooking methods into meal. A balance diet and the guidelines for preparing a balance diet using the basic food groups will be cover as well as menu planning, its objectives, principles, types, etc.



### 4.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss the term meal planning
- discuss the term balance diet
- discuss the various food groups
- analyse the guidelines for using the basic food groups for planning a balanced diet
- discuss the objectives of menu planning
- discuss the principles of menu planning
- discuss the factors to consider when planning a menu
- discuss the types of menu.



### 4.3 Food and Nutrition IY

A meal is an eating occasion that takes place at a certain time and includes prepared food, or the food that is eaten on such an occasion. The type of meal served or eaten at any given time varies by custom and location. In most modern cultures, three main meals are eaten: in the morning, early afternoon, and evening. Regular meals occur on a daily basis, special meals are usually held in conjunction with such occasions as birthdays, weddings, anniversaries, and holidays.

### 4.3.1 Meal Planning

A meal plan refers to any strategy that is used to map out what you or somebody else is going to eat on a particular day, week, or month. Meal planning aids in deciding meals in advance using your schedule, preferences, foods on hand, seasonal produce, sale items, etc. A meal plan is a great way to keep track of what you are eating, depending on how and for what purpose you wish to use it.

**Meal Planning** - Planning meals for the family entails consideration of the needs of each individual. No two individual or families have exactly the same needs. Nutrition education helps families to make the best use of their material, time, and financial resources to obtain meals that meet their physical, social and psychological needs. Scientific planning of diets, rather than guidance by hunger or instinct should form the basis to meet physiological needs (Mullick 2003). While planning meals for the family, one must take into account the following:

**Balanced Diet** - A balanced diet is one which includes a variety of foods in adequate amounts and correct proportions to meet the day's requirements of all essential nutrients such as proteins, carbohydrates, fats, vitamins, minerals, water, and fibre. Such a diet helps to promote and preserve good health and also provides a safety margin or reserve of nutrients to withstand short durations of deprivation when they are not supplied by the diet. If the balanced diet meets the Recommended Dietary Allowances (RDAs) for an individual, then the safety margin is already included since RDAs are formulated keeping extra allowances in mind.  $\text{Recommended Dietary Allowances} = \text{Requirements} + \text{Margin of safety}$

A balanced diet takes care of the following aspects.




- Includes a variety of food items
- Meets the RDA for all nutrients
- Includes nutrients in correct proportions
- Provides a safety margin for nutrients
- Promotes and preserves good health
- Maintains acceptable body weight for height

### The Basic Food Groups



Foods can be grouped on the basis of the predominant nutrients present in them. Many factors, such as availability of food, cost, meal pattern, and deficiency diseases prevalent have been considered while compiling these groups. A variety of foods from each group are usually included in the diet. A classification based on nutrients present will ensure that all

nutrients are made available to the body and offer greater variety within the group. There are five basic food groups. These include:

- Cereals, grains and products
- Pulses and legumes
- Milk and meat products
- Fruits and vegetables
- Fats and sugars

Food group		Main Nutrients Supplied
I. Cereals, Grains and Products such as Rice, Wheat, millet, sorghum, Maize, Barley, Rice flakes, Wheat flour.		Energy, protein, Invisible fat, Vitamin – B1, Vitamin – B2, Folic Acid, Iron, Fibre
II. Pulses and Legumes a Mung bean, Pigeon pea, Lima bean, Lentil (whole as well as dals) Cowpea, Peas, Soya beans, Beans.		Energy, Protein, Invisible fat, Vitamin – B1, Vitamin – B2, Folic Acid, Calcium, Iron, Fibre
III. Milk and Milk products, Meat and Meat products, Curd, Skimmed milk, Cheese		Protein, Fat, Vitamin – B12, Calcium.
Meat Chicken, Liver, Fish, Egg, Meat.		Protein, Fat, Vitamin – B2



<p>IV. Fruits and Vegetables</p> <p>Fruits Mango, Guava, Tomato Ripe, Papaya, Orange. Sweet Lime, Watermelon.</p> <p>Vegetables (Green Leafy) Spinach, Amaranth, Drumstick leaves, Coriander leaves, Mustard leaves, Fenugreek leaves.</p> <p>Other Vegetables Carrots, Brinjal, Ladies finger, Capsicum, Beans, Onion, Drumstick, Cauliflower.</p>		<p>Carotenoids, Vitamin – C, Fibre.</p> <p>Invisible Fats, Carotenoids, Vitamin – B2. Folic Acid, Calcium, Iron, Fibre.</p> <p>Carotenoids, Folic Acid, Calcium, Fibre</p>
<p>V. Fats and Sugars</p> <p>Fats Butter, Ghee, Hydrogenated oils, Cooking oils like Groundnut, Mustard, Coconut.</p> <p>Sugars Sugar, Jaggery</p>		<p>Energy, Fat, Essential Fatty Acids</p> <p>Energy</p>

### Self-Assessment Exercise(s) 1

1. Discuss the term meal planning
2. Discuss the term balance diet
3. Discuss the various food groups

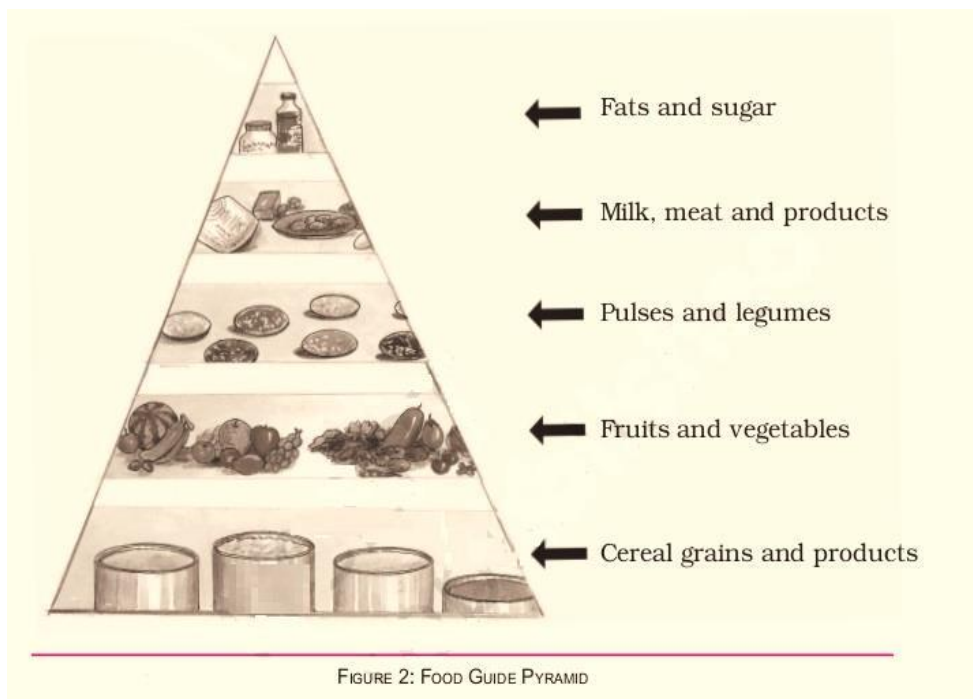
### Guidelines for using the basic food groups

The five food group system can be used both for planning and assessing balanced diets. It is a simple daily food guide which can be used for

nutrition education as well. Guidelines could be adopted depending on the food groups.

- Include at least one or a minimum number of servings from each food group in each meal.
- Make choices within each group as foods within each group are similar but not identical in nutritive value.
- If the meal is vegetarian, use suitable combinations to improve the overall protein quality of the diet. For example, serving cereal pulse combinations or including small quantities of milk or curds in the meal.
- Include uncooked vegetables and fruits in the meals.
- Include at least one serving of milk to ensure a supply of calcium and other nutrients as milk contains all nutrients except iron, vitamin C, and fibre.
- Cereals should not supply more than 75 per cent of total Kcal/Calories.

### The Food Guide Pyramid



**Fig.4.1**

The food guide pyramid is a graphic depiction of the daily food guide. The illustration was designed to depict variety, moderation and proportions. The size of each section represents the number of daily servings recommended. The broad base at the bottom conveys the message that grains should be abundant and form the foundation of a healthy diet. Fruits and vegetables appear at the next level, showing that

they have a less prominent, but still important place in the diet. Meats and milks appear in a smaller band near the top.

A few servings of each can contribute valuable nutrients such as proteins, vitamins and minerals, without too much fat and cholesterol. Fats, oils and sweets occupy the tiny apex, indicating that they should be used sparingly.

Alcoholic beverages do not appear in the pyramid, but they too, if consumed, should be limited. Items such as spices, coffee, tea and diet soft drinks provide few, if any, nutrients, but can add flavour and pleasure to meals when used judiciously.

**Types of Meals:** Types of meals, in the order served throughout the day, include

- Breakfast – meal eaten in the morning, usually before 10:00 am. Later meals can involve breakfast food but are usually not considered breakfast.
- Lunch – midday meal of varying size depending on the culture. Lunch is the second meal of the day after breakfast. Luncheon is now considered a formal lunch.
- Dinner – most significant and important meal of the day, which can replace either lunch, high tea, or supper.

### 3.2 Menu Planning

Menu is the statement of food and beverage items available or provided by food establishments primarily based on consumer demand and designed to achieve organisational objectives. The aim of menu planning is to:

- Meet nutritional needs -- “Recognition that food is treatment”- part of medical therapy
- Plan meals within the food cost
- Simplify purchase, preparation, and storage of meals
- Provide attractive, appetising meals with no monotony
- Save time and money
- Minimise overhead expenditure, i.e., fuel, electricity, water, labor.
- Meet/exceed customer expectations
- Determine production methods and distribution systems
- Dictate staffing levels
- Provide quality, standardisation & predictability.

## Principles of Menu Planning

The following points should be considered while planning and presenting a menu card in a professional organization like a hotel, restaurant, a coffee shop etc.

- It should be clear, legible, colourful and attractive. Spiral bound or folding, laminated, leather finished etc.
- Select language that is understandable to the customer. Always give an English translation if the menu is in any other language.
- Never mix up too many languages.
- A brief description about the dish is advisable.
- Along with the menu, a colourful picture of the well garnished dishes will also help to merchandise the menu.
- Avoid using same words again and again in a menu e.g. grilled sandwich, grilled vegetables, grilled steaks, grilled fish e.t.c.

## Self-Assessment Exercise(s) 2

1. Analyse the guidelines for using the basic food groups for planning a balanced diet
2. Discuss the objectives of menu planning
3. Discuss the principles of menu planning

## Factors Affecting Menu Planning

- **Climate and Season:-** In a hot climate, rich fatty and heavy foods are not welcomed. People like to consume fresh, crispy and light food during summer. On the other hand, they need more energy when the weather is cooler. So, high calorie food is given preference in the winter months.
- **Availability of ingredients:-** When buying ingredients, give maximum importance to freshness and quality of foods that are available.
- **Regional food preferences:-** People from certain region like spicy, fatty food while those from other regions like it less spicy or less fatty. So due importance must be given to regionally popular items.
- **Holidays and other special occasions:-** There are special dishes that must be served on special occasions e.g. chicken meat for Christmas.
- **Skilled Labour:-** An inefficient and unskilled chef cannot be expected to produce a food item with proper texture and garnish with eye appeal.
- **Availability of Equipment:-** The Kitchen should have the right equipment to produce the special menu items.

- **Food Cost:-** While considering the price of the food items, the food cost shall not exceed 35-40% of the selling price.
- **Nutritional Needs:-** Sufficient grains or breads with vegetables and fruits are essential for day to day nutritional needs.

### The Menu

The menu is a list of food and beverages available in a restaurant or food service area along with price. The following are the types of menu: a la carte, table d'hôte, and carte-d-jore, banquet, buffet and cocktail party menus.

### Type of Menu

- \* **À la Carte menu:** The term à la carte may be translated as 'from the card'. This type of menu may be defined by the following points:
  - It gives a full list of all the dishes that may be prepared by the establishment
  - Each dish is priced separately
  - A certain waiting time has to be allowed for many of the dishes
  - Some dishes are cooked to order
- \* **Table d'hôte:** The definition of table d'hôte menu is covered by the following points:
  - The menu has fixed number of courses
  - There is a limited choice within each course
  - The selling price of the menu is fixed
  - The dishes provided will all be ready at a set time
- \* **Carte-d-jore-** means menu of the day or 'special menu'. Sometimes in festival season or on holidays, restaurants and hotels provide an extra menu along with the usual menu comprising new items for that occasion.
- \* **Banquet menu-** This is a menu designed for a banquet or parties for a large number of people. The food is served in chauffing dishes with no choice. The menu is decided after discussing with the guest in advance.
- \* **Buffet menu-** In this menu, all the items are displayed on a buffet table in platters and chauffing dishes. The buffet table and dishes are presented and decorated in an attractive and colourfull manner. Usually, a buffet offers a wide variety of food items from different cuisines.

- \* **Cocktail Party menu-** Here, usually small titbit items or finger foods are served to the guest either at line counters or as individual portions on the table along with the alcoholic drinks.

Meal planning determines the adequacy of the diet, the kind of foods purchased, its quality and cost, the way it is stored, prepared and served. As the family's well-being and health are depended on how well they are fed. It is a challenge to every meal-planner to meet it and when well done, it proves to be a satisfying and rewarding experience.

### Self-Assessment Exercise(s) 3

1. Discuss the factors to consider when planning a menu
2. Discuss the types of menu



### 4.4 Summary

In this unit we have examined meal planning; a balance diet, the guidelines for using the basic food groups for planning a balance diet, the food guide pyramid etc. We also discussed menu planning; its objectives, types, its planning principles and the factors to consider in its planning.



### 4.5 References/Further Reading/Web Resources

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## 4.6 Possible Answers to the Self-Assessment Exercise(s) Self-Assessment Exercise(s) 1

1. **Meal plan** refers to any strategy that is used to map out what you or somebody else is going to eat on a particular day, week, or month. Meal planning aids in deciding meals in advance, using your schedule, preferences, foods on hand, seasonal produce, sale items, etc. A meal plan is a great way to keep track of what you are eating, depending on how and for what purpose you wish to use it. Meal planning for the family entails consideration of the needs of each individual. No two individual or families have exactly the same needs. Nutrition education helps families to make the best use of their material, time, and financial resources to obtain meals that meet their physical, social and psychological needs. Scientific planning of diets, rather than guidance by hunger or instinct should form the basis to meet physiological needs (Mullick 2003).
2. **Balanced Diet** is one which includes a variety of foods in adequate amounts and correct proportions to meet the day's requirements of all essential nutrients such as proteins, carbohydrates, fats, vitamins, minerals, water, and fibre. Such a diet helps to promote and preserve good health and also provides a safety margin or reserve of nutrients to withstand short durations of deprivation, when they are not supplied by the diet. If the balanced diet meets the Recommended Dietary Allowances (RDAs) for an individual, then the safety margin is already included since RDAs are formulated keeping extra allowances in mind.  $\text{Recommended Dietary Allowances} = \text{Requirements} + \text{Margin of safety}$

A balanced diet takes care of the following aspects. a variety of food items, meets the RDA for all nutrients, includes nutrients in correct proportions, provides a safety margin for nutrients, promotes and preserves good health as well as maintains acceptable body weight for height

3. **The Basic Food Groups** are on the basis of the predominant nutrients present in them. Many factors, such as availability of food, cost, meal pattern, and deficiency diseases have been considered while compiling these groups. A variety of foods from each group are usually included in the diet. A classification based on nutrients present will ensure that all nutrients are made available to the body and offer greater variety within the group.

There are five basic food groups. These include cereals, grains and products; pulses and legumes; milk and meat products; fruits and vegetables as well as fats/oils and sugars

### Self-Assessment Exercise(s) 2

#### 1. Analytic guidelines for using the basic food groups to plan a balanced diet

The five food group system can be used both for planning and assessing balanced diets. It is a simple daily food guide which can be used for nutrition education as well. Guidelines could be adopted depending on the food groups. The guidelines could be as follow:

Include at least one or a minimum number of servings from each food group in each meal.

Make choices within each group as foods within each group are similar but not identical in nutritive value.

If the meal is vegetarian, use suitable combinations to improve the overall protein quality of the diet. For example, serving cereal pulse combinations or including small quantities of milk or curds in the meal. Include uncooked vegetables and fruits in the meals.

Include at least one serving of milk to ensure a supply of calcium and other nutrients as milk contains all nutrients except iron, vitamin C, and fibre.

Cereals should not supply more than 75 per cent of total Kcal/ Calories.

2. **Objectives of menu planning** are to: Meet nutritional needs -- “Recognition that food is treatment”—it is a part of medical therapy; Plan meals within the food cost; Simplify purchase, preparation, and storage of meals; Provide attractive, appetizing meals with no monotony; Save time and money; Minimize overhead expenditure, i.e., fuel, electricity, water, labor; Meet/exceed customer expectations; Determine production methods and distribution systems; Dictate staffing levels; Provide quality,, standardization & predictability.

3. **Principles of Menu Planning** require consideration of the following points while planning a menu card for a professional organization like a hotel, restaurant, a coffee shop, etc.

- (1) It should be clear, legible, colourful and attractive with spiral bound or folding, laminated, leather finished etc.
- (2) Select language that is understandable to the customer. Always give an English translation if the menu is in any other language.



- (3) Never mix up too many languages.
- (4) A brief description about the dish is advisable.
- (5) Along with the menu, a colourful picture of the well garnished dishes will also help to merchandize the menu.
- (6) Avoid using same words again and again in a menu e.g. grilled sandwich, grilled vegetables, grilled steaks, grilled fish e.t.c.

### Self-Assessment Exercise(s) 3

1. **Factors to consider** when planning a menu include

**Climate and Season:-** In a hot climate, rich fatty and heavy foods are not welcomed. People like to consume fresh, crispy and light food during summer. On the other hand, they need more energy when the weather is cooler. So, high calorie food is given preference in winter months.

**Availability of ingredients:-** When buying ingredients, give maximum importance to freshness and quality of foods that are available.

**Regional Food Preferences:** People from certain region like spicy, fatty food while those from others like it less spicy or less fatty. So importance must be given to regionally popular items.

**Holidays and Other Special Occasions: -** There are special dishes that must be served on special occasions e.g. chicken meat for Christmas.

**Skilled Labour:-** An inefficient and unskilled chef cannot be expected to produce a food item with proper texture and garnish with eye appeal.

**Availability of Equipment:** The Kitchen should have right equipment to produce special menus.

**Food Cost:-** While considering the price of the food items, the food cost shall not exceed 35-40% of the selling price.

**Nutritional Needs:-** Sufficient grains or breads with vegetables and fruits are essential for day to day nutritional needs.

2. **Types of menu** include:

**À la Carte menu** may be translated as 'from the card'. This type of menu may be defined by its full list of all the dishes that may be prepared by the establishment; each dish is priced separately; certain waiting time has to be allowed for many of the dishes and some dishes are cooked to order

**Table d'hôte** definition is covered by the following points: has fixed number of courses; a limited choice within each course; its selling price is fixed and its dishes are provided at a set time

**Carte-d-jore-** means menu of the day or 'special menu'. Sometimes in festival season or on holidays, restaurants and hotels provide an extra menu along with the usual menu comprising new items for that occasion.

**Banquet menu-** This is a menu designed for a banquet or parties for a large number of people. The food is served in chauffing dishes with no choice. The menu is decided after discussing with the guest in advance.

**Buffet menu-** In this menu, all the items are displayed on a buffet table in platters and chauffing dishes. The buffet table and dishes are presented and decorated in an attractive and colourfull manner. Usually, a buffet offers a wide variety of food items from different cuisines.

**Cocktail Party menu-** Here, usually small titbit items or finger foods are served to the guest either at line counters or as individual portions on the table along with the alcoholic drinks.

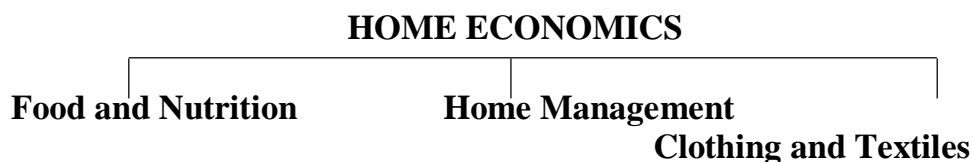
## UNIT 5: CLOTHING AND TEXTILE I

### Unit Structure

- 5.1 Introduction
- 5.2 Intended Learning Outcomes
- 5.3 Clothing and Textile I
  - 5.3.1 Fiber
    - 5.3.1.1 Classification
    - 5.3.1.2 Characteristics and Application of some Fibers
    - 5.3.1.3 Textile Fiber Parameters
  - 5.3.2 Textile Manufacturing Process
    - 5.3.2.1 Flow Chart for Textile Manufacturing
    - 5.3.2.2 Stages in Textile Manufacturing Process
- 5.4 Summary
- 5.5 References/Further Reading/Web Resources
- 5.6.1 Possible Answers to Self-Assessment Exercise(s)



### 5.1 Introduction



In this unit, we will examine the clothing and textile area of Home Economics, we will consider fiber; its classification, characteristics and application of some selected few as well as the textile fiber parameters. We shall also discuss the textile manufacturing process.



### 5.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- state the various classes of fibers
- discuss the characteristics and application of some fibers
- explainiscuss textile fiber parameters in their constituent categories
- Analyse the textile manufacturing process.



### 5.3 Clothing and Textile I

Clothing and textiles reflect the materials and technologies available in different civilisations at different times. The variety and distribution of clothing and textile within a society reveal social customs and culture. Methods of textile production have continually evolved, and the choices of textiles available have influenced how people carried their possessions, clothed themselves, and decorate their surroundings.

### 5.3.1 Fiber

Textiles have such an important bearing on our daily lives that everyone should know something about the basics of fibers and their properties. Textile fibers are used for a wide range of applications such as covering, warmth, personal adornment and even to display personal wealth. Textile technology has come a long way in meeting these requirements. A basic knowledge of textile fibers will facilitate an intelligent appraisal of fiber brands and types and help in identifying the right quality for the application.

#### 5.3.1.1 Fiber Classification

Textile fibers can be broadly classified into two categories:

- Natural fibers
- Man-made fibers

#### Natural fibers

Natural fibers are subdivided further, as outlined below, by their origin

<b>Fiber name</b>	<b>Source</b>	<b>Composition</b>
<b><i>Vegetable</i></b>		
Cotton	Cotton boll	Cellulose
Kapok	Kapok tree	Cellulose
Linen	Flax stalk	Cellulose
Jute	Jute stalk	Cellulose
Hemp	Hemp or Abaca	Cellulose
Ramie	Rhea and China	Cellulose
Sisal	Agave leaf	Cellulose
Coir	Coconut husk	Cellulose
Pina	Pineapple leaf	Cellulose
<b><i>Animal</i></b>		
Wool	Sheep	Protein
Silk	Silkworms	Protein
Hair	Hair-bearing animals	Protein
<b><i>Mineral</i></b>		



### Characteristics

- Fair to good strength
- Very little elasticity
- Less resilient and prone to wrinkling
- Comfortable and soft feel
- Good absorbency
- Conducts heat well
- Damaged by insects, mildew, rot and moths
- Weakened by extended sunlight exposure

### Applications

- Widely used in number of textile products
- Commonly used in woven and knitted apparel
- Home textile – bath towels, bath robes, bed covers etc.
- Used as a blend with other fibers as rayon, polyester, spandex etc.

### Man-made fibers

#### Man-made (regenerated): Cellulosic

They are derived either from the cellulose of the cell walls of short cotton fibers that are called linters or, more frequently from pine wood. There are three types of man-made cellulosic fibers: Rayon, acetate and tri-acetate.

**Rayon:** It is made from naturally occurring polymers that simulate natural cellulosic fibers. It is neither a truly synthetic fiber nor a truly natural fiber. There are two varieties of Rayon; viscose and high wet modulus (HWM). These in turn are produced in a number of types to provide certain specific properties.

#### Characteristics

- Soft, smooth and comfortable
- Naturally high in lustre
- Highly absorbent
- Durability and shape retention is low, especially when wet
- Low elastic recovery
- Normally weak, but HWM rayon is much stronger, durable and has good appearance retention.

#### Applications

Apparel - blouses, dresses, jackets, lingerie, linings, suits, neck ties etc.

- Furnishing items - bedspreads, bed sheets, blankets, window treatments, upholstery etc.
- Industrial uses e.g. medical surgery products, non-woven products, tyre cord etc.
- Other uses - feminine hygiene products, diapers, towels etc.

### **Man-made non-cellulosic**

**Polymer Fibers:** This group of fibers is distinguished by being synthesized or created from various elements into larger molecules that are called linear polymers. The molecules of each particular compound are arranged in parallel lines in the fiber. This arrangement of molecules is called molecular orientation. The properties of such fibers are dependent on their chemical composition and kinds of molecular orientation. A typical example is Nylon.

#### **5.3.1.3 Textile fiber parameters**

Fibrous materials should possess certain properties to become a suitable textile raw material. Properties which are essential for acceptance as a suitable raw material may be classified as 'primary properties'. The other properties which add specific desirable character or aesthetics to the end product and its use may be classified as 'secondary properties'.

#### **Primary properties**

- Length
- Tenacity (strength)
- Flexibility
- Cohesion
- Uniformity of properties

#### **Secondary properties**

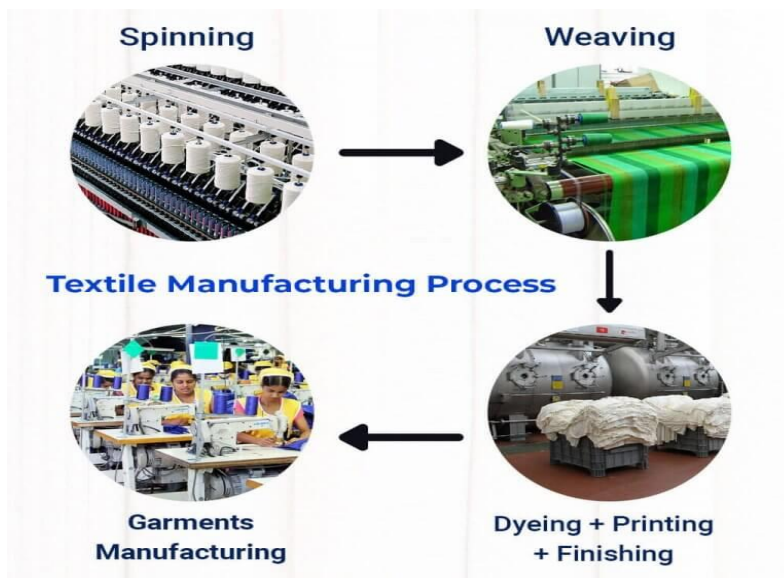
- Physical shape
- Specific gravity (influence weight, cover etc.)
- Moisture regain and absorption (comfort, static electricity etc.)
- Elastic character
- Thermo plasticity (softening point and heat - set character)
- Dye-ability
- Resistance to solvents, corrosive chemicals, micro-organisms and environmental conditions
- Flammability
- Lustre

#### **Self-Assessment Exercise(s) 1**

- 1, Discuss the various classes of fibres.
2. Discuss the characteristics and application of some fibres

### 5.3.2 Textile manufacturing process

Textile Manufacturing process is the beginning towards the production of any garment or Textile Products. The aspirations for quality garment and apparel gave rise to development of textile fibers and textile production units. The textile companies meet the requirements of human in terms of attire and this attire is brought into the market after a specific procedure. Textile manufacturing is an extensive and immense industry having a complex procedure. It undergoes range of stages as converting fiber into yarn, yarn into fabric and so on ending up with clothing as a concluding product.



*Fig. 5.1*

#### 5.3.2.2 Stages in Textile Manufacturing Process

Currently, textile production units include significant quality of textile process for manufacturing that adds value in fiber. The cloth production is not an output of few stages but also an output of various steps. The process describing the stages of manufacturing procedure is listed below:

- Step1: Spinning
- Step 2: Weaving
- Step 3: Dyeing + Printing + Finishing
- Step 4: Garments Manufacturing

The description of all stages of textile manufacturing process are provided below:



**Spinning process:**

Spinning is a procedure of producing/converting fiber materials into yarns. Initial stage is to go through the blow-room, where the size of cotton becomes smaller by the help of machinery followed by carding. After carding, the process is continued by drawing, which includes attenuating in spinning mills. The silver produced by drawing is then processed for combining where consistent size of cloth is attained. It is then stepped further for roving for purpose of preparing input package. This roving is attenuated by rollers and then spun around the rotating spindle.

**Weaving process:**

Weaving is second level after spinning. Here, the yarn from spinning section is sent further for doubling and twisting. It is then processed for shifting of the yarn into a convenient form of package containing sufficient yarn length. At the stage of reeling, the exhausted packages are replaced with the new ones which are followed by wrapping. The wrapped yarn is provided a protective coating to lessen its breakage, which is called sizing. It is considered an important segment. The yarn is then processed for winding on weavers beam supported by step of weaving.

**Dyeing + printing + finishing process:**

Dyeing as well as printing of fabrics is usually carried out before the application of other finishes to the product in dyeing mills. It provides colour to the fabric and also improves its appearance. The product is then converted from woven to knitted cloth. Finishing is specifically carried out after dyeing or printing to give a specific look.

**Garment manufacturing process:**

Garment manufacturing is the end procedure converting semi-finished cloth into finished cloth. There are various steps completed by garment manufacturing companies for the production of cloth. These processes include- Designing, Sampling, Costing, Maker Making Cutting, Sewing Washing, Finishing, Packing, Final Inspection, Dispatch and much more.

Essentially, fabric is a material made of fibers that is used to make items such as clothing, shoes, bags, and home wares like bed sheets, cushions, towels, etc. it can be thick or thin, rough or smooth, heavy or lightweight; the qualities of different types of fabric depend on their parent materials.

## Self-Assessment Exercise(s) 2

1. Discuss textile fiber parameters in their constituent categories



### 5.4 Summary

In this unit we have examined fiber; classification, characteristics and application of some fiber and textile parameter categories. We also discussed textile manufacturing process in their various stages.



### 5.5 References/Further Reading/Web Resources

<https://coats.com/en/information-hub/Know-About-Textile-Fibers>

<https://www.textileinfomedia.com/blog/textile-manufacturing-process-with-flow-chart/>



### 5.6 Possible Answers to Self-Assessment Exercise(s)

#### Self-Assessment Exercise(s) 1

**1. The various classes of fibers** are of two categories. They are either natural fibers or man-made fibers. **Natural fibers** are subdivided further, as outlined below, by their sources and chemical composition

Fiber name	Source	Composition
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#### *Vegetable*

Cotton	Cotton boll	Cellulose
Kapok	Kapok tree	Cellulose
Linen	Flax stalk	Cellulose
Jute	Jute stalk	Cellulose
Hemp	Hemp or Abaca	Cellulose
Ramie	Rhea and China	Cellulose
Sisal	Agave leaf	Cellulose
Coir	Coconut husk	Cellulose
Pina	Pineapple leaf	Cellulose

***Animal***

Wool	Sheep	Protein
Silk	Silkworms	Protein
Hair	Hair-bearing animals	Protein

***Mineral***

Asbestos	Varieties of rock	Silicate of Magnesium and Calcium
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**Man-made fibers**

Man-made fibers are subdivided as shown below with their various compositions and origin.

<b>Fiber Name</b>	<b>Source</b>
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***Cellulosic***

Rayon	Cotton linters or wood
Acetate	Cotton linters or wood
Tri-acetate	Cotton linters or wood

***Non-Cellulosic Polymers***

Nylon	Aliphatic polyamide
Aramid	Aromatic polyamide
Polyester	Dihydric alcohol and terephthalic acid
Acrylic	Acrylonitrile
Modacrylic	Acrylonitrile
Spandex	Polyurethane
Olefin	Ethylene or propylene
Vinyon	Vinyl chloride
Saran	Vinylidene chloride
Novoloid	Phenol based navolac
Polycarbonate	Carbonic acid (polyester derivative)
Fluorocarbon	Tetrafluoroethylene

***Protein***

Azlon	Corn, soybean, etc.
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***Rubber***

Rubber	Natural or synthetic rubber
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***Metallic***

Metal	Aluminum, silver, gold, stainless steel
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***Mineral***

Glass	Silica sand, limestone, other minerals
Ceramic	Aluminium, silica
Graphite	Carbon

## 2. Characteristics and application of some fibers

**(a) Natural Fiber:** e.g. Cotton is a natural fiber most widely used in apparel, grows in a boll around the seeds of cotton plants. A single fiber is an elongated cell that is a flat, twisted, hollow and ribbon-like in structure.

**Its characteristics** include fairly good in strength; very little elasticity; less resilient and prone to wrinkling; comfortable and soft feel; good absorbency; conducts heat well; damaged by insects; mildew, rot and moths and weakened by extended sunlight exposure

**Its applications** are wide use in number of textile products; commonly used in woven and knitted apparel; home textile – bath towels, bath robes, bed covers, etc. as well as a blend with other fibers such as rayon, polyester, spandex etc.

**(b) Man-made Fibers (Regenerated Cellulosic)** which are derived either from the cellulose of the cell walls of short cotton fibers that are called linters or, more frequently from pine wood. There are three types of man-made cellulosic fibers: Rayon, acetate and tri-acetate.

**Rayon:** It is made from naturally occurring polymers that simulate natural cellulosic fibers. It is neither a truly synthetic fiber nor a truly natural fiber. There are two varieties of Rayon; viscose and high wet modulus (HWM). These in turn are produced in a number of types to provide certain specific properties.

**Its characteristics** include being soft, smooth and comfortable; naturally high in lustre, highly absorbent; durable, low elastic recovery and shape retention is low, especially when wet- normally weak, but HWM rayon is much stronger, durable and has good appearance retention.

**Its applications** include making apparel – e.g. blouses, dresses, jackets, lingerie, linings, suits, neck ties etc. Furnishing items - bedspreads, bed sheets, blankets, window treatments, upholstery etc. Industrial uses e.g. medical surgery products, non-woven products, tyre cord etc. Other uses - feminine hygiene products, diapers, towels etc.

**(c) Man-made (non-cellulosic polymer fibers):** This group of fibers is distinguished by being synthesised or created from various elements into

larger molecules that are called linear polymers. The molecules of each particular compound are arranged in parallel lines in the fiber. This arrangement of molecules is called molecular orientation. The properties of such fibers are dependent on their chemical composition and kinds of molecular orientation. A typical example is Nylon.

## **Self-Assessment Exercise(s) 2**

### **1. Textile fiber parameters (i.e. properties)**

In their constituent categories, they are of two types: Properties which are essential for acceptance as a suitable raw material may be classified as 'primary properties'. The other properties which add specific desirable character or aesthetics to the end product and its use may be classified as 'secondary properties'.

**Primary Properties** include length, tenacity (strength), flexibility, cohesion and uniformity of properties while

**Secondary Properties** include physical shape, specific gravity (this influences weight, cover, etc.), moisture regain and absorption (for comfort, static electricity, etc.), elastic character, thermo plasticity (softening point and heat - set character), dye-ability, flammability, lustre and resistance to solvents, corrosive chemicals, micro-organisms and environmental conditions

### **2. Analysis of the textile manufacturing process**

Currently, textile production units include significant quality of textile processes for manufacturing that adds value to the fiber. The cloth production is not an output of few stages but also an output of various steps. The process describing the stages of manufacturing procedure is listed below: **Step 1** - Spinning, **Step 2** – Weaving, **Step 3** - Dyeing + Printing + Finishing and **Step 4** - Garments Manufacturing. The description of all the stages of textile manufacturing process is as analyzed below:

**Spinning process:** Spinning is a procedure of producing/converting fiber materials in yarns. On an initial stage it goes through the blow-room where the size of cotton becomes smaller by the help of machinery followed by carding. After carding, the process is continued by drawing which includes attenuating in spinning mills. The silver produced by drawing is then processed for combining where consistent size of cloth is attained. It is then stepped further for roving for purpose to prepare input package. This roving is attenuated by rollers and then spun around the rotating spindle.

**Weaving process:** Weaving is second level after spinning. Here, the yarn from spinning section is sent further for doubling and twisting. It is then processed for shifting of yarn in convenient form of package containing sufficient yarn length. At the stage of reeling the exhausted packages are replaced with the new ones which is followed by wrapping. The wrap yarn is provided a protective coating to lessen the breakage of yarn which is called as sizing. It is considered as an important segment. This yarn is then processed for winding on weavers beam supported by the final step of weaving.

**Dyeing + printing + finishing process:** Dyeing as well as printing of fabrics are usually carried out before the application of other finishes to the product in dyeing mills. It provides colour to fabric and also improves its appearance. The product is then converted from woven to knitted cloth. Finishing is specifically carried after dyeing or printing to give a specific look.

**Garment manufacturing process:** Garment manufacturing is the end procedure converting semi-finished cloth into finished cloth. There are various steps completed by garment manufacturing companies for the production of cloth. These processes include- Designing, Sampling, Costing, Maker Making Cutting, Sewing Washing, Finishing, Packing, Final Inspection, Dispatch and much more.

Essentially, fabric is a material made of fibers that is used to make items such as clothing, shoes, bags, and home wares like bed sheets, cushions, towels, etc. it can be thick or thin, rough or smooth, heavy or lightweight; the qualities of different types of fabric depend on their parent materials.

## UNIT 6: CLOTHING AND TEXTILE II

### Unit Structure

- 6.1 Introduction
- 6.2 Intended Learning Outcomes
- 6.3 Clothing and Textile II
  - 6.3.1 Clothing
  - 6.3.2 Styles/Choices
  - 6.3.3 Principles and Elements of Design
    - 6.3.3.1 Colour
    - 6.3.3.2 Shape
    - 6.3.3.3 Texture
    - 6.3.3.4 Line
- 6.4 Summary
- 6.5 References/Further Reading/Web Resources
- 6.6 Possible Answers to the Self-Assessment Exercise(s)



### 6.1 Introduction

In this unit we shall discuss roles of clothing/clothing choices; the reasons for clothing, styles/choices and principles and elements of design, to introduce the significance of clothing in the life of each individual, the role of design in clothing and family clothing decision related to clothing selection and factors influencing clothing.



### 6.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss the reasons for clothing
- analyse the factors that influence clothing styles and choices
- discuss the principles and elements of design
- analyse the application of design elements in the family choice of clothing.



### 6.3 Clothing and Textile II

#### 6.3.1 Clothing

Clothing is a basic need in our society for two main reasons: physical and psychological/social

The **physical reasons** we need clothing are

- protection
- modesty
- safety/sanitation

The **psychological/social reasons** we need clothing are

- identification
- status
- decoration

**Physical protection:** Humans do not have a natural protective covering from the climate and weather, like feathers and fur, as many animals have. Therefore, we must wear coverings that protect us from the elements.

For example:

- Eskimos survive extreme cold by wearing furs that trap the warm air from their bodies, creating a layer of warmth and also blocking out the cold outer air.
- Desert dwellers cover their bodies with long robes and head coverings that keep the hot desert sun from burning and dehydrating their bodies.
- In warm weather, we wear loose styles and light colours to keep cool. (dark colours absorb more of the sun's rays and make us warmer.)
- In cool weather, we wear additional layers of clothing and bulkier, tighter fitting clothing in darker colours to keep us warm.

**Modesty:** Modesty refers to what a person feels is appropriate covering for his/her body. It is generally dictated or influenced by a local culture, religion, mores and personal choices. The definition of modesty may differ for some of the following reasons

**Laws and customs of the land.** For example:

- Moslem women cover every part of their bodies and leave only the eye showing
- Pacific Island women wear only a cotton wrap that barely covers their bodies
- In the United States nudity in public places is against the law
- In Europe it is not against the law to go topless on many beaches.

**Religious beliefs.** For example

- The Quakers wear only dark clothing.
- Some religions don't believe in wearing makeup.



- The Mennonite women always wear long skirts

**Personal activities.** For example

- For beach volleyball, swimsuits or shorts would be worn; the males would probably not wear shirts, and shoes would not be worn.
- For school, swimsuits are not considered appropriate attire, and shirts and shoes are required to be worn.

### Self-Assessment Exercise 1

1. Discuss the reasons for clothing

**6.3.2 Styles/Choices:** Clothing and textile trend with time, safety, sanitation, convenience, identification, media, communication and other developments.

**Styles of the time.** For example

- In the early 1900s, women wore long skirts and thick socks and would follow a man when walking upstairs because it was unacceptable for a man to see a woman's ankles
- During this century, skirt lengths have gone up and down in cycles. In the 1960s and 1970s. mini-skirts brought in a concept known as "new morality"
- Basically, what may be considered modest for one person may not be considered modest for someone else. It has become a matter of personal judgement.

**Safety/sanitation:** Safety from clothing is a consideration in several areas of our lives including

- Sports: Athletes must wear helmets, padding, teeth protectors, etc.
- On-the-job: Construction workers wear safety shoes and boots, hard hats etc. Firemen must wear fire-proof clothing, Policemen wear bullet-proof vests. Road workers and hunters wear fluorescent orange vests.
- Recreational: Swimmers wear shirts and use umbrellas to prevent sunburn and dehydration at the beach. Hikers wear sturdy shoes or boots to prevent slipping and falling. Scuba divers wear wet suits in cold, deep water to prevent muscles cramping.
- Sanitation: Medical personnel wear disposable uniforms, gloves, face masks, and sterile robes to prevent the spread of infection and/or diseases.

**Psychological/social identification:** One can often be identified with a particular group by the uniform or clothing one wears. This can be due to a particular occupation, a group to which one belongs, or an activity in which one is involved. Groups that commonly wear uniforms are

- \* Occupational: Law enforcement, food service, medical personnel, etc.
- \* School related: Class and student body officers, sports teams, musical groups, club members
- \* Customs: in our culture, judges wear black, brides wear white, ministers and priest often wear black robes, college professors wear black robes, etc.
- \* Status: Some types of clothing are worn to show status, such as
  - Kings and queens wear crowns and fine fabrics in royal colours
  - Graduation robes and drapes signify different college and degrees with in a university
  - Furs, expensive jewellery, and designers clothing indicates wealth.
  - Insignias are also frequently used to denote ranks, schools, organisations, etc.

**Decoration:** Today, most people select clothing that they feel will decorate and adorn their bodies to make them “look good”. Decoration can express uniqueness and creativity. This has been done for centuries and every culture has its form(s) of body decoration. For example:

- In many African tribes, the people paint their bodies and faces, or may even cut deep scars in the skin, for makings.

**Styles/Choices:** Factors that influence style of dress include:

- **Fashion Conformity:** Occurs when fashions that are currently accepted by society are selected. Choices are influenced by popular opinion and may include current fads. One dresses for social acceptance and to be like others.
- **Personal Originality:** Occurs when clothing and accessories are used to express one’s individuality and uniqueness. Choices are not influenced by popular opinion. One dresses to be different and/or to please himself/herself
- **Classic:** Clothing choices are very stylish but in styles that have a long life. Choices are often more conservative and professional in appearance.

**Influence of Technology & Media on Clothing Choice:** Fashion is anything that is popular at the time. In the past, fashions changed very slowly; today' fashions change quickly. This is principally due to modern technology and communication methods. Modern technology has changed the way fibers are processed, fabrics are manufactured, and garments produced. Mass production has taken on a whole new aspect due to:

- New technology in producing the fabrics
- The use of CAD/CAM (Computer-Aided Design/Computer-Aided Manufacturing) computer systems for:
  - computer-aided pattern design
  - computer-aided grading/sizing (change pattern pieces to the different sizes)
  - computerized pattern layout (computer automatically checks grainlines, nap direction, and matches plaids)
  - computerized cutting (computer controls knife, speed is adjusted to match the thickness and number of layers)
- Garment assembly (computerized sewing machines or "robots" stitch the garment together, tracks move material from machine to machine)

**Communication/media:** Technology in the field of communication, such as computers, fax machines, satellites, etc., has made it possible to obtain information from around the world in minutes. On any given day, we can view fashions from any country, any designer, and any television program or movie. The clothes we see television program stars wear on a regular basis often become the fashions of tomorrow.

Some examples of fashions from television are:

Miami Vice pastel casual jacket

Fresh Prince of Bel-Air or Blossom Hills 90210preppie/short designer	funky, off the wall	Beverly Models, Inc. designer, unique styles
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News programs	business dress
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Political leaders Eisenhower jacket, Jackie Kennedy pillbox hat

Local merchants advertise on the **radio** to lure listeners to their stores to buy merchandise. They frequently advertise particular brand names they carry.

The styles worn by popular **musical recording artists** are frequently copied and may become fads. Some examples of fashions that have become popular through musicians include:

Cher	leather clothing
------	------------------

Madonna	Wearing underwear as outer wear
Garth Brooks	opposite stripe-yoked shirts
Snoop Doggy Dog	baggie “gang”
Nirvana and Pearl Jam	the grungy look
Michael Jackson	a glove on one hand, white socks, and short pants
Johnny Cash	all-black clothing

T-shirts with the names and logos of musical groups are very popular, too.

**Movie** stars that play main character parts in popular movies often begin or revive certain fashions, such as:

Top Gun leather bomber jackets

Flashdance off the shoulder sweatshirts

Pretty Woman red formals, polka dot dresses, hats

Disney moviestheme T-shirts, sweatshirts, hats, etc.

**Magazines** generally reflect the current fashions through articles, advertisements, covers, photographs, etc. Frequently they show the very latest styles along with the fashions that are on the forefront of acceptance. They carry a lot of influence about what look is “in,” what isn’t, and the fabric choices offered.

**Self-Assessment Exercise 2**

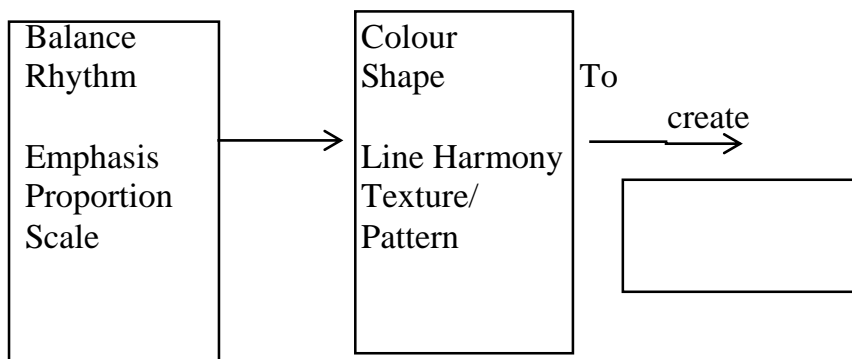
- |   |
|---|
| 1. Analyse the factors that influence clothing styles and |
|---|

**6.3.3 Principles and elements of design**

The elements of design are the fundamental aspects of any visual design while the principles of design are the rules a designer should follow to create an effective and attractive composition.

**Principles of design**

**Elements of design**



**Rules****Tools*****Fig.6.1: Principles and Elements of Design Flowchart*****Elements of Design**

- Elements are the building blocks of design. They include the underlisted:
- Color: Most exciting element of design
- Shape: Overall outline of a garment, it is the form or silhouette.
- Line: Distinct, elongated mark as if drawn by a pencil or pen.
- Texture: The surface quality of goods.

**6.3.3.1 Colour**

- Colour is one of the first things we notice about clothing
- It can change perception of a person wearing the garment, e.g. appear taller, thinner, etc.
- Darker colours can reduce the size of a person while light colours can increase it.
- Colour can be used to highlight details of a garment, e.g. the pleats, cuffs, etc.
- Warm colours are stronger than pale colours.
- Neutral colours such as black, white and cream are easy and comfortable to wear; they also blend easily with other colours.
- Repetition of a colour will emphasise direction and line.
- Harmonising colours are easy to wear and to look at.

**Choosing a colour:** The following should be considered when choosing a colour

- The size and shape of the body
- The colour of eyes and hair and the skin tone
- The occasion
- The texture and weight of the fabric
- The other garments and accessories that will be worn with it
- The time of year



**Fig.6.2: Choice of Clothing**

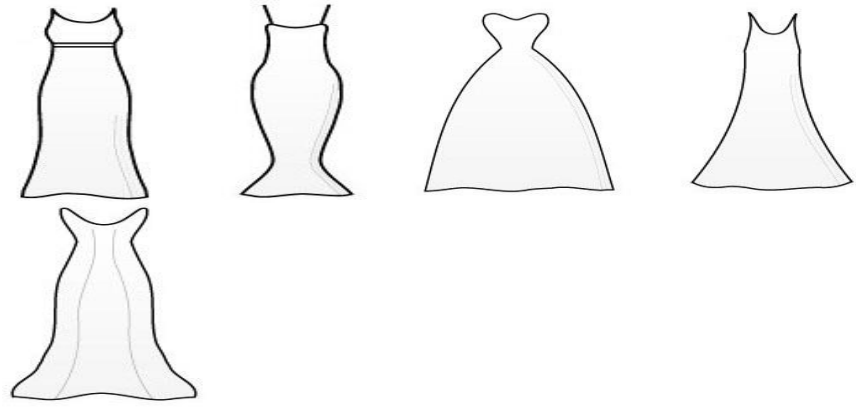


**Fig.6.3: Shapes of Clothing**

### 6.3.3.2 Shape

- Shape refers to the outline of the garment.
- The shape of a garment should accentuate positive body features and detract from negative ones.
- Every period of fashion has its own shape.

Shape can have the following effect:- Narrow rectangular shapes have a slimming effect, boxy rectangular shapes will increase width and reduce height, triangular shape, (i.e. where the garment is wider at the top than at the bottom) the width on the top half can have a slimming effect on the overall appearance.



*Fig.6.4: Texture of clothing I*



*Fig.6.5: Texture of clothing I*

### 6.3.3.3 Texture

- Surface quality of garments (how it looks and feels)
- Roughness, smoothness, dullness, glossiness, stiffness, softness

Bulky fabrics add visual size (make you look bigger), can disguise a flaw and overpower a small person. Smooth, flat textures make you look smaller. Shiny textures make you look bigger, as they reflect light while Dull Textures make you look smaller, as they absorb light



**Fig.6.6: Texture of clothing II**

#### 6.3.3.4 Lines: Have direction, width, length

- Eyes follow lines
- Lines suggest movement, leading eyes up, down, side-to-side, around
- Outline outer and inner spaces of garments

Categories of lines are Type, Direction and Application

**Line types:** Straight lines are bold and severe. They show dignity, power, formality, steadiness and stability

Curved lines are rounded, circular, less conservative, formal and powerful, give soft, youthful, gentle, charming, graceful feeling, make things look larger than they are

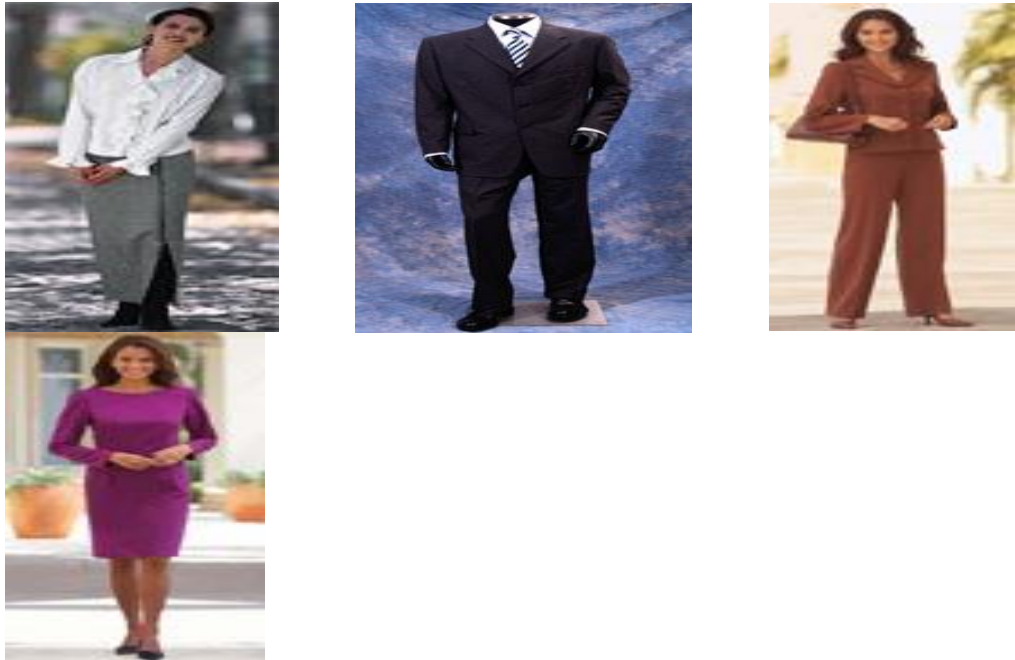
Circles are closed lines and stop the eye entirely while flattened curves are most flattering to the human shape

Jagged lines change direction abruptly (e.g. zigzag). They create a jumpy and confused feeling. They are used sparingly as they are easily noticeable. People with self-confidence wear them.

Line direction: Vertical i.e. goes up and down

- Feeling of dignity, strength, poise, sophistication
- Leads eye up and down, makes wearer look taller and thinner





**Fig.6.7: Clothing without Lines**

Line direction: Diagonal and slanted

- Degree of slant determines the visual effect
- Draws attention to where they are used



**Fig.6.8: Comparing clothing with and without Diagonal Lines**

Line direction: Horizontal and side to side

- Feeling of restfulness and gentleness
- Leads eye across the body, makes wearer seem shorter and wider
- Use where you want to look wider



**Fig.6.9: Comparing clothing with and without horizontal lines**

**Application**

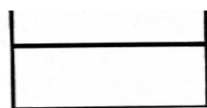
- Vertical or Horizontal lines: Horizontal lines direct the eye to go across the person, and the vertical lines direct the eye in an up-and-down motion. These two striped shirts show the difference. Also, the bolder(wider) the stripe, the more dominant it is and consequently, the draw of the eye is stronger.

Horizontal lines: Eye is directed to move across



The bolder or wider the stripes, the stronger the draw of the eye

**Line and Design**



Vertical: Eye is directed to move up-and-down



**Fig.6.10: Comparing Horizontal with Vertical Lines**

- Vertical lines lead the eye up and down, emphasizing height. Vertical illusions tend to make one look taller and in turn, thinner. Therefore, to look taller, the eye must continue to move upward in a vertical direction. Likewise to look thinner, the eye must continue to move upward in a vertical direction.

Vertical lines direct the eye up and down emphasizing height, create the illusion of tallness and thinness



*Fig.6.11: Comparing clothing with and without Vertical Lines*

### Pattern

- Pattern is the repetition of line and shape.
- Examples are herringbone, zig zag, polka dot, etc.



*Fig.6.12: Clothing with Pattern Designs*

Clothing protects against many things that might injure or irritate the naked human body, including rain, snow, wind and other weather conditions, as well as from the sun. Garments that are too sheer, thin, small, or tight offer less protection. Appropriate clothes can also reduce

risk during activities such as work or sport. Some clothing removes from specific hazards, such as insects, toxic chemicals, weather, weapons, and contact with abrasive substances. Articles carried rather than worn normally are considered accessories rather than clothing (such as Handbags), items worn on a single part of the body and easily removed (scarves), worn purely for adornment (jewelry), or items that do not serve a protective function (corrective eyeglasses). Arctic goggles, and sunglasses would not be considered an accessory because of their protective functions.

### Self-Assessment Exercise(s) 3

1. Discuss the principles and elements of design
2. Analyse the application of design elements in the family choice of clothing



### 6.4 Summary

In this unit, we have examined the reasons for clothing, styles/choice of clothing, the factors that influences this styles, the principles and elements of design and their application in the family choice of clothing.



### 6.5 References/Further Reading/Web Resources

[www.pdst.ie/sites/default/files/LC Elements of Design.ppt](http://www.pdst.ie/sites/default/files/LC%20Elements%20of%20Design.ppt)

[www.uen.org/cte/facs\\_cabinet/downloads/FashionMerchandisingA-B/S10\\_FMBS10Design.ppt&sa](http://www.uen.org/cte/facs_cabinet/downloads/FashionMerchandisingA-B/S10_FMBS10Design.ppt&sa)

<https://www.uen.org/cte/family/clothing-1/downloads/design/leading-lines.pdf>

<https://www.uen.org/cte/family/clothing-1/downloads/psychology/option-1.pdf>



### 6.6 Possible Answers to Self-Assessment Exercise(s)

#### Self-Assessment Exercise 1

1. **The reasons for clothing** are for two main purposes: physical and psychological/social.

The **physical reasons** we need clothing are for protection, modesty, and safety/sanitation.

The **psychological/social reasons** we need clothing are for identification, status and decoration.

Physical protection: Humans do not have a natural protective covering from the climate and weather, like feathers and fur, as many animals have. Therefore, we must wear coverings that protect us from the elements. Modesty refers to what a person feels is appropriate covering for his/her body. It is generally dictated or influenced by a local culture, religion, mores and personal choices. The definition of modesty may differ for reasons such as laws and customs of the land, religious beliefs, personal activities and safety/sanitation

The psychological/social reasons of identification involve being identified with a particular group by the uniform or clothing one wears. This can be due to a particular occupation, a group to which one belongs, or an activity in which one is involved. Groups that commonly wear uniforms are occupational e.g. law enforcement, food service, medical personnel, etc. Others are school related or according to customs or status or mere decoration.

### Self-Assessment Exercise 2

#### 1. Analysis of the factors that influence clothing styles and choices

The factors which affect styles and choices of clothing include the trend of the times, fashion conformity, personal originality, classical disposition, influence of technology, the media, celebrities (e.g. musicians and actors of movies), communication and magazines.

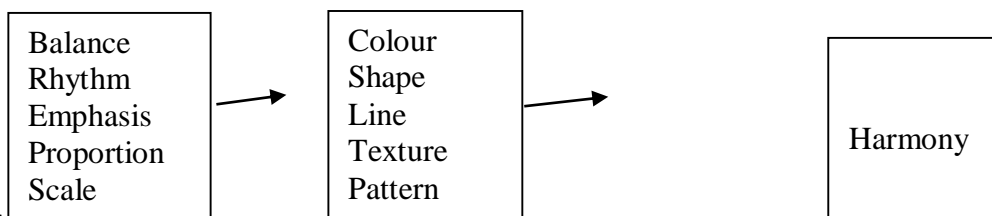
### Self-Assessment Exercise 3

#### 1. Principles and elements of design can be summarily illustrated by the flow-chart below

The elements of design are the fundamental aspects of any visual design while the principles of design are the rules a designer should follow to create an effective and attractive composition.

#### Principles of design

#### Elements of design



**Rules****Tools**

3. **Analysis of the application of design elements in the family choice of clothing:** The design elements include colour, shape, texture, line and pattern as the family may choose.

**6.7 Glossary**

**Adolescent:** a person who is between the age of puberty and maturity, usually of ages 13 through 19; also called puerile, teenager, teen, stripling, jejune or juvenile.

**Amino acids** are the end products of the digestion of protein foods in the body which uses them for building up tissues and organs for growth.

**Application** is the use of something for a particular purpose

**Baking:** Cooking by dry heat in an oven e.g. bread, cake or pastry.

**Balance** is a harmonious arrangement or relation of parts or elements within a whole; equality of distribution or a state of equilibrium.

**Balanced diet:** A diet or food that contains adequate amounts of all the necessary nutrients required for healthy growth and activity.

**Braising:** Cooking slowly in fat or oil in a closed pot with little moisture.

**Breastfeeding** is to suckle, suck, nurse, lactate or give suck to (e.g. a baby by its mother).

**Carbohydrates**, or carbs, are a group of foods consisting of sugars, starch and cellulose whose nutrients usually are used by the body to obtain energy.

**Celebrities** are famous or widely known persons.

**Choice** is the act of choosing or selecting.

**Classic** is a creation of the highest excellence; adherence to established standards and principles.

**Clothing:** A covering designed to be worn on a person's body. Also called wear, wearable, garment or vesture

**Colour** is a visual attribute of objects that results from the light they emit or transmit or reflect.

**Communication:** The activity of conveying or passing information; a connection allowing access between persons or places.

**Conformity:** Acting according to certain accepted standards; orthodox in thoughts and belief. It also means abidance, compliance or conformation.

**Decoration** is to make something beautiful or more attractive.

**Deep frying** is cooking food in pre-heated deep oil or fat.

**Design:** A preliminary sketch; the act of working out the form of something; an arrangement scheme; a decorative or artistic work.

**Diet** is the usual food and drink or a prescribed selection of foods consumed by a person.

**Dye** is a soluble colourful substance used for staining or colouring.

**Element:** An abstract part of something; an artifact that is one of the individual parts of which a composite entity is made.

**Emphasis:** Special and significant stress by means of position or repetition.

**Fashion** is the latest and most admired style in clothes and cosmetics and behaviour.

**Fatty acids** are any of the classes of aliphatic monocarboxylic acids obtained from lipids (i.e. fats, oils and wax) due to hydrolysis or digestion.

**Fiber** is a slender and greatly elongated solid substance; a leather-like material made by compressing layers of paper or cotton.

**Flammability or inflammability** is the quality of being easily ignited and burning rapidly.

**Garment**, also called dress, raiment, apparel, tog or habilitate, is an article of clothing.

**Grilling**, also known as broiling, is cooking by direct exposure to radiant heat (as over a fire or under a grill (a framework of metal bars used as a partition or a grate)).

**Harmony**, also known as concord or concordance, is an agreeable or compatible state of things in general and of their properties (as of colours and sounds); congruity of parts with one another and with the whole.

**Influence** is the effect of one thing (or person) on another

**Lactation:** The secretion and production of milk by the mammary glands; the period following birth during which milk is secreted; feeding an infant by giving suck at the breast.

**Lipids** are organic substances obtained from plant and animal sources, which are insoluble in water but soluble in organic solvents, such as fats, oils and waxes.

**Lustre**, also called sheen or shininess, is the visual property of something that shines with reflected light.

**Macronutrient:** A substance from food, which the body needs in large amounts for normal functions, like growth, energy and good health e.g. carbohydrates, protein, lipids, water and fiber

**Magazine**, or mag, is a periodic publication containing pictures, stories and articles of interest to those who purchase it or subscribe to it.

**Meal**, or repast, is the food served and eaten at one time.

**Media** are either printed paper or electronic means of storing or communicating information.

**Menu** is the list of dishes making up a meal or which are available at a restaurant.

**Metabolism**, also called metastasis or metabolic process, is the organic processes that are necessary for life.

**Micronutrient:** A substance, usually from food, needed only in small amounts for normal body functions (e.g. vitamins, minerals and trace elements).



**Microwave** is a short electromagnetic wave (with length from infrared to radio waves) used for cooking in microwave ovens and for radar and transmitting telephone, facsimile, video and data.

**Mineral** is a homogenous substance occurring naturally and having a definite chemical composition which provides the body with trace elements needed for it to function properly.

**Modesty** is a formality and propriety of manner of disposition, behaviour and life.

**Nutrient** is any substance or component of food that can be metabolized in the body to give energy and build up tissues for growth and good health.

**Nutrition**, physiologically, is the organic process of nourishment; the processes by which an organism assimilates food components for growth, energy and good health. Professionally, it is the scientific study of food and drinks (especially in humans).

**Personal originality** is the quality of a person to be unique and new (not derived from something or someone else); a person's ability to think and act independently.

**Poaching** is cooking of food in simmering liquid.

**Pot roasting:** Cooking of food in simmering liquid in a closed pot. It is to poach in a closed pot.

**Pregnancy (also called gestation or maternity):** Growth of a fetus in a woman's uterus; the period from conception to birth of a baby.

**Preservation** is the process of saving organic substances from decay; activity of protecting something from spoilage or loss.

**Principle** or precept is a rule for personal conduct; a rule or standard, especially of good behaviour.

**Print:** Visible indication made on a surface; a fabric with a dyed pattern pressed onto it; the result of the printing process.

**Processing** is preparing or putting through a prescribed procedure.

**Proteins** are large groups of nitrogenous organic compounds, consisting of polymers of amino acids, which are essential in a diet for growth and repair of tissues in the body.

**Psychology:** Mental state of a person which characterizes the person's thoughts and disposition.

**Rayon** is a synthetic (i.e. man-made) silk-like fabric

**Religion:** A person's belief in a supernatural power or powers that control destiny; an institution that expresses belief in a divine power.

**Rhythm**, or regular recurrence, is a phenomenon whereby an event recurs at regular intervals; an interval during which a recurring sequence of events occurs.

**Roasting** is to cook with dry heat, usually in an open fire or oven.

**Rules** are principles or conditions that customarily govern behaviour.

**Safety** is a state of being certain that adverse effects caused by some agents under defined conditions are avoided

**Sanitation:** A state of being clean and conducive to health

**Scale** is an ordered reference standard used for arriving at or making a judgment. .

**Shallow frying** is cooking food in pre-heated shallow oil or fat.

**Spin** is to work natural fibers into threads for the production of clothing.

**Spoilage:** The process by which things (e.g. food) become spoilt.

**Styles** are ways of expressing something that are characteristic of a particular person or group or period; the popular tastes at a given time; how things are done or how they happen.

**Technology:** Practical application of science to commerce or industry, the discipline dealing with the art and science of applying scientific knowledge to solving practical problems.

**Textile:** Artifact of clothing made from both natural and synthetic fibers; of or relating to fabrics or fabric making.

**Texture:** The essential quality of something; characteristic appearance of a surface or fabric having a tactile quality; the feel of a surface or a fabric.

**Vitamins** are a group of organic substances essential in small quantities to normal metabolism.

## MODULE 3

Unit 1	Management and Home Management
Unit 2	Motivators of Management
Unit 3	Management Process
Unit 4	Decision Making

### UNIT 1: MANAGEMENT AND HOME MANAGEMENT

#### Unit Structure

- 1.1 Introduction
- 1.2 Intended Learning Outcomes
- 1.3 Management and Home Management
  - 1.3.1 What is Management?
    - 1.3.1.1 Meaning and Definition of Management
  - 1.3.2 Meaning and Definition of Home Management
  - 1.3.3 Need and Importance of Home Management
- 1.4 Summary
- 1.5 References/Further Readings/Web Resources
- 1.6 Possible Answers to Self-Assessment Exercise(s) within the content



#### 1.1 Introduction

Home Economics comprises several areas of study. In it we study Food and Nutrition, Clothing and Textile as well as Home Management. Home Management is the third and multifarious area of Home Economics consisting of the following sub-divisions: Family Health, Consumer Education and Family Finances, Child Care and Family Relations, Family Housing and Utilities, etc.

In this Unit we will consider Home, Management and Home Management, in general terms, as well as the Importance of Home Management, Principles of Home Management and Factors in the Management Process as they relate to Home Economics. In subsequent units we shall examine each sub-division of Home Management.



#### 1.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss Management in general terms

- discuss Home Management
- discuss the importance and goals of Home Management.



## 1.3 Management and Home Management

### 1.3.1 What is Management?

Management in general terms may be said to be planned activities directed towards accomplishing desired goals. It is an art of doing work in an effective and efficient manner. In day to day life, we are performing various types of activities to fulfill demands. These activities are carried out in a systematic way by using steps of management process like planning, controlling and evaluation. It involves the weighing of values and making of decisions about utilization of limited resources.

#### 1.3.1.1 Meaning and Definition of Management

Management is an important element in a human life. In simple terms, management is a

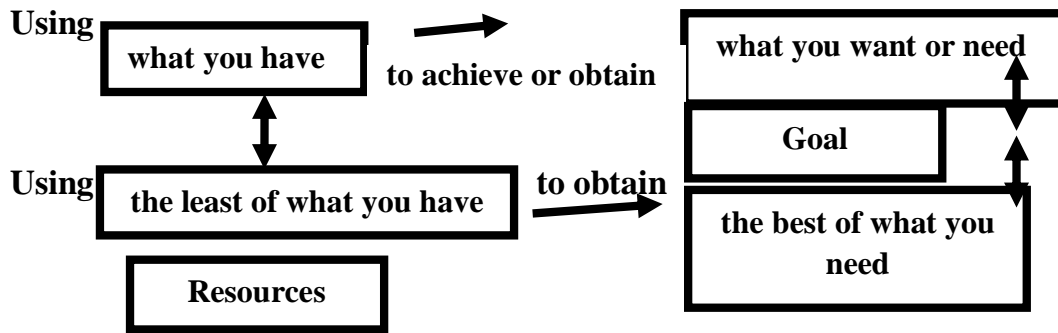
- Process of satisfying needs
- Means of using available resources to achieve goals and objectives
- Means to an end in a planned fashion
- Process consisting of various steps such as planning, organizing, implementing and evaluating.

#### ■ Factors that motivate Management

Everyone learns through experience to arrange in some manner the resources at their disposal. And these are done according to values, needs, likes and dislikes, standard and goals.

**Values, resources, needs, likes and dislikes, standards and goals** – do these terms sound familiar? They are referred to as Motivators (or reasons for actions and behaviours) in Management. We shall spend some time to define them mainly from the perspective of Home Economics, before we move on.

These motivators enable us to use what we have to obtain or achieve what we need or want. The flow chart is as depicted in figure.1.1.



*Fig. 1.1 Using Resources to Achieve Goals*

The following are descriptions of factors that motivate management:

- \* **Values:** A value is a measure of worth placed on something. Your value represents your belief or view of feeling of what is good, important or desirable e.g. health, popularity, honesty, knowledge etc.
- \* **Resources** are those things families can use to achieve their goals. They can be grouped into two: human (non-material) resources and material (non-human) resources.
  - **Human** - Those resources that exist within people e .g. energy, time, skills, knowledge, creativity, attitude etc.
  - **Material** – Those resources that exist outside people but can be controlled, owned or used by the family e.g. tools, money, social facilities, goods etc.
- \* **Needs:** Needs are the gap between where we are and where we want to be, or between what we have and what we want.

**Types of Needs (Hierarchy of Needs) include:**

- **Physiological Needs** – Those need, for maintaining life e.g. food, shelter, sleep, elimination of waste. These needs are referred to as “Physiological Needs” – they must be met before the higher ones.
- **Needs** that are felt.
- **Safety Needs** – also known as basic needs are related to state of the mind e.g. freedom from fear, threat, danger or deprivation (hindering).
- **Social Needs** – related to social interaction e.g. acceptance, love and a sense of belonging to a group.
- **Esteem Needs** – i.e. need for self-respect, recognition and status – these are higher needs.
- **Self – actualisation Needs** – These are the highest needs, (e.g. “I have arrived” feeling). It is not easy to meet these needs by all individuals. People who feel they have attained everything they need in this world can say they have self-actualised.

- \* **Likes and Dislikes:** Likes are those things we prefer. Dislikes are those things we do not wish to have or do.
- \* **Standards** are measures of quality, quantity, and method of attaining a goal. I.e. what a person or family or organisation will accept as good and worthwhile. For example, to pass the exam in this course is your goal, but to get an “A” instead of “C” is your standard – this standard will influence your action i.e. motivates hard work (resources) for an “A”.
- \* **Goals:** Goals are aims, ends, things that individuals, or families or organisations are willing to work for or attempt to achieve e.g. your personal goal may be to get a B.Sc (Home Economics), that of a family may be shelter, that of an organisation may be profit or reputation. Having clarified some salient words, we shall move on to consider the management processes.

### 1.3.2 Meaning and Definition Home Management

Home Management is defined simply as the process of using the family’s resources to meet the family’s needs or goals. Family resources are limited, therefore, must be used wisely to meet as many needs as possible.

Good Home Management practices result in improvement of the quality of living and happiness in the home. In the home, as in business, good planning is essential to easy running. To run a home properly is a highly skilled art. Thus running of a home is a skilled job and an important one. In fact, having a mind trained for some sort of specialist’s work is a distinct asset; for it teaches you how to think, plan, and how to carry out work efficiently without undue fatigue and loss of time and energy. If one brings in goodwill, interest and energy to the study and practice of domestic art, and to learning the different techniques, which need to be mastered, one is well rewarded in terms of pleasure and happiness.

Home Management is the natural outgrowth of human association in the home environment. As soon as a family is established and the persons begin working together for a common purpose, a need arises; for the development of a plan of action, for the delegation of responsibilities and for organising and controlling the use of human and material resources of the home. Because of the multiplicity of the problems that must constantly be solved and the decisions that must be made, management becomes one of the major responsibility of family living.

Home management is the administrative side of family living. It involves decision-making that leads to action. It is the means of accomplishment. It makes use of findings of science and knowledge of the different aspects of family life-economics, social, psychological, spiritual and technological. It applies this knowledge to the use of family

resources, to meet living situations, to solve problems and help resolve conflict. In short, home management is the planning, controlling and evaluating the use of resources available to a family for the promotion of the satisfaction of that family.



*Fig. 1.2 : Samples of Properly Managed Home*

### Self-Assessment Exercise(s) 1

1. Discuss Management in general terms
2. Discuss Home Management

### 1.3.3 Importance and Goals of Home Management

Home Management enables us to use scarce and limited family resources to achieve the goals of the family. It motivates us to take action and achieve family objectives. Applying the principles of Home Management, the following family goals, are achieved. Some of the goals are pictorially illustrated below. They include:

- \* **Safety:** Safety involves things like cleanliness, healthfulness, soundness, functionality, love for others, and order. Safety in the home includes physical safety, spiritual/moral safety, and mental/emotional safety. It includes not only the safety of the family members (and visitors) but also the safety of your personal property.



- \* **Comfort:** A home should be comfortable, a place you actually want to be. Comfort involves things like creativity, flexibility, quality, cleanliness, and peacefulness. A dull life isn't a comfortable life! Comfort includes physical comfort as well as mental/emotional/social comfort.
- \* **Healthfulness:** Healthfulness goes a little deeper than safety, which deals more with harm that can happen quickly. Healthfulness involves activity (physical and mental exercise!), order, temperance (self-control, avoidance of that which is harmful and moderation with that which is not harmful), and cleanliness. It also includes laughter and love. They all matter. Healthfulness includes physical, mental, emotional, and spiritual health.
- \* **Cleanliness:** Cleanliness involves purity, order, simplicity, and healthfulness. And yes, it's more than just the cleanliness of your physical environment! It includes the cleanliness of the human body, soul and spirit.
- \* **Convenience:** Convenience involves functionality, comfort, order, simplicity, suitability, and organisation. It's about things being "handy," easy to use, and suitable. It helps create effectiveness, efficiency and comfort in the home.
- \* **Economy and Efficiency:** In a way, economy and efficiency are the same thing as they apply to different areas of life. Economy is about a prudent use of money and other resources; efficiency is about a judicious use of time. Economy and efficiency involves temperance, moderation, balance, organisation, resourcefulness, provision for the future, and diligence.
- \* **Love and Concern for Others:** These are not lower on the list because they are less important, but hopefully they come a little more naturally and easily than cleaning routines. Hopefully! Love and concern for others as a home management principle is about remembering that *the point of the home is the people in the home*, and therefore *the purpose of home management is to benefit the people in the home*. The point isn't cleanliness or frugality or efficiency, or meals, or education, or work, or fun, or entertaining. The point is the people (and to the glory of God).
- \* **Simplicity:** Simplicity involves order, economy, and moderation. Simplicity isn't about doing without things you need. It is not even about doing without things you just want (although you have to do that for the sake of choosing what is better). *Simplicity is about a lack of overwhelm, unwanted complexity, overwork, over-stimulation, distractions, and clutter.*
- \* **Order:** Order involves self-control, self-discipline, communication (you can't have order in the family without good communication!), simplicity, cooperation, and organisation. Order isn't just about the orderly arrangement of stuff. It's about

order in responsibilities, activities, thoughts, communication, and more.

- \* **Balance:** Balance includes temperance, moderation, flexibility, and prioritizing. Balance isn't about doing equal amounts of everything. Balance is about doing (being, having) the right amount of the right things. It's about avoiding:
  - Hyper-focusing
  - Neglect
  - One-sided thinking
  - Intemperance
  - Over-working
  - Over-committing
  - Inappropriate priorities
  - Inconsistency
- \* **Integrity:** Integrity, as a home management principle is about much more than being an honest and reliable person (although it is that too!). It involves humility, individuality (letting each member of the family be their own persons), authenticity, modesty, honesty, reserve, excellence, quality, soundness, purpose, dependability, faithfulness, simplicity, and diligence. It applies to people, your house and other buildings, stuff, your witness as a family, your routines and lifestyle, your principles.
- \* **Freedom:!** Freedom as a home management principle involves flexibility, a relaxed attitude, variety, individuality, peacefulness, and comfort. It's about freedom from things like anxiety, clutter, overwhelm, chaos, dirt, etc., **and also** about the way the home and family are being managed

**Self-assessment:** Recall a decision you made recently. Describe how you arrived at taking a decision. Did it follow the steps enumerated here?

Management in general terms is the process of planned activities that involve utilization of resources directed towards accomplishing desired goals. Values, resources, needs, likes and dislikes, standards and goals are factors that motivate management. The Management Process involves the steps of planning, organising, implementing, and evaluation.

Home Management is defined as the process of using the limited family resources to meet the family's needs or goals and thus improve the quality of living in the family. In the home, as in business, good management is essential to achieving the desired goals. Also discussed are the need and importance of home management based on its principles.

**Self-Assessment Exercise(s) 2**

- |  |
|--|
| 1. Discuss the importance and goals of Home Management |
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**1.4 Summary**

In this unit, Management and Home Management have been defined and described in general terms. The motivating factors of Management have been examined and the steps involved in the management process have been enumerated. Home Management has been defined, the need and the importance of good management of family resources has been discussed.

**1.5 References/Further Readings/Web Resources**

Anyakaoha, E. & Eluwa M. (1986). *Home Management for Schools and Colleges*. Africana – FEP Publ. Ltd.

Mullick, P. (2003). *Textbook of Home Science*, Kalyani Pub. New Delhi.

[www.i.stokephoto.com/search2/image?phrase=management](http://www.i.stokephoto.com/search2/image?phrase=management)

**1.6 Possible Answers to Self-Assessment Exercise(s)****Self-Assessment Exercise(s) 1**

1. Management in general terms is the process of planned activities that involve utilisation of resources directed towards accomplishing desired goals. Values, resources, needs, likes and dislikes, standards and goals are factors that motivate management. The Management Process involves the steps of planning, organising, implementing, and evaluation.
2. Home Management is defined as the process of using the limited family resources to meet the family's needs or goals and thus improve the quality of living in the family. In the home, as in business, good management is essential to achieving desired goals.

**Self-Assessment Exercise(s) 2**

The Importance and Goals of Home Management: Home Management enables us to use scarce and limited family resources to achieve the goals of the family. It motivates us to take action and achieve family objectives. Applying the principles of Home Management, the following family goals are achieved. They include: Safety, Comfort, Health, Cleanliness, Convenience, Economy and Efficiency, Love and Concern for Others, Simplicity, Order, Balance, Integrity, and Freedom.

## UNIT 2: MOTIVATIONAL FACTORS OF MANAGEMENT

### Unit Structure

- 1.1 Introduction
- 2.2 Intended Learning Outcomes
- 2.3 Motivational Factors of Management
  - 2.3.1 Values, Goals, Standards
    - 2.3.1.1 Values
    - 2.3.1.2 Goals
    - 2.3.1.3 Standards
    - 2.3.1.4 Inter-relationship between Values, Goals and Standards
- 2.4 Summary
- 2.5 References/Further Readings/Web Resources
- 2.6 Possible Answers to Self-Assessment Exercise(s) within the content



### 2.1 Introduction

The Advanced English Dictionary (AED) defines motivation as the psychological feature that arouses an organism to action toward a desired goal; the reason for an action, that which gives purpose and direction. It also defines it as a positive motivational influence. It lists motivation as an inducement or incentive. In addition to these, the Concise-Thesaurus dictionary describes motivation as a drive, stimulus, inspiration, incitement, reason, spur, determination, ambition and enterprise.

Motivation is the driving force or motive that propels human behavior or action. It is what makes people do what they do. Motivators are identified to accrue majorly from goals, values and standards among human beings.



### 2.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- explain Values, Goals, Standards
- state types of Values
- discuss sources of Values
- explain characteristics of Values

- describe the classifications of Values
- discuss types of Goals
- discuss the meaning and classifications of Standards
- analyse the inter-relationship among Values, Goals and Standards.

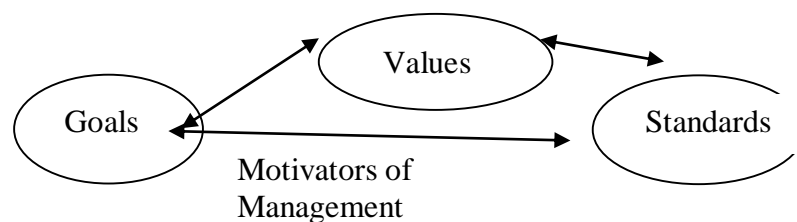


## 2.3 Motivational Factors of Management

### 2.3.1 Values, Goals and Standards

Values, goals and standards are motives of management. All families would always find alternative means of accomplishing a task or achieving their purpose. These they do by drawing a scale of preference or priority and selecting a particular alternative in order to achieve their purpose.

Every family can find a number of ways (alternatives) of doing things or solving problems. The preferred alternative that is finally chosen for achieving an objective or aim is decided by certain factors. These factors which direct us to select or reject a particular course of action are motivators. We may not be aware of these factors or their commanding influence on our decision making, but they influence us all the time. These motivating factors are values, goals and standards. Fig.1 is an illustration of the interrelationship that exists among these motivators.



**Fig.2.1 Interrelationship among Values, Goals and Standards**

Everyone learns through experience to arrange, in some manner, the resources at his disposal according to his values, needs, likes and dislikes, standard and goals. Values, resources, needs, likes and dislikes, standards and goals - do these words sound familiar?

They are referred to as Motivators (reasons for actions or behaviours) for management. We shall define them mainly from the perspective of Home Management.

#### 2.3.1.1 Values

**Definition:** Nickell and Dorsey defined as the things in life that one considers right, desirable or worthwhile. A value is a measure of worth placed on something. Your value represents your belief or life view or feeling of what is good, important or desirable e.g. health, popularity, honesty, knowledge, etc.

Values grow out of human interactions and desires. They are the product of interactions between individual and some objects as situations demand in his environment.

The word 'value' is used in different context for example moral values, aesthetic value and instrumental value. Values motivate human behaviour. They provide a basis for judgment, discrimination and analysis. Because of these, they enable us to make intelligent choices between different alternatives. They give meaning to our life. They are the ones that provide us an answer when we have to make a choice between two or more alternatives.

Values provide the basic philosophy and motivating factor in our lives. They help us to deciding a course of action to be taken from a number of alternatives and also to decide which type of goals we should set for ourselves. Largely they answer the question of why one makes a choice between two or more courses of action. They give the direction through the importance of an object, situation or way of doing things. Some common values, which are universally important are honesty, love, art, comfort, health, knowledge etc.

### **Types of Values and their significance include**

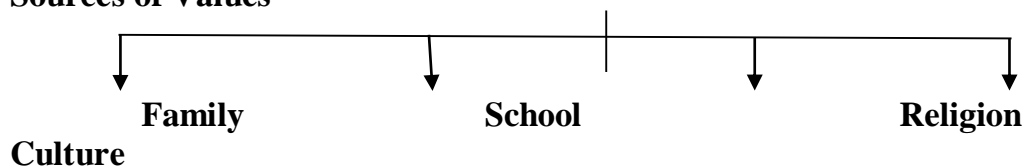
- Love: It is a basic value in human relation.
- Health: For physical and mental wellbeing.
- Ambition: To get success through achievement.
- Comfort: For making life as pleasant and agreeable for living.
- Knowledge and wisdom: Search for truth, understanding and prudence.
- Technological satisfaction: By Skillful workmanship.
- Play: Creative and imaginative activities, sportsmanship and teamwork.
- Art: Appreciation of beauty in all its forms of expression.
- Religion: To know basic philosophy of human life.
- Hospitality: To get pleasure in entertaining the guest.

### **Self-Assessment Exercise(s) 1**

1. Discuss Values, Goals, Standards    2. Discuss types of Values

- \* **Sources of Values:** The various sources from which values are obtained include the
- **Family:** The values which are upheld by families influence the children. Children inherit those values slowly. The families have a major responsibility for developing right kind of values among children. An atmosphere in the family should be such that children will pick up the appropriate values. As children imitate the elders, they accept certain values like affection, love, comfort, health, honesty, truthfulness and respect for others.
  - **School:** Environment in the school affects the values of children and teachers. As the students belong to different environments, having different nature and various economic and social status, their values may differ. School thus has a major responsibility in developing the right kind of values in children such as sympathy, co-operation, compromise, honesty, teamwork, diligence, etc.
  - **Religion:** Religion influences values of individuals. Though most of the religions agree on certain values like love, honesty, empathy, universal brotherhood, faith, etc. there are differences in values propagated by different religions.
  - **Culture:** Values differ from culture to culture and children accept the values of the culture in which they were born and grown. For example, Nigerian culture teaches children to respect their parents and elders and to obey them. Thus values are inculcated from various sources including community, experiences and the peer groups.

### Sources of Values



*Fig.2.2 Sources of Values*

### Characteristics of Values:

- They
- are closely related to our life.
  - influence our behaviour, attitude, thoughts and personality.
  - are always important to the person who holds them.
  - develop from many sources and are influenced by many factors.
  - are self created, appreciated and developed.
  - are always changing. They may get modified due to time and circumstances.
  - do not change easily. They may change slowly and gradually after some years.

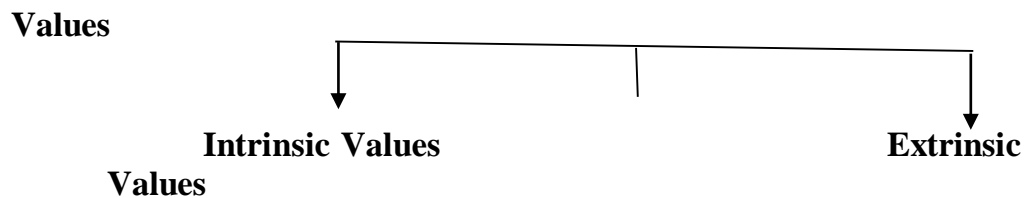


- Their intensity vary from individual to individual.

#### \* Classification of Values

Values may be classified as follows: Intrinsic Values and Extrinsic Values

- **Intrinsic Value:** Intrinsic values come from within the individual. They stand on their own and represent strong values that are important in themselves. They are important and desirable simply for their own sake. They are worthy of being sought for in themselves. They originate from philosophy of life of a family or individual. eg. a person enjoying sunset at the sea shore.
- **Extrinsic value:** An extrinsic value is a means of attaining other values or goals. These are sometimes called instrumental values. These may also be strong values but they help or assist an intrinsic value. For example, if a person values intelligence and education, the goal may be pursuing higher education. In this case, intelligence is intrinsic value in order to achieve that goal. Other values like sincerity, punctuality, hard work, regularity in attending classes and concentration in studies are instrumental or extrinsic values.



*Fig.2.3 Classification of Values*

#### Self-Assessment Exercise(s) 2

1. Discuss sources of Values
2. Discuss characteristics of Values
3. Discuss the classifications of Values

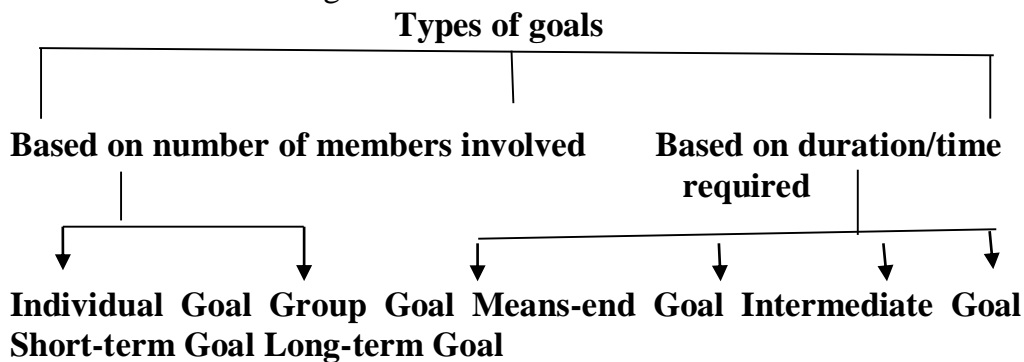
#### 2.3.1.2 Goals:

- \* **Definition:** According to Melon and Melon, Goals are the things we set out to accomplish, a work to be reached and a purpose to be achieved. Nickell and Dorsey defined goals as nothing more than the end that individuals or families are willing to work for.

Goals are the desires or aims or objectives of the families or individuals who are willing to work for them. A person who is inspired to do some

task most probably is working to achieve a goal. They are influenced by the social environment and the people around us may encourage or discourage us to attain them. They are created from our desires, values, experiences, environment and attitude. They are very important in our life. Each and every family works hard for goals. They can only be achieved through effective management

- \* **Types of goals:** Goals are classified based on different criteria. Aspiration for goals can be by an individual person or a group of persons. Secondly, goals are time bound. Hence, there are short-term and long-term goals. In between these two are intermediate and means-end goals.



*Fig.2.4 Classification of Goals*

\* **On the basis of number of members involved:**

- **Individual goals:** These goals are decided by an individual. Every individual has various types of goals. The individual tends to work hard to achieve his/her goals. Individual goals taken are taken promptly. For example, getting good marks in the exam, buying gift for friends, waking up early, etc.
- **Group goals:** A number of individuals is involved in this type of goals. Each and every group members work hard for the achievement of such goals. The role of group leader becomes important in motivating each group member; group goals take a long time. For example, arranging picnic, celebrating college day, organizing a function, etc.

\* **On the basis of duration / time required for achievement:**

- **Means end goals:** The means end goals are lesser goals. They are the many decisions made or the steps taken to attain intermediate goals. There are many means of meeting means-end goals, which end in themselves and are accomplished with a smaller number of activities. For example, when a woman wishes to keep her home attractive, she begins an intermediate goal for herself, to achieve it. She sweeps the floor, cleanse the dust, mops

the floor, arranges the furniture. By combining these means end activities, she attains her intermediate goal.

- **Intermediate goals:** Intermediate goals are the links between short term and long term goals. They have definite characteristics and serve a purpose in your life time achievement. The time duration involved in intermediate goals is longer than the short term goals. Achievement of these goals is measured in terms of several months or years. For example, to complete graduation, students will require few years. During this course of study it is difficult to make out a class schedule for entire duration. They may not be as clearly defined as short term goals. Just like short term goals, these intermediate goals may help students in attaining long term goals.
- **Short term goals:** Short term goals are achieved in short span of time. These can be for a few hours, a day or a week. Short term goals are well defined and identified, as it is easy to form clear picture for them. These goals are always large in number. Since they are well defined and it is easy to achieve them. For example; completing an assignment and going for shopping, etc.
- **Long term goals:** Long term goals are achieved in longer period of time. They are the goals that have real meaning to the family life. Long term goals may not always be clearly defined, since their achievement is not anticipated in the nearer future. They are more complex and their realisation requires a combination of many activities and utilisation of a lot of resources. Long term goals can also include more than one or more goals. For example; building a house, getting married, purchasing a car, etc.

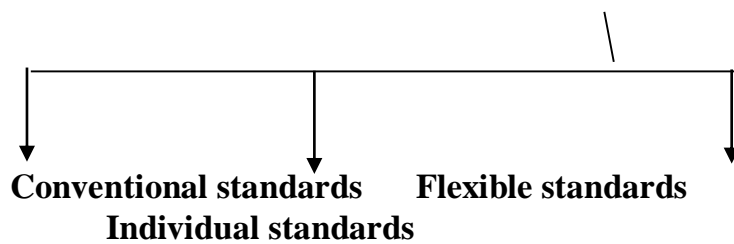
### 2.3.1.3 Standards

According to Nickel and Dorsey, standards are a set of measures of values stemming from our value patterns, determining the amount and kind of interest in something and the satisfaction we receive. Florence and Walker stated that standards are considered as base of evaluation. Standards serve as measured criteria for measurements of objects or ways of doing things. They are what individuals and families will accept as adequate and worth working for. Standards set the limit, which we accept in working towards a goal. They are more specific and easily seen as compared to values and goals. A standard can be used as a scale for comparison. For example: living standards of middle class or upper class families. The pattern of work acceptable and agreeable to our minds is called standards.

- \* **Classification of standards:** Gross and Crandal classified standards as: Conventional standards, Flexible standards and Individual standards

- **Conventional standards** are those patterns of work which are traditionally followed by the large number of community and which are accepted by individuals from generation to generation. They are fixed and cannot be changed. If necessary, the person will have to change to adjust to these standards, but the standards cannot be changed for the person. For example; preparing vegetable soup for the family
- **Flexible standards:** In this type of standards, individual is a centre of attraction. Flexible standards allow us to fulfill our activities according to situations. Changes can be made in these standards according to human needs. Flexible standards give more freedom to our life which therefore becomes more relaxed. For example, newly married woman wears ironed clothes, and after having children, most of the times it will be difficult to maintain this standard.
- **Individual standards:** The standard of every individual is usually fixed. These standards can be conventional or flexible because they have been chosen by an individual to meet his/her needs, ideas and convenience. Individual standards can be changed, according to the situation and availability of resources. For example; performing yoga or meditation as a daily routine.

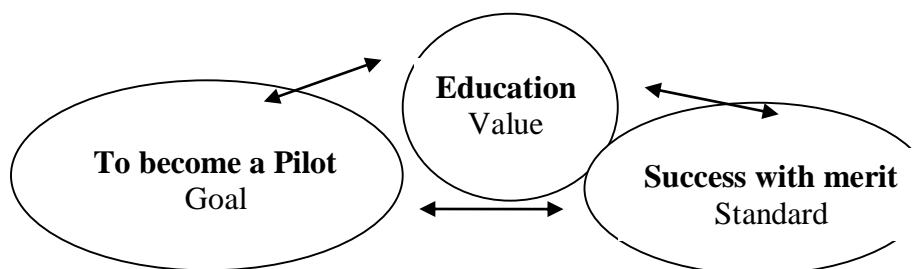
**Classification of Standards**



*Fig.2.5 Classification of Standards*

**2.3.1.4 Inter-relationship between Values, Goals and Standards**

These three attributes are the deciding or motivating factors of management and they are interrelated. Figure 5 shows inter-relationship among values, goals and standard.



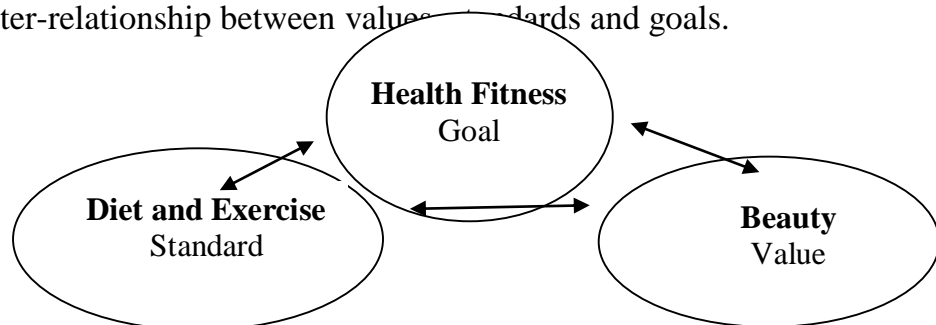
*Fig.2.6 An example of Interrelation among Values, Goals and Standards*

Fig.5 is an illustration of the interrelation that exists among Value, Goals and Standard. for a person who is aspiring to become an aircraft pilot. His **goal** is to be a pilot. So he goes to school to acquiring education, which is the **value**. In school, he works hard, studying science and mathematics related subjects, in order to succeed with merit. This will enable him to have **standard** requirements that will make him gain admission into the school of aviation to study aircraft piloting.

Values, goals, and standards are closely related concepts. Values are the prime motivating factors in management. The values developed through family, neighbors, friends, society and environment help to identify goals. Goals are set due to values and also help to select or choose particular standards. The goals and standards modify the values of a person. Values and goals work together to establish the standards. They help us to know which standards are fixed and which standards are flexible. Values, goals and standards not only affect the way we live but they also affect our management process and decision making. Goals are usually decided before performing a task. With goals in focus, a person gets motivated.

Therefore a person is able to take proper decisions. It mean, standards evaluate our work.

In decision making these three factors show the appropriate direction or path we should take. For example, to learn flower arrangement is a goal of a student. Therefore, the student will try to practice it frequently and form the style of flower arrangement through which the standard of the student will be recognized and this would reflect artistic value. It is understood that values, goals and standards are interrelated, even though they are different concepts. If they are properly interrelated in the task, success will be achieved. Therefore, these three deciding or motivating factors of management are interrelated. Give an e.g. which shows the inter-relationship between values, standards and goals.



*Fig.2.7 Another example of interrelation among Values, Goals and Standards*

Fig.6 is another illustration of the interrelationship, which exists among Values, Goals and Standards. For a lady who is aspiring to become beautiful, her **goal** is to be beautiful. So she goes to the boutique for advice, on health fitness activities, which is the **value**. Based on the advice she receives, she adopts the diet and exercises, which serve as the **standard** prescribed for her to achieve her goal. This will enable her to acquire **standard** requirements that will make her beautiful.

Values make us to have a basis for judgment, discrimination and analysis. They assist us to make intelligent choices between various alternatives. They give our life a meaning. They are the ones that provide us answers, when we have to make choices between two or more alternatives. Values provide the basic philosophy and motivating drive in our lives. They help us to take decisions or courses of action from a number of alternatives. They help to decide which type of goals we should set for ourselves.

Goals are aims, ends, things that individuals or families or organisations are willing to work for or attempt to achieve e.g. your personal goal may be to get a B.Sc (Home Economics) and that of a family may be shelter that of an organisation may be profit or reputation.

Standards are measures of quality and quantity, and the methods of attaining goals. I.e. what a person or family or organisation will accept as good and worthwhile. For example, to pass the exam in this course is your goal, but to get an “A” instead of a “C” is your standard – this standard will influence your action e.g. motivates you to work hard for an “A”.

### Self-Assessment Exercise(s) 3

1. Discuss types of Goals
2. Discuss the meaning and classifications of Standards
3. Analyse the inter-relationship among Values, Goals and Standards



### 2.4 Summary

Values, goals, and standards are certain factors which influence the management process and our decision making all the time. Value is the basic philosophy and motivational factor of our life. Some types of values are Love, Health, Ambition, Comfort, Knowledge and wisdom, Skills, Play, Art, Religion and Hospitality. Values can be sourced from Family, School, Religion and Culture. Their characteristics, among others, are their development from many sources and evolution by many

factors to influence our behaviour, attitude, thoughts and personality. They are classified as either intrinsic or extrinsic.

Goals are the tasks we set out to accomplish, an action to be taken and a purpose to be achieved. Some goals are based on number of persons while some are based on duration of time. Those based on number of persons are either individual goals or group goals. Those based on duration of time are divided into short-term, long-term, means-end and intermediate goals.

Standards are the patterns of work that are acceptable and agreeable in our minds.

They are classified into conventional, flexible and individual standards. Conventional standards are fixed, rigid and cannot be changed. Flexible standards can be adjusted to match the situation. Individual standards are fixed by the person concerned.

Values, goals and standards are closely related. Goals and standards are stemmed from values. Values make us to set goals for ourselves which are achieved through standards.



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## 2.6 Possible Answers to Self-Assessment Exercise(s) Self-Assessment Exercise(s) 1

1. **Values, Goals and Standards** are motives of management. All families would always find alternative means of accomplishing a task or achieving their purpose. These they do by drawing a scale of preference or priority and selecting a particular alternative in order to achieve their purpose.

Every family can find a number of ways (alternatives) of doing things or solving problems. The preferred alternative that is finally chosen for achieving an objective or aim is decided by certain factors. These factors which direct us to select or reject a particular course of action are motivators. We may not be aware of these factors or their commanding influence on our decision making, but they influence us all the time. These motivating factors are values, goals and standards.

Everyone learns, through experience, to arrange, in some manner, the resources at his disposal according to his values, needs, likes and dislikes, standard and goals. Values, resources, needs, likes and dislikes, standards and goals are referred to as motivators (reasons for actions or behaviours) in management.

2. **Types of Values** are **Love** - It is a basic value in human relation; **Health** - Physical and mental wellbeing; **Ambition** - Obtaining success through achievement; **Comfort** - Making life pleasant and agreeable for living; **Knowledge and wisdom** - Search for truth, understanding and prudence; **Technological satisfaction** - Skillful workmanship; **Play** - Creative and imaginative activities, sportsmanship and teamwork; **Art** - Appreciation of beauty in all its forms of expression; **Religion** – Knowing the basic philosophy of human life and **Hospitality** - Pleasure in receiving and entertaining guests..

### Self-Assessment Exercise(s) 2

1. **Sources of Values** include **Family**: The values which are upheld by families influence the children. Children inherit those values slowly. The families have a major responsibility for developing right kind of values among children. An atmosphere in the family should be such that children will pick up the appropriate values. As children imitate the elders, they accept certain values like affection, love, comfort, health, honesty, truthfulness and respect for others.

**School:** Environment in the school affects the values of children and teachers. As the students belong to different environments, having different nature and various economic and social status, their values may differ. School thus has a major responsibility in developing the right



kind of values in children e.g. sympathy, co-operation, compromise, honesty, teamwork, diligence, etc.

**Religion:** Religion influences values of individuals. Though most of the religions agree on certain values like love, honesty, empathy, universal brotherhood, faith, etc. there are differences in values propagated by different religions.

**Culture:** Values differ from culture to culture and children accept the values of the culture in which they were born and grown. For example, Nigerian culture teaches children to respect their parents and elders and to obey them. Thus values are inculcated from various sources including community, experiences and the peer groups.

2. **Characteristics of Values:** They are closely related to our life; influence our behaviour, attitude, thoughts and personality; are always important to the person who holds them; develop from many sources and are influenced by many factors; are self-created, appreciated and developed; are always changing; may get modified due to time and circumstances; do not change easily; may change slowly and gradually after some years and their intensity vary from individual to individual.
3. **The classifications of Values:** They are either Intrinsic Values or Extrinsic Values

**Intrinsic Value:** Intrinsic values come from within the individual. They stand on their own and represent strong values that are important in themselves. They are important and desirable simply for their own sake. They are worthy of being sought for in themselves. They originate from philosophy of life of a family or individual. eg. a person enjoying sunset at the sea shore.

**Extrinsic value:** An extrinsic value is a means of attaining other values or goals. These are sometimes called instrumental values. These may also be strong values but they help or assist an intrinsic value. For example, if a person values intelligence and education, the goal may be pursuing higher education. In this case, intelligence is intrinsic value in order to achieve that goal. Other values like sincerity, punctuality, hard work, regularity in attending classes and concentration in studies are instrumental or extrinsic values.

### Self-Assessment Exercise(s) 3

1. **Types of Goals:** Goals are classified based on different criteria. Aspiration for goals can be by an individual person or a group of

persons. Secondly, goals are time bound. Hence, there are short-term and long-term goals. In between these two are intermediate and means-end goals.

**On the basis of number of members involved:**

**Individual goals:** These goals are decided by an individual. Every individual has various types of goals. The individual tends to work hard to achieve his/her goals. Individual goals taken are taken promptly. For example, getting good marks in the exam, buying gift for friends, waking up early, etc.

**Group goals:** A number of individuals is involved in this type of goals. Each and every group members work hard for the achievement of such goals. The role of group leader becomes important in motivating each group member; group goals take a long time. For example, arranging picnic, celebrating college day, organizing a function, etc.

**On the basis of duration / time required for achievement:**

**Means end goals:** The means end goals are lesser goals. They are the many decisions made or the steps taken to attain intermediate goals. There are many means of meeting means-end goals, which end in themselves and are accomplished with a smaller number of activities. For example, when a woman wishes to keep her home attractive, she begins an intermediate goal for herself, to achieve it. She sweeps the floor, cleanse the dust, mops the floor, arranges the furniture. By combining these means end activities, she attains her intermediate goal.

**Intermediate goals:** Intermediate goals are the links between short term and long term goals. They have definite characteristics and serve a purpose in your life time achievement. The time duration involved in intermediate goals is longer than the short term goals. Achievement of these goals is measured in terms of several months or years. For example, to complete graduation, students will require few years. During this course of study it is difficult to make out a class schedule for entire duration. They may not be as clearly defined as short term goals. Just like short term goals, these intermediate goals may help students in attaining long term goals.

**Short term goals:** Short term goals are achieved in short span of time. These can be for a few hours, a day or a week. Short term goals are well defined and identified, as it is easy to form clear picture for them. These goals are always large in number. Since they are well defined and it is easy to achieve them. For example; completing an assignment and going for shopping, etc.

**Long term goals:** Long term goals are achieved in longer period of time. They are the goals that have real meaning to the family life. Long term goals may not always be clearly defined, since their achievement is not anticipated in the nearer future. They are more complex and their realization requires a combination of many activities and utilization of a lot of resources. Long term goals can also include more than one or more goals. For example; building a house, getting married, purchasing a car, etc.

## 2. The meaning and classifications Standards

**Meaning:** According to Nickel and Dorsey, standards are a set of measures of values stemming from our value patterns, determining the amount and kind of interest in something and the satisfaction we receive. Florence and Walker stated that standards are considered as base of evaluation. Standards serve as measured criteria for measurements of objects or ways of doing things. They are what individuals and families will accept as adequate and worth working for. Standards set the limit, which we accept in working towards a goal. They are more specific and easily seen as compared to values and goals. A standard can be used as a scale for comparison. For example: living standards of middle class or upper class families. The pattern of work acceptable and agreeable to our minds is called standards.

**Classification of standards:** Gross and Crandal classified standards as: Conventional standards, Flexible standards and Individual standards

**Conventional standards** are those patterns of work which are traditionally followed by the large number of community and which are accepted by individuals from generation to generation. They are fixed and cannot be changed. If necessary, the person will have to change to adjust to these standards, but the standards cannot be changed for the person. For example; preparing vegetable soup for the family

**Flexible standards:** In this type of standards, individual is a centre of attraction. Flexible standards allow us to fulfill our activities according to situations. Changes can be made in these standards according to human needs. Flexible standards give more freedom to our life which therefore becomes more relaxed. For example, newly married woman wears ironed clothes, and after having children, most of the times it will be difficult to maintain this standard.

**Individual standards:** The standard of every individual is usually fixed. These standards can be conventional or flexible because they have been chosen by an individual to meet his/her needs, ideas and convenience.

Individual standards can be changed, according to the situation and availability of resources. For example; performing yoga or meditation as a daily routine.

### **3. Analysis of the inter-relationship among Values, Goals and Standards**

Values, goals, and standards are closely related concepts. Values are the prime motivating factors in management. The values developed through family, neighbors, friends, society and environment help to identify goals. Goals are set due to values and also help to select or choose particular standards. The goals and standards modify the values of a person. Values and goals work together to establish the standards. They help us to know which standards are fixed and which standards are flexible. Values, goals and standards not only affect the way we live but they also affect our management process and decision making. Goals are usually decided before performing a task. With goals in focus, a person gets motivated.

Therefore a person is able to take proper decisions. It means standards evaluate our work.

In decision making these three factors show the appropriate direction or path we should take. For example, to learn flower arrangement is a goal of a student. Therefore, the student will try to practice it frequently and form the style of flower arrangement through which the standard of the student will be recognised and this would reflect artistic value. Therefore, these three deciding or motivating factors of management are interrelated. .

## UNIT 3: THE MANAGEMENT PROCESS

### Unit Structure

- 3.1 Introduction
- 3.2 Intended Learning Outcomes
- 3.3 The Management Process
  - 3.3.1 Steps in the Management Process
  - 3.3.2 Planning
  - 3.3.3 Controlling
  - 3.3.4 Evaluation
  - 3.3.5 Planning, Controlling and Evaluation: Their Relationship
- 3.4 Summary
- 3.5 References/Further Readings/Web Resources
- 3.6 Possible Answers to Self-Assessment Exercise(s) within the content



### 3.1 Introduction

The Management Process involves three steps (elements or components). They are planning, controlling and evaluation.

- \* **Planning** involves the following sub-steps: (a) identify the needs; (b) establish priorities among needs – i.e. place them in order of importance; (c) identify resources available that could be used in meeting needs (d) decide how and when resources will be used to meet the needs and (e) determine a time sequence.

Planning could be short-term e.g. providing a breakfast for the family or long-term e.g. building a house. Recall a decision you made recently. Describe how you arrived at taking the decision. Did it follow the steps enumerated here?

- \* **Controlling-** This involves the establishment of proper relationship among the various activities planned, the people and other resources. (a) Arranging activities in the plan in a logical sequence, (b) Sharing responsibilities – division of labour, (c) Showing the time frame for each of the planned activities to be carried out. It involves implementation, which is the actual process of putting the plan into action. It also involves monitoring and making adjustments, if necessary.
- \* **Evaluation** – is appraisal of the entire management procedure. It checks how effective the resources have met the goals. Answers to the following questions are provided, in the evaluation process: (a) Has the need been met? (b) If so, to what extent?

- (c) Were any mistakes or problems encountered? (d) How can problems be avoided in the future? Decision-making is necessary at each stage of a management process.



### 3.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss the Management Process
- state steps in the Management Process
- discuss controlling and its phases
- analyse evaluation; advantages of evaluation and the three types of evaluation.
- describe the relationship that exists among planning, controlling and evaluation.



### 3.3 The Management Process

The family is the basic unit of the society. It is a group of two or more persons sharing the same household who are related to each other by blood, marriage or adoption. In the house, as a group, they share various resources like money, various equipment, vehicles, services, such as electricity, air conditioning, etc. together. All such resources are limited. This is where the need for management comes in. The family members work to achieve common goals; for example, building a house, purchasing of a car, providing food, etc.

Thus, it becomes necessary to formulate a plan of action, delegate responsibilities and organise and control the use of available human and material resources. Efficient and effective management is important here. It is a means of using available resources for the achievement of family goals, leading to satisfaction and happiness. Effective use of resources helps in the overall development of family members and improvement of the quality of life.

The home has to be managed 24/7 to give utmost satisfaction to family members. Each woman is a home-manager. She handles and manages lots of many resources like money, energy, time, skills, capacities, intelligence, equipment, etc. in order to provide maximum satisfaction to the family members. Each day management process is used, consciously or unconsciously, in most of the activities. It might be a very simple activity like purchase of monthly grocery, where management process would be used at an unconscious level. But for an activity like organizing a birthday party, a scientific use of management process

becomes necessary. This is because conscious decisions have to be made to reach the goals.

### **3.3.1 Steps in Management Process**

Management process consists of three fundamental steps. They are planning, controlling, and evaluating the results. Applying the steps in the management process is essential for the achievement of a goal. Planning takes place before the action starts, controlling is carried out during the action and evaluation is done after the action has been completed.

- Planning is done for the future – it takes place before the action.
- Controlling takes place for present action. It occurs while the action is taking place
- Evaluation is carried out after action is over. It is carried out after action has taken place.

For instance, a group of friends that wants to go and watch a movie on a Sunday, will first plan for it on the previous day being Saturday. Control based on the plan involves going and watching the movie. Evaluation will look back to find out whether the movie was enjoyed by everyone, or whether there was any problem after they returned from the movie.

### **3.3.2 Planning**

Planning can be defined as mapping out a course of action for the achievement of a goal.

It is the foremost and very important step in the Management Process. It decides the effectiveness of the process. It is a mental process of choosing an appropriate solution or procedure for the achievement of a goal or for solving some problem. It involves a series of decisions for future action.

Decision is an important part of planning, where the best method of achieving a goal is clearly stated in detail. The value of planning lies in the fact that its occurrence is before the action takes place.



**Fig.3.1: The Strategic Planning Process**

- **Useful Abilities in Planning:** These include
  - **Mental thinking and memory:** With the ability to recollect and remember, a home maker uses her past experience, which gives an advantage for preparing a better plan for the future.
  - **Observation:** A home maker uses her senses of observation to make use of what has been learnt in the past as well as what is being observed in the surrounding when people are working towards achievement of their goals.
  - **Reasoning and critical analytical ability:** Home maker's reasoning and analytical ability helps in identifying the merits and priorities of the various alternatives that are available to her.

Always remember the above abilities help to judge a situation in a perfect manner for the preparation of a good and workable plan.

- **Steps in Planning:** The following are the three major steps in planning.
  - **Recognising the problem to be solved or the goals to be accomplished:** The problem or the goal must be clearly identified and understood by the family members so that collective efforts can be used for its solution or achievement.
  - **Seeking different alternatives:** Once the problem or goal is identified and understood, family members should start finding out alternatives.
  - **Choosing between alternatives:** It is necessary to think about each alternative and to find out its advantages and disadvantages. This means to mentally go through each alternative. After this the choice can clearly be indicated and made.
  - **Order of priority and importance:** Developing an order of importance between the various parts of the plan, so that a part of the plan can be omitted if necessary.



- **Coordinating various parts of the plan:** This involves organising and implementing the various segments of the action plan
- **Determine a time sequence:** A plan should include a time frame within which actions should be taken and concluded. Each segment of the plan should be time bound for execution and conclusion.
- **Characteristics of Planning**
  - **Flexibility:** Both the plan and the planner should be flexible to meet the necessary changes. As soon as the planner realises about the alterations in the situation, goals or availability of resources, it becomes necessary to make modifications in the plan. Such modifications can be incorporated only if the plan and the planner both are flexible.
  - **Realistic:** Plans should be realistic in the use of available resources. A homemaker who understands the limitations on her human resources especially on time and energy, will plan to accept the proposal of overtime work in the office after the regular office hours.
  - **Compatibility:** The plan must be suitable to the person for whom it is prepared. The likes, dislikes and habits of the person must be taken into consideration. - **Clear and concise:** The plan should be clear and concise. That is, it should well understood without ambiguity.
  - **Adaptive:** The plan should be adaptive to any situation or circumstance. This feature originates from its flexibility and the availability of alternatives. It means adjusting the plan as occasion demands.
  - **Appropriate:** The plan should be appropriate in solving problems, meeting the challenges and goals of the management process.
  - **Goal-directed (specific):** Plans are drawn to meet specific goals and to realise stated objectives. So they should be stated specifically and directly to meet such goals.
- **Advantages of Planning in the Management Process**
  - Planning helps to predict the future action.
  - It brings to awareness the activities that must be performed to reach goals.
  - Planning involves problem solving. Thus, it provides guidelines to solve problems or to reach the goals.
  - Planning makes for effective and efficient use of the available resources for reaching goals.

- Planning provides a basis for other managerial activities like organising, controlling and evaluating.
- **Disadvantages of Planning in the Management Process**
  - It is time consuming. It takes a lot of time to plan.
  - It is mentally tasking. It requires a lot of concentration and mental ability to plan, as it serves as a blue print and a reference material for the other steps of the Management Process.

### Self-Assessment Exercise(s) 1

1. Discuss the Management Process
2. Discuss steps in the Management Process

Controlling is the second step of the Management Process. It is can be defined as putting the plan into action and adjusting it if and when need be. It simply means starting the work according to the plan and adjusting it when and where it is deemed necessary. It includes the involvement of individual and joint efforts in making a plan work. When the plan is for an individual, it requires motivating oneself to initially start the action and, at times, at an intermediate stage. When a group is involved, there is always a need for leadership and joint action.

A lot of plans are never executed because of lack of control. Controlling step is important for putting the plan into action.

- Some people feel that controlling is just working according the plan, but at times it becomes necessary to make modifications in the plan and to control it.
- Many new decisions have to be taken, especially if the situation or the availability of resources has changed. For example, a person goes to the market to purchase a specific gift for a friend to be given next day but finds out that it is unavailable in the market currently. A new decision has to be taken on the spot regarding purchase of a different gift article that fits into the budget.
- A person should be smart and knowledgeable about available alternatives. If the person is aware of lot of available alternatives, it becomes easy to make quick and timely adjustments in planning and controlling in the Management Process.



*Fig.3.2: The Effective Control System*

- **Phases of controlling:** When the plan is put into action, to make it workable it becomes necessary to state the decisions. This is essential, if people that were not involved in the planning are given responsibilities to perform as per the plan. The detailing of decisions has its relation to the phases of controlling. The phases of controlling include energising, checking and adjusting.
- **Energizing** means initiating and sustaining the action. It is very important in management. Many times plans are made but they are not put into action. The plan may be very good, realistic and flexible but there may be lack of implementation. Thus energising becomes important for the achievement of goals.

Many intermediate short term objectives can be created for the achievement of an overall long term goal. The creation of short term objectives has certain advantages in the energising phase. Short term objectives make long term goals tangible and meaningful. They provide a means of bridging the gap between hope and expectation. They provide a benchmark for measuring the progress of action.

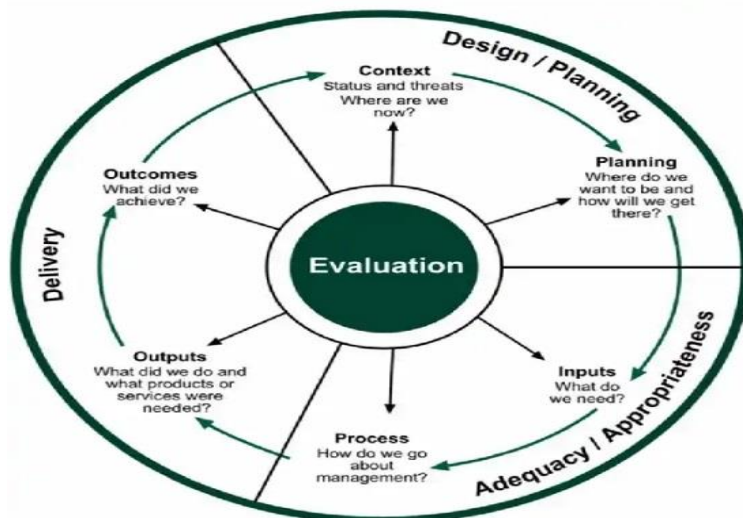
- **Checking:** It means keeping a track of the progress of the plan. Checking is many a times done automatically. Checking becomes easy by having suitable checking devices such setting standards, time frame and intermediate goals. Timely checking is crucial in the controlling step for making suitable adjustments in a plan.
- **Adjusting:** Adjusting the plan, if necessary, requires new decisions to be taken. If there is a change in the situation or supply of resources, there is a need to adjust the plan.

### Self-Assessment Exercise(s) 2

Discuss controlling and its phases

### 3.3.4 Evaluation

Evaluation is the third and final step in the management process. It is defined as taking a review of the completed action and getting guidelines for future plans. It means looking back to find out what has been achieved. It consists of looking back over the steps of planning, organizing and implementing, to know how good or how poor the job has been done. Evaluation, in general is used more widely by people than controlling. Evaluation is similar to the monitoring phase of implementing. But monitoring is done while the plan is in action and its purpose is to make adjustment in the plan. Evaluation involves a total review of what has already taken place. The purpose of evaluation is to get guidelines for improving the steps of planning and controlling in future. Effective evaluation depends upon the ability of objective analysis of events and conditions. Evaluation must be related to goals, to make it more meaningful.



*Fig.3.3: Framework for Evaluating Management Effectiveness*

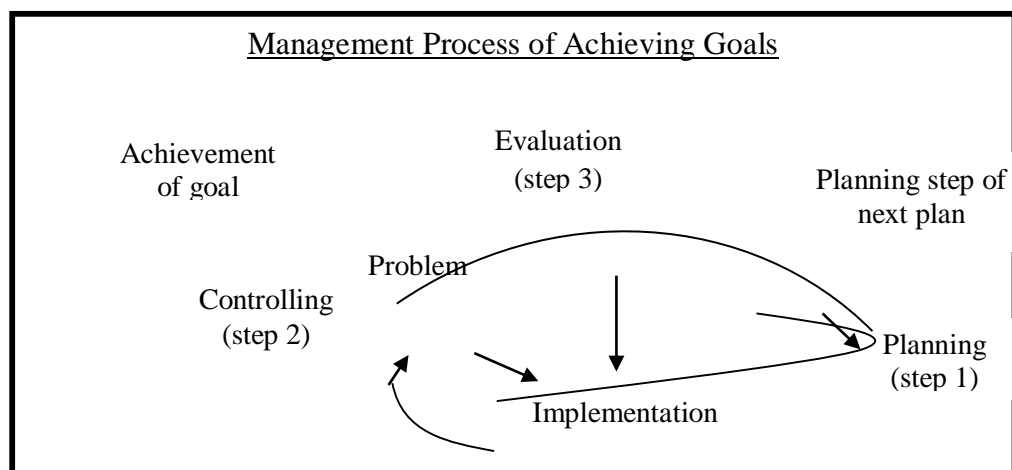
- **Types of evaluation:** There are three types of evaluation:
  - **General Evaluation:** General evaluation is very casual and subjective. Without analysing each and every aspect of the job, the manager may recognise it as good or poor in relation to a given situation.
  - **Specific Evaluation:** This evaluation is done in details as one observes all different aspects of the management process and determines the degree of excellence of the job. The devices used indicate measurement on a scale at least to the extent of comparative descriptive words like excellent, good, poor etc.
  - **Self-Evaluation:** Self-evaluation assesses or appraises oneself to determine one's effectiveness and efficiency in the management process. Life situations involve a large amount of self-evaluation. A home manager often works in isolation and in a very small informal group, where there are no set patterns for self-evaluation

and hence it is difficult to be very objective. Even then self-evaluation is a worthwhile activity.

- **Advantages of evaluation:**
  - Evaluation helps to recognise the quality of work; assess what has been done and how effective the process was in relation to the goals achieved.
  - It tells whether the plan was good or not, or there were lots of drawbacks in the plan, what factors affected the plan, whether fresh decisions were taken at proper time for making adjustments in the plan where needed.
  - Evaluation helps a person to know how effectively the limited resources were used for achievement of goals.
  - Most importantly, it serves as a basis for future planning.
  - In order to be effective, evaluation must be related to goals. The goals must be specific to serve as a means for easy evaluation.

### 3.3.5 Planning, controlling and evaluation: Their Relationship:

The steps of planning, controlling and evaluating are based on each other. Problem solving or action towards goal achievement starts with planning and organising, which are a mental process. The second step, i.e. controlling, based on the first step, carries out the action as planned. The third step, which is evaluation, is also related to the preceding steps. Once the goal is achieved or the problem is solved, the person reviews the planning and controlling steps, in order to find out the positive and/or negative points. The feedback from evaluation is used for better planning in the future. Thus, all the steps are very much related to one another and one cannot proceed until the previous step is carried out properly. They follow themselves in a cyclic form.



**Fig. 3.4: Relationship between Planning, Controlling and Evaluation**

The Management Process has four major steps - planning, controlling (organising, implementing) and evaluation. **Planning** has to do with identifying the needs; establishing priorities among needs; identifying and allocating resources available that could be used in meeting objectives; deciding how and when resources will be used to meet the goals.

**Controlling** implies organising and implementation. Organising involves the establishment of proper relationship among the various activities planned, the people and other resources. It includes arranging activities in the plan in a logical sequence, sharing responsibilities – division of labour and showing the time frame for each of the planned activities to be carried out, while Implementing is the actuating of the process, i.e. putting the plan into action. It also involves motivating, monitoring and modification.

**Evaluation** – is an assessment of the entire management procedure. It checks how effective the resources have met the goals. It answers the following questions: (a) Has the need been met? (b) If so, to what extent? (c) Were any mistakes or problems encountered? (d) How can problems be avoided in the future? Decision-making is necessary at each stage of a management process.

### Self-Assessment Exercise(s) 3

1. Analyse evaluation; advantages of evaluation and the three types of evaluation.
2. Analyse the relationship that exists among planning, controlling and evaluation



### 3.4 Summary

Management is an essential component of family life. Home Management is a means for achieving family goals.

- It is a means of using available resources for the achievement of family goals, leading to the satisfaction and happiness of members of the family.
- Effective use of resources helps in the overall development of family members and improvement of the quality of life.
- Each day a person uses management process to accomplish most of the activities.
- Home management is a mental process involving a series of decisions, leading to actions. Management process consists of

three or more consecutive steps of planning, controlling and evaluation.

- Planning is mapping out the course of action for achievement of a goal. Planning occurs before the action. To be successful, it should be flexible, realistic and compatible.
- Controlling is putting the plan into an organized form, by matching resources with personnel, within time frames. It includes arranging the actions to be taken in a logical and pragmatic sequence. It also involves implementation, which is putting the organized plan into action. It involves action, and adjustment when and where necessary.
- Evaluation means looking back to find out the successfulness and/or drawbacks of planning and controlling steps. It takes place after the action is completed or the goal is achieved. Planning (step 1), Controlling (step 2) and Evaluation (step 3) follow each other in a cyclic order.



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### 3.6 Possible Answers to the Self-Assessment Exercise(s)

#### Self-Assessment Exercise(s) 1

##### 1. The Management Process

The family members work to achieve common goals; for example, building a house, purchasing of a car, providing food, etc. Thus, it becomes necessary to formulate a plan of action, delegate responsibilities and organise and control the use of available human and material resources. Efficient and effective management is important here. It is a means of using available resources for the achievement of family goals, leading to satisfaction and happiness. Effective use of resources helps in the overall development of family members and improvement of the quality of life.

The home has to be managed 24/7 to give utmost satisfaction to family members. Each woman is a home-manager. She handles and manages lots of many resources like money, energy, time, skills, capacities, intelligence, equipment, etc. in order to provide maximum satisfaction to the family members. Each day management process is used, consciously or unconsciously, in most of the activities. It might be a very simple activity like purchase of monthly grocery, where management process would be used at an unconscious level. But for an activity like organizing a birthday party, a scientific use of management process becomes necessary. This is because conscious decisions have to be made to reach the goals

## 2. Steps in the Management Process

The Management Process has four major steps - planning, controlling (organizing, implementing) and evaluation.

**Planning** has to do with identifying the needs; establishing priorities among needs; identifying and allocating resources available that could be used in meeting objectives; deciding how and when resources will be used to meet the goals.

**Controlling** implies organising and implementation. Organising involves the establishment of proper relationship among the various activities planned, the people and other resources. It includes arranging activities in the plan in a logical sequence, sharing responsibilities – division of labour and showing the time frame for each of the planned activities to be carried out, while Implementing is the actuating of the process, i.e. putting the plan into action. It also involves motivating, monitoring and modification.

**Evaluation** – is an assessment of the entire management procedure. It checks how effective the resources have met the goals. It answers the following questions: (a) Has the need been met? (b) If so, to what extent? (c) Were any mistakes or problems encountered? (d) How can



problems be avoided in the future? Decision-making is necessary at each stage of a management process.

### **Self-Assessment Exercise(s) 2**

**Controlling and its phases:** **Controlling** is the second step of the Management Process, after planning. It can be defined as putting the plan into action and adjusting it if and when need be. It simply means starting the work according to the plan and adjusting it when and where it is deemed necessary. It includes the involvement of individual and joint efforts in making a plan work. When the plan is for an individual, it requires motivating oneself to initially start the action and, at times, at an intermediate stage. When a group is involved, there is always a need for leadership and joint action. A lot of plans are never executed because of lack of control. Controlling step is important for putting the plan into action.

- Some people feel that controlling is just working according to the plan, but at times it becomes necessary to make modifications in the plan and to control it.
- Many new decisions have to be taken, especially if the situation or the availability of resources has changed. For example, a person goes to the market to purchase a specific gift for a friend to be given next day but finds out that it is unavailable in the market currently. A new decision has to be taken on the spot regarding purchase of a different gift article that fits into the budget.
- A person should be smart and knowledgeable about available alternatives. If the person is aware of lot of available alternatives, it becomes easy to make quick and timely adjustments in planning and controlling in the Management Process.

**Phases of controlling:** When the plan is put into action, to make it workable it becomes necessary to state the decisions. This is essential, if people that were not involved in the planning are given responsibilities to perform as per the plan. The detailing of decisions has its relation to the phases of controlling. The phases of controlling include energising, checking and adjusting.

- **Energising** means initiating and sustaining the action. It is very important in management. Many times plans are made but they are not put into action. The plan may be very good, realistic and flexible but there may be lack of implementation. Thus energising becomes important for the achievement of goals.

Many intermediate short term objectives can be created for the achievement of an overall long term goal. The creation of short term objectives has certain advantages in the energising phase. Short term objectives make long term goals tangible and meaningful. They provide a means of bridging the gap between hope and expectation. They provide a benchmark for measuring the progress of action.

- **Checking:** It means keeping a track of the progress of the plan. Checking is many a times done automatically. Checking becomes easy by having suitable checking devices such setting standards, time frame and intermediate goals Timely checking is crucial in the controlling step for making suitable adjustments in a plan.
- **Adjusting:** Adjusting the plan, if necessary, requires new decisions to be taken. If there is a change in the situation or supply of resources, there is a need to adjust the plan.

### Self-Assessment Exercise(s) 3

#### 1. Analysis of evaluation; advantages of evaluation and the three types of evaluation.

**Evaluation** is the third and final step in the management process. It is defined as taking a review of the completed action and getting guidelines for future plans. It means looking back to find out what has been achieved. It consists of looking back over the steps of planning, organizing and implementing, to know how good or how poor the job has been done. Evaluation, in general is used more widely by people than controlling. Evaluation is similar to the monitoring phase of implementing. But monitoring is done while the plan is in action and its purpose is to make adjustment in the plan. Evaluation involves a total review of what has already taken place. The purpose of evaluation is to get guidelines for improving the steps of planning and controlling in future. Effective evaluation depends upon the ability of objective analysis of events and conditions. Evaluation must be related to goals, to make it more meaningful.

#### Advantages of evaluation:

- Evaluation helps to recognise the quality of work; assess what has been done and how effective the process was in relation to the goals achieved.
- It tells whether the plan was good or not, or there were lots of drawbacks in the plan, what factors affected the plan, whether fresh decisions were taken at proper time for making adjustments in the plan where needed.

- Evaluation helps a person to know how effectively the limited resources were used for achievement of goals.
- Most importantly, it serves as a basis for future planning.
- In order to be effective, evaluation must be related to goals. The goals must be specific to serve as a means for easy evaluation.

**Types of evaluation:** There are three types of evaluation:

- **General Evaluation:** General evaluation is very casual and subjective. Without analysing each and every aspect of the job, the manager may recognise it as good or poor in relation to a given situation.
- **Specific Evaluation:** This evaluation is done in details as one observes all different aspects of the management process and determines the degree of excellence of the job. The devices used indicate measurement on a scale at least to the extent of comparative descriptive words like excellent, good, poor etc.
- **Self-Evaluation:** Self-evaluation assesses or appraises oneself to determine one's effectiveness and efficiency in the management process. Life situations involve a large amount of self-evaluation. A home manager often works in isolation and in a very small informal group, where there are no set patterns for self-evaluation and hence it is difficult to be very objective. Even then self-evaluation is a worthwhile activity.

## 2. **Analysis of the relationship that exists among planning, controlling and evaluation**

The steps of planning, controlling and evaluating are based on each other. Problem solving or action towards goal achievement starts with planning and organising, which are a mental process. The second step, i.e. controlling, based on the first step, carries out the action as planned. The third step, which is evaluation, is also related to the preceding steps. Once the goal is achieved or the problem is solved, the person reviews the planning and controlling steps, in order to find out the positive and/or negative points. The feedback from evaluation is used for better planning in the future. Thus, all the steps are very much related to one another and one cannot proceed until the previous step is carried out properly. They follow themselves in a cyclic form.

## UNIT 4: DECISION MAKING

### Unit Structure

- 4.1 Introduction:
- 4.2 Intended Learning Outcomes
- 4.3 Decision Making
  - 4.3.1 Meaning and Definition of Decision Making
  - 4.3.2 Steps in Decision Making
  - 4.3.3 Types of Decisions
  - 4.3.4 Importance of Decision Making
- 4.4 Summary
- 4.5 References/Further Readings/Web Resources
- 4.6 Possible Answers to the Self-Assessment Exercise(s) within the Content
- 4.7 Glossary



### 4.1 Introduction

Decision – Making is the action taken in selecting from alternative courses of action. It involves a mental process. Steps in decision making include: identifying the problem, obtaining information and searching for alternatives, considering consequences of each alternative, by listing advantages of each alternative; selecting an alternative – after considerations in step above, the alternative considered as best is selected.



### 4.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss the meaning of Decision Making
- analyse the steps of Decision Making
- analyse types of Decision Making
- discuss the importance of Decision Making



### 4.3 Decision Making

According to the Advanced English Dictionary (AED), a decision is the act of making up your mind about something. It is a position or opinion or judgment reached after consideration. It is a cognitive process of

reaching a point of action. The Concise-Thesaurus dictionary gives synonyms of decision as resolution, resolve, conclusion, settlement, commitment, choice, option, etc.

### **4.3.1 Meaning and Definition of Decision Making**

In home management decision making is a very important part of our daily life. Each day, a person faces various challenges/problems. To meet up with these challenges or solve these problems, a person has to take various decisions. Some of the problems are simple and short term; they can be solved easily. Some decisions are long term, which can change the life permanently. They are complex and so require long term actions that can affect the family life drastically. For example, marriage, career, buying a house, etc. All these decisions are important and can have a great effect on a person's life. Management process revolves around decision making.

Decision making is the crux of management. Whether it is management of a business, an institute, an event or that of a house, decision making is a must. The decisions are always taken keeping in mind the goal to be achieved and the resources available to a person or a family.

Decision making is a mental process which requires knowledge of certain information and imagination to see whether the information will be useful or applicable to solve the particular problem that has been identified.

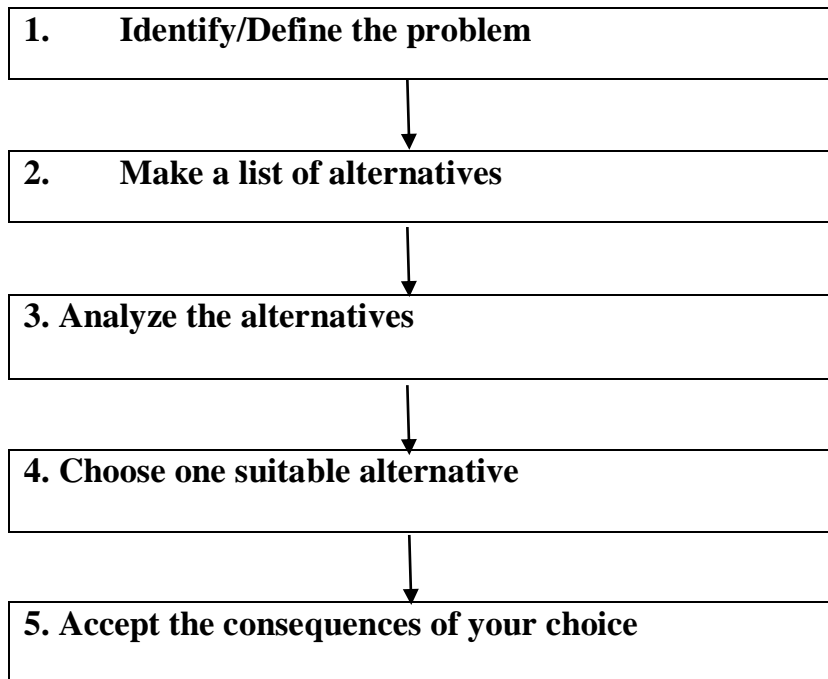
Decisions are based on the values held by people. They help the people to achieve their goals and in the process they set their standards in life too. The quality of life depends on the types of decisions a person takes and how correct they become.

According to Nickell and Dorsey, decision making is the process of selecting one course of action from a number of possible alternatives in solving a problem or meeting a situation. Limaye defines decision making as solving a problem or achieving a goal after different alternative ways and actions are considered. Decision making is to select one out of those alternatives and actions or to choose none of them.

### **4.3.2 Steps in Decision Making**

The process of decision making goes by certain steps. Decision making is required in running organisations, institutes, clubs, businesses, states, countries, etc. There are certain specific actions involved in decision making. These are known as the steps in decision making, which are as follows:

### Steps in Decision Making



*Fig.4.1: Steps in Decision Making Process*

- **Identify and define the problem. Estimate the resources.**

Decision making process begins with identification of a problem. When one realises that there is a problem, one begins to think about it, in order to find a suitable solution. Thus, the process of decision making begins with a problem. It is necessary to identify the problem clearly and to understand it. Until there is clarity about the problem, effective decision making cannot take place.

The home manager needs to discuss with the family members and analyse the problem, with relevant information, so that it is accurately understood. It is necessary to think about the root cause of the problem, i.e. realise why the problem has arisen and what management components are involved. If a solution is chosen in a hurry, without giving much thought, afterwards the homemaker may realise that choice regarding the solution was inappropriate. This may lead to frustration and loss of important human and non-human resources such as time, money and even life. In order to avoid this, it is necessary to identify the problem clearly and to analyse it with relevant information.

The relevant information includes identifying the restrictions and opportunities imposed by the situation. For example, the common problem faced by a student may be that of selection of a course of study after passing the Senior School Certificate Examination (SSCE). This step is very important as it lays the foundation of any decision.

- **Consider alternatives. Consider all options. Select the suitable alternatives.**

This step means to find out various alternatives. Once the problem is identified, the person begins to find possible solutions or alternatives. Effective decision making can take place only if the home managers can identify all the possible alternatives.

- **Imagine the consequences. Development an action plan and implement.**

In simple words, this means comparing the various alternatives and finding out best options. Analysis is carried out after collecting details about all the alternatives. A person starts thinking about them to find out their advantages and disadvantages, merits and demerits, etc. The success of decision making depends on how prudently this step is carried out. The step helps the person to select the most suitable alternative from the list.

- **Evaluate along the way. Accept the consequences.**

Select one suitable alternative: This is the most crucial step, as this is where a person actually takes a decision and the decision can be correct only if the person has chosen the correct alternative.

Accepting consequences is an important step in the decision making process, which is often ignored by many people. Once a decision is made and action is taken according to it, the person making the decision should be able to accept the responsibility of its outcome, whether it is positive or negative. The biggest advantage is that the success of decision helps to develop self-confidence for making effective decisions in the future. Also, failure helps an individual to develop more evaluating factors or ability for the future.

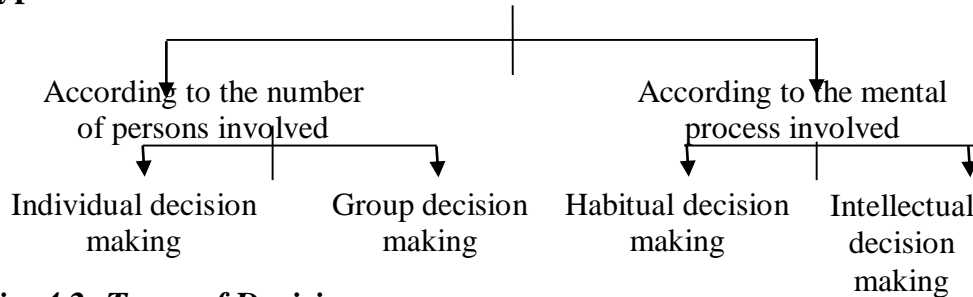
### **Self-Assessment Exercise(s) 1**

- |   |
|---|
| <ol style="list-style-type: none"><li>1. Discuss the meaning of Decision Making</li><li>2. Analyse the steps of Decision Making</li></ol> |
|---|

### 4.3.3 Types of Decisions

Decisions are classified into two major categories: according to the number of persons involved and according to the mental process involved. These are further considered as Individual and Group Decisions as well as Habitual and Intellectual Decisions respectively.

#### Types of Decision



*Fig. 4.2: Types of Decision*

- **Individual and Group Decisions:**

According to the number of persons involved, decisions are classified as :

- **Individual decisions:** When a person takes a decision for himself/herself and faces the consequences of it alone, it is said to be an individual decision. The result of this decision mostly affects the person who has taken it. The responsibility and consequences of the decision lies squarely on the individual. It is taken quickly because he/she may not believe in discussing it with others. The quality of this type of decision depends upon the intelligence and experience of the person who makes it.



*Fig. 4.3: Man Standing and Hesitating to Make A Decision*

- **Group decisions:** This decision is taken by number of members from a group. Making a group decision is a slow and difficult process as



compared to individual decision making. This type of decision making requires a lot of discussion among the members and it takes into consideration the views of the group members. So it takes longer time. Group decision making has certain advantages. More alternatives are solicited through collective minds. At the same time, it becomes easier to rule out unproductive alternatives through the experiences of many people. Responsibility of the decision is not on any one person but on all members of the group. Most of the time conflicts or differences of opinion arise and it becomes difficult to take unanimous decision. Some examples of group decisions are organising a function, planning a trip for the family, college students going for an excursion or field trip, etc.



*Fig.4.3: Team Participating at Group Brainstorming to Make a Decision*

- **Habitual and intellectual**

The second type of decision making is according to the mental process involved in the process. These decisions are classified as habitual and intellectual decision making.

- **Habitual decisions:** In our daily life, we have to take lots of decisions on different matters, but it is not necessary to take all these decisions after elaborate thinking. Some decisions take time for them to be implemented and so they need the complete process to be followed carefully. But habitual decisions are basically related to routine and repetitive actions, and the choice made are almost automatic and spontaneous. For example, getting up at a specific time every day and catching a particular bus or train to reach a destination.



**Fig. 4.4: Female Runner Checking Time on her Wrist Watch Before Jogging**

- **Intellectual decisions:** This type of decision making can have a deep and long lasting effect on our life and that of our families. So, they need to be taken circumspectly. Such decisions are called intellectual decisions. The individual uses his intelligence, knowledge, reasoning, analytical ability, etc. for taking decisions. The choice is made consciously and takes time for conclusion. These are important decisions taken by an individual or a family. For example, where to buy a house, which career to choose, the selection of right life partner are some of such decisions. If a person goes wrong, it may have long lasting impact.



**Fig.4.5 : Critical thinking is Required in making Intellectual Decisions**

#### 4.3.4 Importance of Decision Making

Decision making is a very important step in home management. It is required at each and every stage of the process of management. The

importance of decision making include the following, with pictorial depictions:

- **Decision making plays a vital role in the life of a person:** Decision making influences the quality of life. It is based on values. It is directed towards achievement of goals and it sets standards in our life e.g. if a student makes a decision of securing first class in a discipline, it is because education is an important value for life. Taking admission in higher courses for achievement of educational goal and the way a student studies and manages the daily routine, reflects the standards set for himself/herself.



*Fig.4.6: A female Student Thinking About her Education*

- **Decision making is important in management:** In management, various decisions are taken in the process of setting up the goals to be achieved. Once the goals are set, decisions help in proper allocation of resources for their achievement.



*Fig.4.7: A Couple Allocating the Family Resources*

- **Decision helps an individual to use the limited resources effectively:** The resources, both human and non-human are limited in nature and the needs of a family are unlimited. Thus, it becomes necessary to use the management process to meet such

- unlimited needs. Lots of decisions are required to give utmost satisfaction to the family members.
- **Decision making is the ‘crux’ of management:** Decision making is at the heart of the management process. It cannot be separable from management. Decisions are required at each step of the management process i.e. in planning, in organizing, in implementing and in evaluation. The process of management involves a series of decisions making at each step.
  - **Decision making determines the effectiveness of management:** Decision making is a complex process. It has a lot of influence on the management process. While taking decisions, the person uses thinking and reasoning ability, memory skills, knowledge, etc. Decision making is a mental process that involves selecting the most appropriate alternative or choosing the best course of action from among available alternatives. It determines the effectiveness of management.
  - **Decisions affect the present as well as the future life:** A number of decisions are taken in various stages of family life cycle and such decisions affect the present and the future life of an individual as well as that of the other family members. For example, choosing a correct life partner or buying a house etc. Many decisions cannot be changed easily once taken as needed. So they have to be taken carefully. But some simple decisions, like the purchase of appliances, can be changed promptly.
  - **Decisions help in solving problems:** Decision making takes place when there is some problem to solve or some choice to make. Therefore, decision making is of paramount importance as a mental process in solving problems of acquisition, allocation and use of the family resources to solve the problems of the family and to achieve the family goals.
  - **Decision making helps in adjusting to a change of situation:** A correct decision makes our life easier and more fruitful. In certain situations in our life, a number of decisions is taken unconsciously or with just a little thought. But if there is a change in the situation, the person is forced to move out of his/her comfort zone to change his/her habits. Therefore, decision making becomes a helpful tool to adjust or understand such situations.

Decision Making is an act of selecting from alternative courses of action. It is making a choice, and so it involves a mental process; e.g. what menu to take for breakfast, when and how to eat the meal, etc.? Steps in decision making include: (a) identifying the problem e.g. to decorate and prepare the home, as neatly as possible, in preparation for Christmas; (b) getting information and obtaining alternatives, e.g. information on different materials like Yuletide seasonal cards,

Christmas tree, clothes, etc. and their prices. (c) Considering the consequences of each alternative by listing advantages and disadvantages of each of them. (d) Selecting an alternative – after due and prudent considerations of step (c) above, selecting the best options considering beauty, cost, availability, durability, etc.

### Self-Assessment Exercise(s) 2

1. Analyse types of Decision Making
2. Discuss the importance of Decision Making



### 4.4 Summary

- Decision making is a mental process and is needed in every step of management.
- It is the crux of management.
- A new decision is taken on the basis of previous decisions and thus a chain of decisions is created.
- The process of decision making consists of five consecutive steps- identify/define the problem, list down the alternatives, analyse the alternatives, select one suitable alternative and accept the consequences.
- Decisions may be classified as-habitual and intellectual decisions and also as individual and group decisions.
- A home maker should be able to make wise and correct decisions for smooth management of the home.



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#### 4.6 Possible Answers to Self-Assessment Exercise(s)

##### Self-Assessment Exercise(s) 1

1. **The meaning of Decision Making:** Decision making is the process of selecting one course of action from a number of possible alternatives in solving a problem or meeting a situation. It means solving a problem or achieving a goal after different alternative ways and actions are considered. Decision making is to select one out of those alternatives and actions or to choose none of them.
2. **Analysis of the steps of Decision Making:**

##### **Identify and define the problem. Estimate the resources.**

Decision making process begins with identification of a problem. When one realises that there is a problem, one begins to think about it, in order to find a suitable solution. Thus, the process of decision making begins with a problem. It is necessary to identify and understand the problem clearly before effective decision making can take place.

The home manager needs to discuss with the family members and analyse the problem, with relevant information, so that it is accurately understood. It is necessary to think about the root cause of the problem, i.e. realise why the problem has arisen and what management components are involved. If a solution is chosen in a hurry, without giving much thought, afterwards the homemaker may realise that choice regarding the solution was inappropriate. This may lead to frustration and loss of important human and non-human resources such as time, money and even life. In order to avoid this, it is necessary to identify the problem clearly and to analyse it with relevant information.

The relevant information includes identifying the restrictions and opportunities imposed by the situation. For example, the common problem faced by a student may be that of selection of a course of study after passing the Senior School Certificate Examination (SSCE). This step is very important as it lays the foundation of any decision.

**Consider alternatives. Consider all options. Select the suitable alternatives.**

This step means to find out various alternatives. Once the problem is identified, the person begins to find possible solutions or alternatives. Effective decision making can take place only if the home managers can identify all the possible alternatives.

**Imagine the consequences. Development an action plan and implement.**

In simple words, this means comparing the various alternatives and finding out best options. Analysis is carried out after collecting details about all the alternatives. A person starts thinking about them to find out their advantages and disadvantages, merits and demerits, etc. The success of decision making depends on how prudently this step is carried out. The step helps the person to select the most suitable alternative from the list.

**Evaluate along the way. Accept the consequences.**

Select a suitable alternative: This is the most crucial step, as this is where a person actually takes a decision and it can be correct only if the person has chosen the correct alternative.

Accepting consequences is an important step in the decision making process, which is often ignored by many people. Once a decision is made and action is taken according to it, the person making the decision should be able to accept the responsibility of its outcome, whether it is positive or negative. The biggest advantage is that the success of decision helps to develop self-confidence for making effective decisions in the future. Also, failure helps an individual to develop more evaluating factors or ability for the future.

**Self-Assessment Exercise(s) 2**

**1. Analysis of types of Decision Making:** They include **Individual and Group Decisions** - According to the number of persons involved, decisions are classified as **individual decisions**, when a person takes a decision for himself/herself and faces the consequences of it alone, it is said to be an individual decision. The result of this decision mostly affects the person who has taken it. The responsibility and consequences of the decision lies squarely on the individual. It is taken quickly because he/she may not believe in discussing it with others. The quality of this type of decision depends upon the intelligence and experience of the person who makes it.

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## **2. The importance of Decision Making**

**Decision making plays a vital role in the life of a person:** Decision making influences the quality of life. It is based on values. It is directed towards achievement of goals and it sets standards in our life e.g. if a student makes a decision of securing first class in a discipline, it is because education is an important value for life. Taking admission in higher courses for achievement of educational goal and the way a



student studies and manages the daily routine, reflects the standards set for himself/herself.

**Decision making is important in management:** In management, various decisions are taken in the process of setting up the goals to be achieved. Once the goals are set, decisions help in proper allocation of resources for their achievement.

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#### 4.7 Glossary

Accuracy is the quality of being near the true value. It is correctness, exactness, truth, etc.

Actualisation is to make real or give the appearance of reality. Self-actualisation is to make real one's lifelong ambition.

Adaptive: having a capacity for adaptation (i.e. adjustment or modification or alteration).

Appropriate: Suitable or fitting for a particular person or place or purpose.

Balance is a state of equilibrium or harmony; equality of distribution

Child care is a service involving caring for or meeting the needs of children

Compatibility: Capability of existing or working in a harmonious or congenial relationship.

Consumer is a buyer and user of goods and services

Consumer education is the acquisition of knowledge for the judicious purchasing and using of goods and services.

Controlling is being in charge or determining policy

Culture: The way of life, including attitudes and behaviours, that is characteristic of a particular social group or organisation.

Decision: The act of making up your mind about something; a position or opinion or judgment reached after consideration

Decision making is the cognitive process of choosing from two or more alternative options

Economy is the effective and efficient use of resources, an act of economizing, a reduction in cost, a frugality in the expenditure of money and other resources; a system of the production, distribution and consumption of goods and services.

Education: The activities of instructing or educating, activities that impart knowledge or skill.

Esteem: The condition of being honoured, respected or well regarded; an attitude of admiration.

Evaluation: An appraisal or assessment of the value or worth of something

Extrinsic: Arising or originating from the outside of a thing; not forming an essential part of it.

Family finances are financial resources which are available for use by a family

Family housing is an accommodation, or structures collectively, in which a family lives.

Family relations or kinship are a group of people who are related or connected by blood or marriage or adoption.

Flexibility is the quality of being adaptable or variable; the trait of being easily persuaded

Freedom is the state or condition of being free; the power to act or speak or think without externally imposed restraints.

Goal is a target or state of affairs that a plan is intended to achieve

Goal-directed or purposive is to have a purpose that a plan is intending to achieve.

Habitual is having or exhibiting a habit of long standing; commonly used or practiced; usual.

Home is a social unit of people living together as a family

Home Management is the process of using limited family resources to meet the family's needs or goals and thus improve the quality of living in the family.

**Housing:** Structures collectively in which people are housed or accommodated.

**Implementation** is the act of accomplishing some aim or executing some tasks.

**Integrity** is moral soundness; an undivided or unbroken completeness or totality with nothing lacking.

**Intellectual:** of or associated with or requiring the use of the mind; involving intelligence rather emotion or instinct.

**Intrinsic:** quality belonging to a thing by its very nature; situated within it or belongs solely to it

**Management:** Management in general terms is the process of planned activities that involve utilization of resources directed towards accomplishing desired goals.

**Management process** involves the steps of planning, organizing, implementing, and evaluating in order to accomplish a goal.

**Multifarious or multifaceted or many-sided** is a quality of having many aspects by a thing.

**Needs:** Things that are necessary but lacking; conditions that bring relief.

**Physiological:** of or consistent with an organism's normal functioning; of the processes and functions of an organism.

**Physiological need** is a basic or fundamental feature that arouses an organism to action toward a desired goal; the reason for the action; that which gives purpose and direction to a behaviour.

**Planning:** The cognitive process of thinking about what will be done in the event of something happening; an act of formulating a program for a definite course of action.

**Realistic:** Aware or expressing awareness of things as they really are; of or relating to the philosophical doctrine of realism; representing what is real; not abstract or ideal.

**Relations:** Mutual dealings or connections or communications among persons or groups.

Religion is a strong belief in a supernatural power or powers that control human destiny; an institution to express belief in a divine power

Resources are sources of aid or support that may be drawn upon when needed; available source of wealth; a new or reserve supply that can be drawn upon when needed to achieve a goal.

Safety is state of being certain that adverse effects will not be caused by some agents under defined conditions

Safety need is a necessity that ensures and enhances our safety

School is an educational institution where knowledge and skills are imparted

Self-actualization is to realize or make real one's lifelong ambition.

Social: Living together or enjoying life in communities or organized groups.

Social needs are necessities that are required by members of a community or group

Specific: Applying to or characterised by or distinguishing something particular or special or unique

Standard: An ideal in terms of which something can be judged; a basis for comparison; a reference point against which other things can be evaluated

Time-line: Sequence of related events arranged in chronological order and displayed along a line

Utilities are things that have the quality of being of practical use

Values are beliefs of a person or social group in which they have an emotional investment

**MODULE 4**

Unit 1	Family Resources
Unit 2	Consumer Education
Unit 3	Family Income and Money Management I
Unit 4	Family Income and Money Management II
Unit 5	Family Housing
Unit 6	Family Home Furnishing
Unit 7	Household Equipment

**Unit 1: Family Resources****Unit Structure**

- 1.1 Introduction
- 1.2. Intended Learning Outcomes
- 1.3 Family Resources
  - 1.3.1 Definition and Meaning of Resource
  - 1.3.2 Classification of Resources
  - 1.3.3 Characteristics/Attributes of Resources
  - 1.3.4 Factors Affecting Utilisation of Family Resources
- 1.4 Summary
- 1.5 References/Further Readings/Web Resources
- 1.6 Possible Answers to Self-Assessment Exercise(s)

**1.1 Introduction**

In this unit, we shall examine the resources of the Family. This area of study enables the individual or homemaker to know the different resources available to him/her and to make informed decisions as to how to manage the resources of the family for both survival and fulfilment by addressing the factors that affect the utilisation of Family Resources

**1.2. Intended Learning Outcomes**

By the end of this unit, you will be able to:

- discuss the term resources
- analyse human and non-human resources
- discuss the characteristics of resources
- discuss the factors affecting the use of family resources.



## 1.3 Family Resources

Various material and non-material things are required to satisfy the needs and to achieve the goals of individual and family. These tangible and intangible things are called resources. Resources available to family are the base of Home management. Every individual and family has resources like money, time, energy, skills, ability, knowledge, attitude etc. Besides these, some community services like police, fire brigades, electricity and water supply, parks, roads, libraries, educational institutions, hospitals etc. can be used by individual or family as a resource to fulfill the needs or goals.

All these resources have some common characteristics. Resources are useful, limited and interrelated to each other. Hence it is necessary to apply management process to all resources for their thoughtful utilization. All resources hold a very important place in our life.

### 1.3.1 Definition and Meaning of Resources

Every family has certain needs and goals to be fulfilled. Fulfillment of these family goals depends on availability of resources. Resources are means through which we can perform a task or achieve goals. Resources are those materials and human attributes that are used to achieve our goals or satisfy our needs.

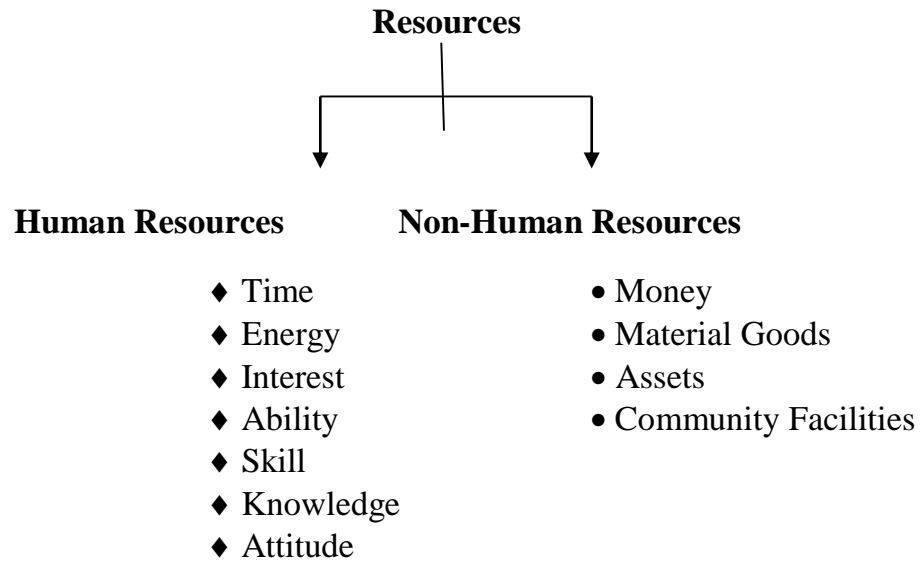
Resources are defined as follows: According to Random house dictionary resources means, “A source of supply support or aid especially one held in reserve”.

Mallack Deccan defines resources as follows- “Resources are means which are available and recognised for their potential in meeting needs”.

Each individual has various resources at one’s disposal. The resources that a family has are known as family resources. It is necessary to recognise all these available resources and to allocate them properly for achieving individual or family goals. The amount of resources available will vary from person to person and from family to family. The available resources must be effectively managed to achieve the desired goals.

### 1.3.2 Classification of resources

Resources available to the family can be classified in different ways. On the basis of its origin, the resources are classified into the following two types.

*Fig.1.1***Classification of resources**

\* **Human resources:** The resources which originate internally and constitute the personal characteristics and attributes are known as human resources. They are always related to human qualities and personal traits. Human resources are less tangible or are intangible in nature. One can experience it but cannot see or measure it directly. Being intangible, their importance is not noticed easily. Such resources are often neglected or not used to its fullest extent. These resources are often used for productive purposes. They include:

◆ **Time:** Time is an on-going sequence of events taking place. It is an important human resource and cannot be recovered once lost. Time available to every individual is same and limited. It is easily measured by using units like minutes, hours, days, weeks, years. Time is used to achieve goals and to produce other material resources. Awareness and importance of time varies from individual to individual. Time management enables everyone to use time effectively for getting the work done faster and easier and lessening the stress and strain.

◆ **Energy:** Energy is defined as an ability to do work. It is the force to do active physical and mental activities. Everyone requires energy to perform various tasks. It is difficult to measure energy easily. One can feel fatigued or tired after work which makes one aware about the energy used in the performance of that particular work. Availability of energy differs from person to person and from time to time. Individual health, interest in work, working conditions and efforts needed to complete the job affects the energy consumption. Energy can be managed by following proper sequence, correct method of work and avoiding unnecessary movements. Energy needed to achieve the goals,



or to complete the task can be classified into two types: (a) Physical energy, (b) Mental energy

Physical energy is the ability and hidden strength to do the active physical work. Various efforts such as visual, mental, tarsal, pedal, manual etc. are required for various activities like reading, walking, climbing, running, lifting things etc. Visual and mental efforts require less energy and tarsal effort utilises more energy. Mental energy is the power or force to do mental work. Mental processes require mental energy like decision making, thinking, reasoning, memorizing and recalling require mental energy.

◆ **Interest:** According to Oxford Dictionary, interest means the feeling of wanting to know or learn about something or someone. Interest in the assigned work is very important. If one has interest in work then work is done faster and efficiently with good quality standard. It is observed that various family members have interest in different types of work. So distribution of work accordingly, gives pleasure without fatigue and helps to improve the success in particular work. Different interests of family members help to save or create other resources, for example, a family member interested in gardening; can grow vegetables and save money.

◆ **Ability:** This is physical and mental capacity of a person to do a given task. Some people have physical strength while some have intelligence to do the activities. Abilities are usually inborn and can be improved through training and practice. Ability develops out of interest. If someone has interest in a particular work he / she performs it repeatedly which helps in the development of ability.

◆ **Skill:** Skill is the ability to perform work or task with efficiency and quality. Skills of family members cover wide areas from cooking, stitching to creative arts. Some of these skills are inherited or inborn while others may be acquired through practice and training. Any skill can be acquired, if a person has interest in it, ability to do it and willing to learn and practice. For example, housewife can develop skill in cooking by learning operations of microwave oven, food processors etc.

◆ **Knowledge:** Knowledge is an important human resource for choosing the correct alternatives and avoiding wastage of resources. Knowledge is acquired by learning and through experience and can constantly be developed. Home makers having knowledge about clothing, nutrition and labour saving devices can definitely help to improve the quality of life.

◆ **Attitude:** Attitude means a way of thinking or feeling about someone or something which can stimulate or retard action. Some people have positive attitude towards goals hence work in right direction with self-

motivation and enthusiasm. People with negative attitude work slowly or stop working. Such people need motivation and counselling from others to do their work. To achieve the goals successfully one has to alter the attitude according to situation and changes.

\* **Non-human resources:** Non-human resources are tangible in nature. These resources are easily recognised. Non-human resources include money, material goods, perishable and non-perishable food items, equipment, furniture, jewelry, assets as well as community services like hospitals, parks, libraries, police, fire brigade, market centers, transportation facilities, water supply, electricity etc. Non-human resources are easy to transfer from one person to another. Every such resource has its own limitations and characteristics. These resources are produced or created by using human resources. It is very important to manage these resources carefully to achieve maximum goals.

- **Money:** Money is an important resource among the non-human resources. It is easy to measure and to transfer. It is a widely accepted medium of procuring goods or services. Salary, remuneration, interest, rent, profit etc. are the sources of earning money. It is not equally available to all but can be increased by extra work using other resources. It can be saved for future use to make life easier and more comfortable. Its availability changes according to situation hence its careful management is very important. Preparing budget is a common method for the careful use of money.
- **Material Goods:** Material goods include consumable items like food, clothing etc. and also durable goods like various equipment, furniture, decorative items, vehicles etc. These resources are easy to measure quantitatively and qualitatively. So, every family has clear idea about their availability and use. They are generally purchased and sometimes created by family. Quality and availability of these resources are dependent on the availability of money. The limitations and the standard of homemade material goods are dependent on the human resources like ability, skill, interest, attitude, time and energy.
- **Assets:** Assets mean valuable things available to the family. Assets include savings and investments. Money is saved in bank, post office etc. for future use. At the same time it might be invested in shares, bonds, house, land and ornaments etc. These resources can have liquidity to get money in emergencies. Everybody should have some assets to cope with in times of emergencies.

- **Community Facilities:** Human being is a constituent of family and society. So every individual can take advantage of community facilities. Community facilities or services are classified in three groups. (a) Health and security services. (b) Self-enrichment or personality development services. (c) Public / social services and they include: Hospitals, Police, Fire brigades, Recreation centres, Hobby centres, Clubs, Community centres, Public parks and gardens, Educational institutions and others such as Transportation facilities, Telephone services.

### Self-Assessment Exercise(s) 1

1. Discuss the term resources.
2. Analyse human and non-human resources

### 1.3.3 Characteristics of Resources

Resources and home management are closely related to each other. Proper utilisation of resources can be achieved by its management and vice versa. For the management of resources, every individual must know the characteristics of resources. The following are some characteristics of resources:

- \* **Resources are useful:** Usefulness is the basic characteristic of all resources. Resources are means through which we can perform a task or achieve a goal. This definition itself elaborates the characteristic of usefulness. The usefulness of resource can be recognised in relation to a particular goal or a particular situation. In some specific situation one of the resources can be used as a main resource while other resources act as a supportive one or ancillary. Unless the uses of a thing are identified, it cannot be recognised as a resource.
- \* **Resources are limited:** All the human and non-human resources are limited. Some are scarcer than others and need to be used with care. Hence the knowledge and application of management process is essential. The limits of each resource must be assessed in relation to specific goals. The limitations of resources may vary from individual to individual. Limitations of resources are of two types:
  - Quantitative limitations
  - Qualitative limitations
  - Quantitative limitations: All non-human resources have quantitative limitations. Quantitative limitations are easily measurable, for example money available to individual or family. Human resource like time has quantitative

limitation. Every individual has 24 hours in a day to perform ones daily routine.

- Qualitative limitations: All the resources have qualitative limitations. This type of limitation is difficult to measure. One must recognize and can feel these limitations. The limitations differ in terms of characteristics like use, comfort, durability etc. While taking decisions, one must think about the qualitative limitations of resources. The ability and attitude of family members also have some limitations. These limits depend on the inherent capacity and training. Some people possess inherent capacity which can be improved by training and some people lack in such capacities hence any type of training may not improve the capacity.
- \* Resources are interrelated: Usually, we need more than one resource or the combination of resources to achieve the goals. For example, if a person wishes to attend a computer class, the thing he/she requires is combination of resources i.e. money for fee, extra time and energy, and computer. It is observed that saving of one resource will increase the consumption or use of the other resource. The use of one resource can affect the use of other resource. Scarcity or too little allocation of only one resource may affect the achievement of desired goal. Family members can start their own business by using inherited skills and abilities to produce more money to and services to achieve goals.
- \* Management process can be applied to all resources: Most of the time resources available to individual or family are limited and goals to achieve are infinite, hence require application of management process. Management process helps to bridge the gap between needs and availability of resources. Careful thinking, proper decision making, wise planning and time controlling can improve the use of resources. For example – preparing family budget helps in reducing unnecessary expenditure, prioritising purchasing and saving to achieve planned goals. Evaluation of such budget can suggest some ways of improving the family income, saving and investment. Likewise application of management process can increase the usefulness of all resources. Apart from the above basic characteristic, resources also have some other characteristics.

#### **1.3.4 Factors Affecting the Use of Family Resources**

Following are some factors that can affect the use of family resources.

- Knowledge, skills and attitude
- Education

- Standard of living
- Money income
- Residential place
- Stages of family life cycle
- Financial assistance of home maker.
- Knowledge, skills and attitude: The use of these human resources can affect the use of other human and non-human resources. The knowledge of using modern devices or household equipment like food processor, oven, microwave oven, and skills in food preparation and attitude towards cooking for the family, helps the family to save time, energy and money for the fulfillment of other goals.
- Education: Education helps to provide information to improve the knowledge level, the decision making capacity and managerial skills. It also helps to increase the thinking capacity of the family members.
- Standard of living: Standard of living means amount of money, level of comforts and satisfaction available to a person, which a person thinks that are essential for his living. Standard of living affects the use of resources.
- Money income: Money income is the main material resource available to any family. We can have better facilities in home by spending required amount of money. Family having more money will easily spend it for luxurious goods, entertainment and comfort, while middle class family uses it carefully for fulfilment of essential goals.
- Residential place: Location of residential place of the family definitely affects the use of resources like time, energy, money and community services like transportation. Residence away from working place, school, colleges and market place requires more time, energy, money and other resources to do the routine activities.
- Stages of family life cycle: The use of family resources differs greatly with size and stages of family life cycle. A family begins with two persons, expanded by the birth of children and contracted as children grow up and leave home for education or employment. In each stage of family life cycle, size of family, goals to set and achieve, and availability of resources are different, which will affect its use.
- Financial assistance of home maker: The gainful employment of housewife increases the family income which will definitely increase the material resources, but at the same time her human resources like time, energy and skills are more utilized, may result in physical and mental fatigue.

By understanding your resources upfront and planning how to use them, you can troubleshoot gaps or problems before they happen. Hence a

good understanding of the family resources inspires well-being and success in the lives of vulnerable children, youth and family through an effective family resource planning and management.

### Self-Assessment Exercise(s) 2

1. Discuss the characteristics of resources
2. Discuss the factors affecting the use of family resources



### 1.4 Summary

In this unit we examined the Family Resources; its classes, characteristics/attributes and the factors affecting its utilisation.



### 1.5 References/Further Readings/Web Resources

Home Management, Standard XI, Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune - 4



### 1.6 Possible Answers to Self-Assessment Exercise(s)

#### Self-Assessment Exercise(s) 1

1. **Resources** are means through which we can perform a task or achieve goals. Resources are those materials and human attributes that are used to achieve our goals or satisfy our needs.

Resources are defined as follows: According to Random house dictionary, resources are “A source of supply support or aid especially one held in reserve”.Mallack Deccan defines resources as follows-“Resources are means which are available and recognised for their potential in meeting needs”.

Each individual has various resources at one’s disposal. The resources that a family has are known as family resources. It is necessary to recognise all these available resources and to allocate them properly for achieving individual or family goals. The amount of resources available will vary from person to person and from family to family. The available resources must be effectively managed to achieve the desired goals.

2. **Analysis of human and non-human resources: Human resources** originate internally and constitute personal characteristics and attributes. They are always related to human qualities and personal traits. They are intangible, or less tangible than non-human resources, in nature. One can experience them but cannot see or measure them directly. Being intangible, their importance is not noticed easily. Such resources are often neglected or not used to its fullest extent. These resources are often used for productive purposes. They include time; energy; interest; ability; skills; knowledge and attitude.

**Non-human resources:** Non-human resources are tangible in nature. These resources are easily recognised. Non-human resources include money, material goods, perishable and non-perishable food items, equipment, furniture, jewelry, assets as well as community services like hospitals, parks, libraries, police, fire brigade, market centers, transportation facilities, water supply, electricity etc. Non-human resources are easy to transfer from one person to another. Every such resource has its own limitations and characteristics. These resources are produced or created by using human resources. It is very important to manage these resources carefully to achieve maximum goals.

### **Self-Assessment Exercise(s) 2**

1. **Characteristics of resources:** Resources are useful: Usefulness is the basic characteristic of all resources. Resources are means through which we can perform a task or achieve a goal. This definition itself elaborates the characteristic of usefulness. The usefulness of resource can be recognized in relation to a particular goal or a particular situation. In some specific situation one of the resources can be used as a main resource while other resources act as a supportive one or ancillary. Unless the uses of a thing are identified, it cannot be recognized as a resource. Other characteristics are limitation; interrelationship and amenability to the management process.
2. **Factors affecting the use of family resources** include knowledge, skill and attitude education; standard of living; money or income; place of residence; stages of family life cycle; financial assistance of home maker; knowledge, skills and attitude: The use of these human resources can affect the use of other human and non-human resources. The knowledge of using modern devices or household equipment like food processor, oven, microwave oven, and skills in food preparation and attitude towards cooking for the family, helps the family to save time, energy and money for the fulfillment of other goals.

Standard of living means amount of money, level of comforts and satisfaction available to a person, which a person thinks that are essential for his living. Income is the main material resource available to any family. We can have better facilities in home by spending required amount of money. Family having more money will easily spend it for luxurious goods, entertainment and comfort, while middle class family uses it carefully for fulfillment of goals.

Location of residential place of the family definitely affects the use of resources like time, energy, money and community services like transportation. Residence away from working place, school, colleges and market place requires more time, energy, money and other resources to do the routine activities. Stages of family life cycle differs greatly with size and nature. A family begins with two persons, expands by the birth of children and contracts as children grow up and leave home for education or employment. In each stage of family life cycle, size of family, goals and achievements, and availability of resources are different that affect their use.

Financial assistance of home maker: The gainful employment of housewife increases the family income which will definitely increase the material resources, but at the same time her human resources like time, energy and skills are more utilised resulting in physical and mental fatigue.



## UNIT 2: CONSUMER EDUCATION

### Unit Structure

- 2.1 Introduction
- 2.2 Intended Learning Outcomes
- 2.3 Consumer Education
  - 2.3.1 Definition and Meaning of Consumer Education
  - 2.3.2 Classification of Responsibility
  - 2.3.3 Problems faced by the Consumer
  - 2.3.4 Rights of Consumer
  - 2.3.5 Guiding Principles for Wise Purchase
  - 2.3.6 Markets and Markets Agents
- 2.4 Summary
- 2.5 References/Further Readings/Web Resources
- 2.6 Possible Answers to Self-Assessment Exercise(s)



### 2.1 Introduction

It is an old saying that consumer is the king because he is the person on whose decision; demand of any product or service depends. Thus, consumer plays a vital role in shaping the decision of the market/industry regarding the conduct they offer.

In this unit we shall proceed to examine Consumer Education. This area of study enables the individual or homemaker to make informed decisions as to how, when, or where to consume needed goods and services within the available family resources.

You will recall that in Unit 1, resources were said to be a limited. Hence, we shall also look at information on guiding principles for wise purchase available to the consumer in order to maximise skills in appropriating the family finances.



### 2.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss consumer and consumer education
- discuss the importance of consumer education
- analyse the responsibilities of a consumer
- discuss the problems facing the consumer
- discuss the rights of the consumer

- discuss the guiding principles for wise purchase
- discuss the functions of label
- analyses the functions and roles of the market agents
- discuss the sources of consumer information.



## 2.3 Consumer Education

### 2.3.1 Definition and meaning of consumer and consumer education

“A consumer is a person who buys any goods or hires any service for valuable consideration. Person, who avails goods or services exclusively for the purpose of sustaining his livelihood, is called a consumer”.

The term does not include a person who obtains goods or services for resale or for any commercial purpose.

Consumer education is the process of helping individuals become informed consumer. The individual will possess the necessary knowledge, skills, and attitudes required to know his rights, discern information, and consume intelligently within their available resources (Mullick 2003). Infact the principles of consumer education is where, when, and how to buy.

#### ▪ Importance of a consumer education

Consumer education enables:

- (1) Consumer know his/her rights – the right to safety of services and goods, to information about goods and services he is paying for, to choose what he wants (not forced), and the right to be heard (i.e. express his views about the goods and services).
- (2) Consumers discern or assess information on products and services (e.g. expiry date of products, rating of services etc).
- (3) Knowledge on how, when or where to buy goods or services – considering the forces of economics prevailing.
- (4) Best value for money.
- (5) Elimination of waste in consumption.
- (6) Protection of consumers against dangers arising from sharp practices of sellers.

### 2.3.2 Classification of Responsibilities

Consumer should act rationally. A consumer should keep in mind the following responsibilities while purchasing, using and consuming goods

and services:

### **Before buying**

- It is a responsibility of a consumer to plan in advance before buying.
- Consumer must enquire about past performance of product/services.
- Consumer must enquire about reputation and past performance of producer/seller/service provider.
- Consumer should avoid hasty and impulsive decisions, regarding purchase in sales and schemes.

### **After buying should:**

- be more alert and to question more about prices, quantity and quality of goods bought and services used.
- ask about demonstration regarding the operation of the product/service.
- buy standardised goods as they provide quality assurance.
- read labels carefully so as to get information about prices, net weight, and manufacture and expiry date of product.
- assert himself/herself to get a fair deal.
- read and know about the contents of guarantee / warranty card and obtain it and getting it signed by a dealer
- ask about a receipt/bill while buying the product and also check those bills during transaction.

### **During usage should:**

- use products as per instruction given in user manual.
- keep bills and guarantee card safe.
- learn about the risks associated with products and services, follow manual instructions and use products safely.
- together join hands and raise voice to promote and protect consumer interest.

- File a complaint in an appropriate consumer forum in case of defect in product/service.

A responsible consumer should always remember the 3R's which states as follows-;

- **Reduce:** Consume only what you need, if possible reduce consumption of water, electricity, fuel and other non-renewable resources.
- **Reuse:** If a product can serve you for a longer period, use it instead of buying a new one.
- **Recycle:** Don't litter the environment, recycle degradable or recyclable materials through proper channel.

### **Self-Assessment Exercise(s) 1**

1. Discuss consumer and consumer education
2. Discuss the importance of consumer education
3. Analyse the responsibilities of a consumer

### **2.3.3 Problems faced by the consumer**

Consumers encounter a number of problems when dealing with traders and manufactures, some of which include:

- **Adulteration of goods:** Adulteration of food substances by traders through addition of substances which are injurious to health, for example- small pebbles in rice, plastic pieces in sugar etc. Consumers also face adulteration problems for goods like clothes, medicines, drugs, cosmetics, household equipment etc.
- **Supply of duplicate and defective goods:** Many unethical traders illegally use popular brand names and sell their products, also many traders sell defective pieces of goods to the customer.
- **Variation in prices:** The consumer has to pay different prices for same item at different places. Traders use deceptive or incorrect rates on products and sell goods and items above MRP (Minimum retail price). Many showrooms of big companies add prices of maintenance of showroom, additional taxes and free home delivery charges at product cost which is hidden at expense of customer.

- Wrong weights and measures: Consumers are cheated by traders by not using standard weights and measurements accordingly.
- Misleading Advertisements: Some businessmen make false claim of products via advertisements.
- Sale of Substandard goods: In place of standard goods, substandard goods are sold at higher price.
- Artificial Scarcity: Customers face a lot of artificial scarcity especially in festive seasons. Essential commodities may suddenly become scarce and customers have to pay higher prices.
- Poor Quality of Sales Personnel: Many times sales personnel have not been given appropriate training by their employers as they fail to give proper information about the products. Sometimes salesmen exaggerate about the product so much that it lures the customer to buy the product.
- Online Shopping Problems: Consumers face problems such as issues relating to product quality; late delivery of goods; payment failures due to hacking of online banking accounts etc.

#### **2.3.4 Rights of consumer**

It is very essential for the consumer to know one's basic rights as well as about the legal framework and procedures that follow with the infringement of one's right.

- Right to Safety.
- Right to be Informed.
- Right to Choose.
- Right to be Heard.
- Right to Seek Redress.
- Right to Consumer Awareness.
- Right to Healthy Environment.
- Right to Basic Needs.

#### **2.3.5 Guiding Principles for Wise Purchase**

Buying wisely requires intelligence, cautions, effort and energy.

➤ How to buy:

- Plan before buying and buy only useful and affordable things.
- Consumer should read the labels carefully before purchasing a product.  
Think about durability after maintenance and repair services of the product.

Compare the high priced with low priced articles and feature to feature and if both are even go for the cheaper one.

- While buying, consider safety and comfort of the product.
- Be careful and look out for expiry date, manufacturing date, guarantee and warranty of the product.
- Payment should be made carefully by cash, e-wallet, cheque, credit card or debit card.

➤ When to buy:

- When to buy is an important point of consideration. We get discount during festive season. We also get schemes such as ‘Buy one get one free’, ‘Buy a car with free insurance’. We can buy products promoting such schemes but as aware consumers we should also look out for hidden costs of item while buying one and getting one free.
- Some manufacturers also give ‘offseason’ discounts such as buying air cooler in winters, woolen clothes during summers. As aware consumers, one should not blindly avail these discounts.

➤ From where to buy:

- It is generally advisable to buy the products from established shops.
- While buying from established shop, consider the reputation of the dealer or the wholesaler or the retailer to ensure quality of the product.
- Purchase from the dealer who provides sales service after buying.
- For perishable items, ensure that it remains fresh until you reach your home.

➤ How much to buy

- Always buy the things which are necessary.
- Never buy in bulk, especially food items as they get wasted.
- Avoid impulse buying.
- Money resource is a limited commodity, use it properly.
- Consider resources at your disposal, For example: consider the amount of money and then spend.

### Self-Assessment Exercise(s) 2

1. Discuss the problems facing the consumer
2. Discuss the rights of the consumer
3. Discuss the guiding principles for wise purchase

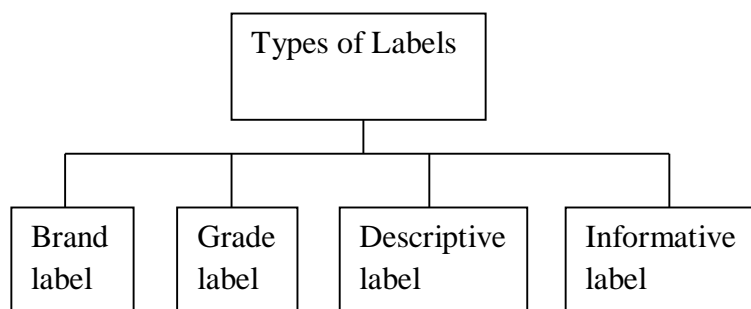
## Labels

Labels: Label is a small piece of paper, fabric, plastic, or similar material attached to a product providing detail information about it. It is a significant means of product identification like branding and packaging. It is an informative tag, wrapper or seal attached to a product.

Labelling is an important element as it affects sale and distribution process of a product, which provides clear information about the grade, quantity, price, brand name, features, etc. to the customer. Labelling gives necessary information to the customer to buy product without hesitation.


### ➤ Functions of label:

- Identification of product: Labelling identifies the product or brand easily.
- Grading: Labelling is helpful in grading the product according to measure quality and features.
- Description: Labelling helps to describe the product according to quality and features.
- Product promotion: Labelling plays a significant role in promotion of the product. Offers such as free brush, free coin attracts the consumers to buy that product.
- Protect the consumer: Labelling also protects the consumer from buying adulterated and defective goods from the market and also gives a choice to the consumer to choose his own brand of product.
- Makes the product attractive: It helps in promotion of the product via its attractive design. The graphic design of various products gives an aesthetic finish to product and it attracts the consumer to buy the product.





**Fig. 2.1 Types of Labels**

- **Brand label:** Brand label is a distinctive design or symbol. Trademarks and Brand names fall under this category. Most of the time consumer compares products of various brands while buying. Manufacturers also try to maintain the quality standards of their products to establish their image in the market which leads to a healthy competition. Consumers can identify the manufacturer from the brand and can register complaint if any.
- **Grade label:** A grade label identifies the quality of a product by a letter, number or word which implies a qualitative judgement of relative inferiority or superiority of the product.
- **Descriptive label:** Descriptive label means giving details of the product such as component parts of the products, chemical analysis, weight size, use of artificial colour, directions for its use etc.
- **Informative Label:** An informative label attempts to help the consumer to make wise selection and care of the product. It gives special instructions or precautions on care and use of products than descriptive label. It may give factual information about the product based on laboratory tests and may include weight of the product, manufacturer's name, date of manufacture and expiry, contents of product etc.
- **Certification of label:** Consumers expect certain qualities from the products they purchase. Certification labels ensure that the product fulfils the qualities expected by the consumers. A quality mark gives the consumer a visual and easily identifiable quality assessment tool, originating from a reliable source. Nigerian Government established the Nigerian Standards Institute for certification of products. Certification labels such as SON, NIS, NQA, MANCAP, etc. are used for standardisation of various products.

Standard Quality Marks	Information
	<p>The Standard Organisation of Nigeria (SON) was formed through the Act Number 56 of December 1971. (other amendments followed, such as the Act Number 20 of 1978, Act Number 32 of 1984 and Act Number 18 of 1990). The agency is the main</p>



	<p>federal organisation responsible for product standardisation in Nigeria. The current law guiding the operation of SON is the SON Act No. 14, 2015 (previously Standards Organisation of Nigeria Act, Cap 59 laws of Federal Republic of Nigeria, 2004). SON is a member of the International Organization for Standardization (ISO).</p>
 <p>The logo for the Standards Organisation of Nigeria (SON) Mandatory Conformity Assessment Programme (MANCAP). It features a stylized green bird or eagle within a circular border containing the text 'STANDARDS ORGANISATION OF NIGERIA' at the top and 'MANCAP FT. 00004' at the bottom.</p>	<p>Mandatory Conformity Assessment Programme (MANCAP). The MANCAP started in 2006 to make sure all Nigeria-made products certify Nigerian Industrial Standards (NIS) or code before they make the market. A MANCAP certificate remains valid for 3 years, after which renewal or re-certification is necessary. SON also carry out periodic supervision to ensure compliance to quality standards.</p>
 <p>The logo for the Nigerian Quality Mark (NIS). It features the letters 'NIS' in a large, bold, green font inside a stylized green shape that resembles a ribbon or a checkmark. Below this, the words 'NIGERIAN QUALITY MARK' are written in a smaller, black, sans-serif font.</p>	<p>Voluntary Product Certification Scheme (NIS Mark of Quality). This is an award of excellence for products that consistently meet the requirements of the Nigerian Industrial Standards during production, and at the market. The manufacturer must have in-plant laboratory facilities. The SON allows the manufacturer to</p>

	display the NIS Quality Mark on certified products.
 <p>The logo is an oval emblem with a black background and gold border. Inside, the words 'NIGERIAN QUALITY AWARD' are written in gold at the top, 'NQA' is in large gold letters in the center, and 'QUALITY PAR EXCELLENCE' is written in smaller gold letters at the bottom, flanked by two gold laurel branches.</p>	Nigerian Quality Award Scheme (NQA) This excellence award is a product scheme for products that comply with the standards and established Key Performance Indicators (KPIs) as approved by the SON governing council. It is the rebranded NIS Product Quality Award that stopped in 2012. The producer will be able to use the Award logo on promotional materials.

### 2.3.6 Markets and market agents

The consumer must have knowledge of market system and purchasing practices. Market refers to all the activities in the process of exchange between buyers and sellers.

Knowledge of the market agents of goods or services and how they operate would guide the consumer on how to buy: - Consumer agents (distributors) get goods and services from producers to the consumers. He may be a wholesaler (who sells in bulk) or a retailer (who buys in bulk from wholesalers and sells in small quantities to the consumer). Retailers in turn could be of two types: - Small-Scale retailers e.g. hawkers, market place and roadside stall holders. - Large-Scale retailers e.g. supermarkets, departmental stores. Purchasing from wholesalers is more cost-effective than purchasing from retailers, but the former ties down family finances and makes it unavailable for other competing goals. Now a decision has to be made!

#### ▪ Types of market

There are different types of market:

- Labour market, which deals with exchange of human labour.

- Consumer goods market (could be wholesale transactions made in large quantities or retail – transaction made in small quantities) of manufactured or agricultural products.
- Financial market deals with money exchange e.g. money borrowing or lending for profit, equity shares sales or buying

**Market agents:** Functions and roles of producers, distributors, retailers and consumers as they affect the family.

- **Functions and Roles of Producers**
  - i. To produce goods and or services according to the customer needs, at a price that is in accordance with the added value provided.
  - ii. Provide added value to the value of the previous goods or services. Thus increasing the value of the finished goods or services provided.
  - iii. Ensuring the quality of goods and/or services produced and/or traded based on the prevailing quality standards for goods and/or services
  - iv. Produce new, innovative goods or services to help consumers. For example, cell phone manufacturers continue to innovate to create new products to continue to help consumers.
  - v. Creating products that help with existing problems, for example producing environmentally friendly plastics.
  - vi. Provide true, clear, and honest information regarding the condition and guarantee of goods and/or services and provide an explanation of the use, repair, and maintenance.
  - vii. Treating or serving consumers correctly and honestly.
    - i. Providing and opening up employment opportunities as well as being a place for economic activities to take place that is useful to society and the state, in order to help achieve the prosperity of every worker, company and ultimately help the State.
    - ii. In the production process, producers are responsible for carrying out the rules or regulations where they are located, in order to provide benefits not only to customers but also to the communities around which the producers operate.
- **Functions and Roles of Distributor**

- i. For producers, distributors have a role to help distribute goods and services produced by producers to customers, both retailers, and consumers, so those producers can focus on monitoring the continuity of production and quality of goods.
  - ii. For producers, distributors also play a role in getting customers who are in accordance with their area, and can also serve customers or consumers better.
  - iii. For Producers, Overseeing price stability, because an item that is piled in one place can lower the price while in an area with difficulty the price of goods tends to rise.
  - iv. For customers, the distributor's role makes it easier for consumers to get or buy the goods or services needed. One of them is by building distribution centers that are spread across every province. Thus, producers located in only one area, such as Lagos, can distribute their goods throughout Nigerian with the help of distributors who have a network of warehouses throughout Nigeria.
- Functions and Roles of Retailers
    - i. Marketing and Sales: Retailers serve as an important marketing channel for goods from producers. The right placement, banners, advertisements, offers, and other strategies can be implemented by manufacturers to increase their sales in these retail stores.
    - ii. Make it easy for consumers to get the goods and services needed: In offline retail or regular stores, the importance of store location is generally emphasised, this is so that goods are easily accessible to consumers.
    - iii. Increase Value-Added Goods: Because retailers are the spearhead of sales to end consumers, it is important to provide added value. For example providing services to customers, especially loyal customers, customer promo programs, providing installation services for items sold, or service guarantees
    - iv. Offering a variety of goods at various prices: Prices offered by retailers are generally higher than distributors, because the role of retailers as the term implies is breaking down goods into smaller units to be purchased and used for personal consumer needs.
    - v. Provide benefits for Producers and Distributors: Together with distributors and manufacturers, brand owners think and try to make the goods offered sell quickly.
  - The Role of Customers

- i. The consumer determines the success of the producer and his supply chain. A good or service from a producer that can be received well by consumers can make the producer grow and develop.
- ii. Consumers play an important role in creating an increase in the national income of a country. Nigeria, with a population of more than 200 million relies heavily on consumption from local consumers to increase economic turnover.

▪ **Consumer programmes**

Consumer programmes are those organised by government or community to protect and serve the interest of the consumer through ensuring safety of goods and services, or obtaining goods and services at reasonable prices, or obtaining goods when and where so desired. Such consumer agencies include:

- 1) Government agencies for control and regulations of consumable items, e.g. the Standard Organisation of Nigerian, and NAFDAC (National Agency for Drug Administration and Control). These Agencies ensure safety consumption of the commodities by ensuring that manufacturers comply with government policy and standards.
- 2) Community programmes which function through cooperative societies (business organisations formed by people within a community who have similar interests. Following are 3 types of co-operative societies:
  - Producers' Co-operatives are association of producers of a product e.g. farmers, women dress makers etc., who sell their pooled products at designated period and venue and then share the profits.
  - Consumer Co-operatives are organisations that are formed for the welfare of member consumers. Goods are bought at wholesale rate and retailed to members at lower retail prices than normal market values.
  - Credit and Thrift Co-operatives are associations similar to consumers co-operatives, but also involved in giving loans to members at lower rates than regular finance houses, while non-members pay higher rates.

\* **Sources of consumer information:** Information on goods and services to be purchased acts as guide to better buying. Sources of consumer information include:

- 1) Consumer's own experience and that of his/her associates (friends, colleagues etc.), although this is very limited.

- 2) Advertisement through print and electronic media, posters, and billboards. Advertisement can be informative or persuasive.
- 3) Sales agent or staff of the manufacturer or service provider.
- 4) Manufacturer's leaflets or labels on goods.

Consumer education and Management of the family finances is the process of helping individuals become informed consumers with the necessary knowledge, skills, and attitudes required to know his rights, discern information and consume wisely within the available family finances.

Market refers to all activities in the process of exchange between buyers and sellers and includes the labour market, consumer goods market, and financial market. Knowledge of market agents and their operations would guide the consumer on how to buy. Purchasing practices such as market survey, bulk purchasing, hire purchasing and impulsive buying have their merits and demerits. Sources of consumer information include the manufacturer's leaflets or labels on goods. Consumer programmes by government, and the community exist that seek to protect the consumer's interest and ensure safety of goods and services at reasonable prices when and where so desired.

### **Self-Assessment Exercise(s) 3**

1. Discuss the functions of label
2. Analyses the functions and roles of the market agents
3. discuss the sources of consumer information



### **2.4 Summary**

In this unit, we examined consumer education; the definitions of consumer and consumer education, importance of consumer, the consumer's responsibilities, problems faced by the consumer, Rights of consumer, guiding principles for wise purchases, market and market agents, consumer's information source. All this was covered to equip the family with the relevant knowledge for its effective resource management.



## 2.5 References/Further Readings/Web Resources

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## 2.6 Possible Answers to Self-Assessment Exercise(s)

### Self-Assessment Exercise(s) 1

#### 1. Consumer and consumer education

A consumer is a person who buys any goods or hires any service for valuable consideration. He is a person, who avails goods or services exclusively for the purpose of sustaining his livelihood. The term does not include a person who obtains goods or services for resale or for any commercial purpose.

Consumer education is the process of helping individuals become informed consumer. The individual will possess the necessary knowledge, skills, and attitudes required to know his rights, discern information, and consume intelligently within their available resources (Mullick 2003). In fact, the principles of consumer education is where, when, and how to buy.

**2. The importance of consumer education:** Consumer education enables a consumer to Know his/her right – the right to safety of services and goods, to information about goods and services he is paying for, to choose what he wants (not forced), and the right to be heard (i.e. express his views about the goods and services).

Discern or assess information on products and services (e.g. expiry date of products, rating of services etc.).

Know on how, when or where to buy goods or services – considering the forces of economics prevailing.

Have the best value of goods and services for money.

Eliminate waste in consumption.

Be protected against dangers arising from sharp practices of sellers.

### **3. Analysis of the responsibilities of a consumer**

Consumer should act rationally. A consumer should keep in mind the following responsibilities while purchasing, using and consuming goods and services:

#### **Before buying**

It is a responsibility of a consumer to plan in advance before buying.

Consumer must enquire about past performance of product/services.

Consumer must enquire about reputation and past performance of producer/seller/service provider.

Consumer should avoid hasty and impulsive decisions, regarding purchase in sales and schemes.

#### **After buying should:**

Be more alert and to question more about prices, quantity and quality of goods bought and services used.

Ask about demonstration regarding the operation of the product/service.

Buy standardized goods as they provide quality assurance.

Read labels carefully so as to get information about prices, net weight, and manufacture and expiry date of product.

Assert himself/herself to get a fair deal.

Read and know about the contents of guarantee / warranty card and obtain it and getting it signed by a dealer

Ask about a receipt/bill while buying the product and also check those bills during transaction.

#### **During usage should:**

Use products as per instruction given in user manual.

Keep bills and guarantee card safe.

Learn about the risks associated with products and services, follow manual instructions and use products safely.

Together join hands and raise voice to promote and protect consumer interest.

File a complaint in an appropriate consumer forum in case of defect in product/service.



A responsible consumer should always remember the 3R's which states as follows-;

**Reduce:** Consume only what you need, if possible reduce consumption of water, electricity, fuel and other non-renewable resources.

**Reuse:** If a product can serve you for a longer period, use it instead of buying a new one.

**Recycle:** Don't litter the environment, recycle degradable or recyclable materials through proper channel.

### **Self-Assessment Exercise(s) 2**

**1. Problems facing the consumer** - The problems include Adulteration of goods: Adulteration of food substances by traders through addition of substances which are injurious to health, for example- small pebbles in rice, plastic pieces in sugar etc. Consumers also face adulteration problems for goods like clothes, medicines, drugs, cosmetics, household equipment etc.

Supply of duplicate and defective goods: Many unethical traders illegally use popular brand names and sell their products, also many traders sell defective pieces of goods to the customer.

Variation in prices: The consumer has to pay different prices for same item at different places. Traders use deceptive or incorrect rates on products and sell goods and items above MRP (Minimum retail price). Many showrooms of big companies add prices of maintenance of showroom, additional taxes and free home delivery charges at product cost which is hidden at expense of customer.

Wrong weights and measures: Consumers are cheated by traders by not using standard weights and measurements accordingly.

Misleading Advertisements: Some businessmen make false claim of products via advertisements.

Sale of Substandard goods: In place of standard goods, substandard goods are sold at higher price.

Artificial Scarcity: Customers face a lot of artificial scarcity especially in festive seasons. Essential commodities may suddenly become scarce and customers have to pay higher prices. Poor Quality of Sales Personnel: Many times sales personnel have not been given appropriate training by their employers as they fail to give proper information about the products. Sometimes salesmen exaggerate about the product so much that it lures the customer to buy the product.

Online Shopping Problems: Consumers face problems such as issues relating to product quality; late delivery of goods; payment failures due to hacking of online banking accounts etc.

2. **Rights of the consumer include:** Right to safety; right to be informed; right to choose; right to be heard; right to seek redress; right to consumer awareness; right to a healthy environment and right to basic needs.

### 3. **Guiding principles for wise purchase**

**How to buy:** Plan before buying and buy only useful and affordable things; consumer should read the labels carefully before purchasing a product; think about durability after maintenance and repair services of the product; compare the high priced with low priced articles and feature to feature and if both are even go for the cheaper one; while buying, consider safety and comfort of the product; be careful and look out for expiry date, manufacturing date, guarantee and warranty of the product; payment should be made carefully by cash, e-wallet, cheque, credit or debit card.

**When to buy:** When to buy is an important point of consideration. We get discount during festive season. We also get schemes such as 'Buy one get one free', 'Buy a car with free insurance'. We can buy products promoting such schemes but as aware consumers we should also look out for hidden costs of item while buying one and getting one free. Some manufacturers also give 'offseason' discounts such as buying air-cooler in winters, woolen clothes during summers. As aware consumers, one should not blindly avail these discounts.

**From where to buy:** It is generally advisable to buy the products from established shops. While buying from established shop, consider the reputation of the dealer or the wholesaler or the retailer to ensure quality of the product. Purchase from the dealer who provides sales service after buying. For perishable items, ensure that it remains fresh until you reach your home.

**How much to buy:** Always buy the things which are necessary; never buy in bulk, especially food items as they get wasted; avoid impulse buying; money resource is a limited commodity, use it properly; consider resources at your disposal.

### Self-Assessment Exercise(s) 3

#### 1. The functions of label

- Identification of product: Labeling identifies the product or brand easily.
- Grading: Labeling is helpful in grading the product according to measure quality and features.
- Description: Labeling helps to describe the product according to quality and features.
- Product promotion: Labeling plays a significant role in promotion of the product. Offers such as free brush, free coin attracts the consumers to buy that product.
- Protect the consumer: Labeling also protects the consumer from buying adulterated and defective goods from the market and also gives a choice to the consumer to choose his own brand of product.
- Makes the product attractive: It helps in promotion of the product via its attractive design. The graphic design of various products gives an aesthetic finish to product and it attracts the consumer to buy the product.

#### 2. Analysis of the functions and roles of the market agents

Market agents are distributors and retailers. Their functions and roles as stated below

##### Functions and Roles of Distributor

For producers, distributors have a role to help distribute goods and services produced by producers to customers, both retailers, and consumers, so those producers can focus on monitoring the continuity of production and quality of goods.

For producers, distributors also play a role in getting customers who are in accordance with their area, and can also serve customers or consumers better.

For Producers, Overseeing price stability, because an item that is piled in one place can lower the price while in an area with difficulty the price of goods tends to rise.

For customers, the distributor's role makes it easier for consumers to get or buy the goods or services needed. One of them is by building distribution centers that are spread across every province. Thus, producers located in only one area, such as Lagos, can distribute their goods throughout Nigerian with the help of distributors who have a network of warehouses throughout Nigeria.

**Functions and Roles of Retailers**

**Marketing and Sales:** Retailers serve as an important marketing channel for goods from producers. The right placement, banners, advertisements, offers, and other strategies can be implemented by manufacturers to increase their sales in these retail stores.

**Make it easy for consumers to get the goods and services needed:** In offline retail or regular stores, the importance of store location is generally emphasized, this is so that goods are easily accessible to consumers.

**Increase Value-Added Goods:** Because retailers are the spearhead of sales to end consumers, it is important to provide added value. For example providing services to customers, especially loyal customers, customer promo programs, providing installation services for items sold, or service guarantees

**Offering a variety of goods at various prices:** Prices offered by retailers are generally higher than distributors, because the role of retailers as the term implies is breaking down goods into smaller units to be purchased and used for personal consumer needs.

**Provide benefits for Producers and Distributors:** Together with distributors and manufacturers, brand owners think and try to make the goods offered sell quickly.

**3. The sources of consumer information**

Consumer's own experience and that of his/her associates (friends, colleagues etc), although this is very limited.

Advertisement through print and electronic media, posters, and billboards. Advertisement can be informative or persuasive.

Sales agent or staff of the manufacturer or service provider.

Manufacturer's leaflets or labels on goods.

## UNIT 3: FAMILY INCOME AND MONEY MANAGEMENT I

### Unit Structure

- 3.1 Introduction
- 3.2 Intended Learning Outcomes
- 3.3 Family Income and Money Management I
  - 3.3.1 Family Income
    - 3.3.1.1 Types of Family Income
    - 3.3.1.2 Sources of Family Income
    - 3.3.1.3 Augmenting Family Income
  - 3.3.2 Family Budgeting
- 3.4 Summary
- 3.5 References/Further Readings/Web Resources
- 3.6 Possible Answers to Self-Assessment Exercise(s)



### 3.1 Introduction

Meaning of family income is not limited to money income, only. Family income includes money, material goods and services available to family. Various sources such as salary of the family member, income from land or immovable property owned by the family, scholarships, gifts and income through virtues and skills, like expertise in singing, painting, cooking, event management etc. are the sources of family income.

In this unit, we shall examine the family income; the types of family income, family income sources, ways of augmenting the family income. We shall also analyse family budgeting; its importance, its type and the steps in preparing it. Hence the unit will enable the family to recognise more income streams as well as making better utilisation of the income.



### 3.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss family income
- analyse types of family income
- analyse sources of family income
- discuss augmenting of family income
- discuss family budgeting
- discuss the importance of family budget
- analyse types of family budget
- analyse steps in preparing family budget.

- discuss the factors that are responsible for unbalance budget.



### 3.3 Family Income and Money Management I

#### 3.3.1 Family Income

Definition:

- According to Nickell and Dorsey - “Family Income is the stream of money, goods, services and satisfactions that come under the control of the family, to be used by them to satisfy needs and desires and to discharge obligations”.
- Gross and Crandall have defined family income, as “flow of money earned by the family, goods and services received or created and satisfaction received by the family members during a specific time period.”

Thus, it is clear that family income includes not only money in cash but also other resources like knowledge, energy and skills, services of durable goods owned by the family as well as the advantages one receives from resources of the community.

##### 3.3.1.1 Types of Family Income

Family income is divided into following three types:

1. Money income
2. Real income
3. Psychic income

1. Money Income: Money income is in the form of currency like coins and notes, bank drafts or cheques. Every country has its specific currency. For example, ‘Naira’ is the currency of Nigeria. Because of the purchasing power of money on various goods, services and other items, the said can be considered as an important nonhuman resource. Income in terms of money is usually received in the form of wages, salary, rent, interest, dividend or profit. Money income is important to every individual, as:

- It is a medium of exchange
  - It measures the value or worth of a commodity or service
  - It is a tool to measure the standard of living of individual, families as well as a society.
2. Real Income: Defined as, “a flow of commodities and services available to family over a given period”. It includes residential

accommodation, goods and services, etc. and human resources like energy, knowledge, skills, virtues and abilities of family members. Real income can be divided into two groups

- a) **Direct Real Income:** Material goods and services available to the family without paying money are known as direct real income. It includes ancestral property available to family, community services provided by the Government like street lighting, transportation facilities and public parks, etc. It also includes overall services rendered by family members to each other.
  - b) **Indirect Real Income:** Indirect real income means material goods and services available to the family by spending money or through some other type of exchange. Any type of paid help and services are included in indirect real income. For example, maid servants, paid education, paid hospital facilities etc.
3. **Psychic Income:** Satisfaction derived from consumption of material goods and money income is called psychic income. It is difficult to measure but one can perceive it. One may have enough money income or real income or both but the person may not necessarily have psychic income. If both types of income are utilised wisely and the needs of family members are fulfilled according to their priorities, said psychic income can be earned.

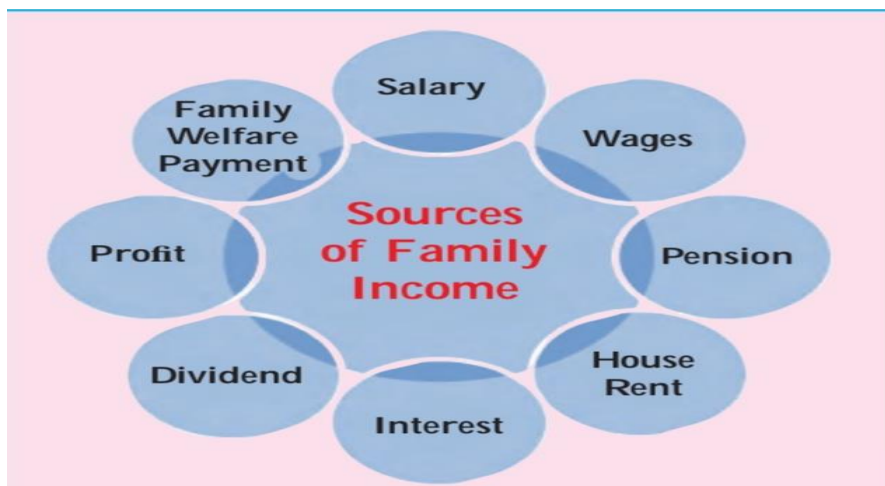
### **Self-Assessment Exercise(s) 1**

1. Discuss family income
2. Analyse types of family income
3. Analyse sources of family income

#### **3.3.1.2 Sources of Family Income**

Various sources of family income are as follow:

1. **Salary:** Monthly income earned from government, semi-government or private job is a monthly salary of the individual, which depends upon the type of job, educational qualifications and experience. Salary is considered as a regular and fixed source of income.
2. **Wages:** Payment for any intellectual or physical work is called wages. It means fixed monetary returns on specific jobs. While fixing the wages importance is given to production, working hours and types of work. This source of income cannot be considered as a fixed source of income.



**Fig. 3.1 Sources of Family Income**

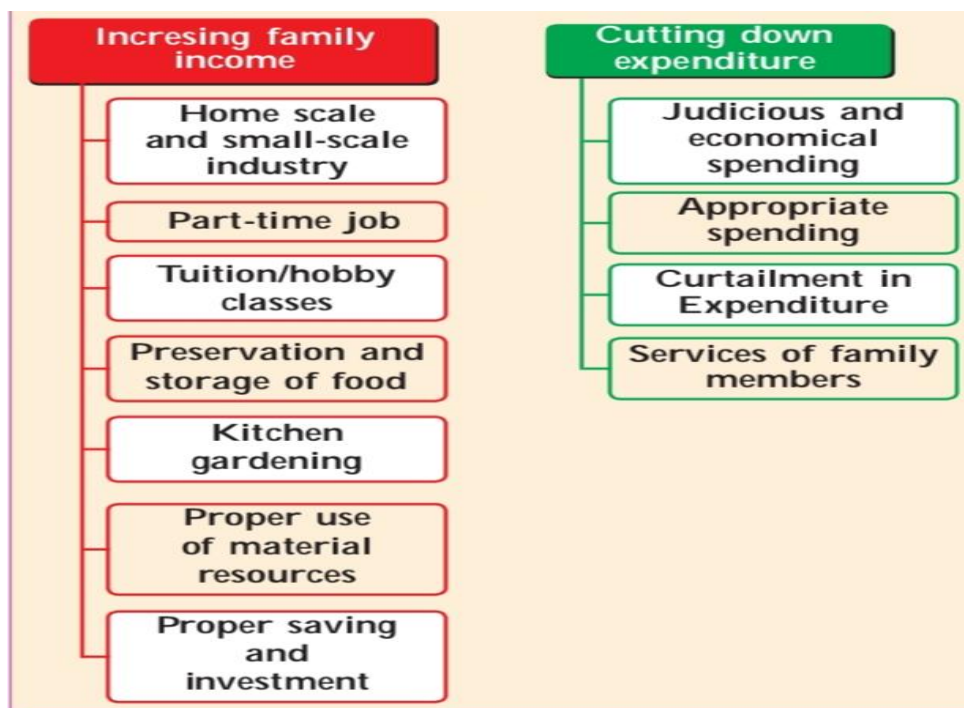
3. Pension: Pension is the money that is paid regularly by government, management or company to an individual who has stopped working because of old age which can be termed as retirement.
4. House Rent: A house owner receives some amount per month from the tenant which is called house rent.
5. Interest: It is an important source of income. From the amount of money deposited in a bank, post office or in any other saving scheme, some income on capital is earned. This is known as interest.
6. Dividend: If a person purchases shares from a particular company, he/she can get some amount from companies profit as dividend.
7. Profit: Running a business requires money. If a person receives some amount from his business and if it is more than the amount he/she has invested and spent, the additional amount can be considered as net profit.
8. Family Welfare Payment: A person in government, semi-government or private institution receives some extra amount, excluding his salary as family welfare payment. Augmenting Family Income

### **3.3.1.3 Augmenting Family Income**

There are two ways of augmenting family income:



- a. By increasing family income
  - b. By cutting down expenditure
- 
- a. Increasing family income: Money income and real income of family can be augmented through proper utilization of human resources like knowledge, skills, ability, capacity, and time. Additional efforts of family members play an important role in augmenting family income.  
Family Income can be augmented by following means:
    1. Home scale and small-scale industry: Small-scale or cottage industry can be started by any family or individual, who has entrepreneurial skills. Such industry augments family income. Government also provides financial help to such type of small-scale industries.
    2. Part-time job: Any member of the family can supplement income by taking up part-time jobs.
    3. Tuition or hobby classes: An educated family member can earn money by taking tuitions in his/her spare time.
    4. Preservation and storage of food: An individual can save time and money by purchasing cereals, spices etc. which are available at much lower rates to re-sell latter at a higher price.
    5. Kitchen gardening: Seasonal eatables can be grown in the courtyard or terrace of house by taking a little effort. Additional money can be earned by selling surplus vegetables and fruits in the market.
    6. Proper use of material resources: Available excessive material resources can be used for earning money. One or two rooms can be rented out, if the house is bigger than required for the family. This rent will augment the family income.
    7. Proper saving and investment: An individual must save some money for financial security and to meet incidental expenses likely to occur in future. Likewise, saving can be invested in certain schemes, which pays more enhanced amounts and returns by which some monthly income can be assured and gained.



**Fig. 3.2 Ways of Augmenting Family Income**

- b) Cutting down expenditure: Expenditure can be reduced by proper management of income and proper use of available resources.
1. Judicious and economical spending can be helpful in cutting down expenses.
  2. Appropriate spending also leads to cutting down the expenditure.
  3. Expenditure can be curtailed by making use of government facilities and services where possible.
  4. Services of family members (do it yourself slogan) can also help in cutting down expenditure.

### 3.3.2 Family budgeting

Making family budget is the planning step of money management. Budgeting involves understanding how much money a family earns and spends over a period of time. Budget is making a plan for spending and saving money. It is a basic necessity of every family to fulfill the basic needs of family members, as it is an important measure of economic stability and wellbeing.

#### Definition and Meaning:

Morgan defines budget as, "Budget is a plan for future expenditure."

Mann states that, "It is a good guide for family spending."

According to Tolstrup, "It is a plan in order to give every member of the family the utmost satisfaction from the money spent."

A budget is much more than a plan for the use of money. It actually helps families to see how they can use their income to attain those needs which they consider most important. Family budget is a guide to realistic spending which is aimed at avoiding over expenditure.

### **Importance of family budget**

Following are the importance of family budget:

- Planning enables family to take an overview of the use of income.

It is a valuable means of comparing various items.

- As it is a plan of money expenditure, it helps in fulfilling wants and desires of the family. It also helps in fulfilling future wants.
- Budget facilitates adjusting irregular income to regular expenditure.
- Budget encourages conscious decision making which is beneficial for the fulfilment of long term goals.
- Budget helps one to live within one's income.
- Budget can develop good purchasing skill and better consumerism.
- Budget gives a clear picture of various items of expenditure which reduces unnecessary expenditure. It automatically saves more money.

### **Self-Assessment Exercise (s) 2**

1. Discuss augmenting of family income
2. Discuss family budgeting
3. Discuss the importance of family budget

### **Types of family budget**

Family budgets are divided into three types

1. Surplus budget
  2. Deficit budget
  3. Balanced budget
- 
1. Surplus budget: A budget shows a surplus of income over expenditure when expenditure is lower than income.
  2. Deficit budget: When a family incurs more expenditure and the income is low, there shall be a deficit in the family budget. This

may force the family to borrow and there will not be any savings. The deficit budget is not good for the family.

3. **Balanced Budget:** When the expenditure and income of a family tally with each other there is neither a surplus nor a deficit. This type of budget is an ideal one and does not lead to tension.

In such cases, though family can work without taking loans but some money should be kept for emergencies. So in this case also either the expenditure needs to be cut down a little or the income to be supplemented. Out of these types of budgets, surplus budget is considered as best budget. Therefore family budget planning should be aim for this type of budget only.

Surplus budget = Income > Expenditure

Deficit budget = Expenditure > income

Balanced budget = Expenditure = income

### **Steps in preparing family budget**

Budget of a family should be realistic. To make family budget systematically, certain steps need to be followed. Careful preparation of budget is important to avoid omission of any steps in budgeting. These steps are as follows;

- 1) List the commodities and services needed.
- 2) Estimate the cost of desired items
- 3) Estimate the total expected income.

### **Factors responsible for unbalanced budget**

Balance the expected income and expected expenditure: The success of budget depends on responsibility with which this step is followed. There are two main reasons which are responsible for imbalanced budget.

They are:

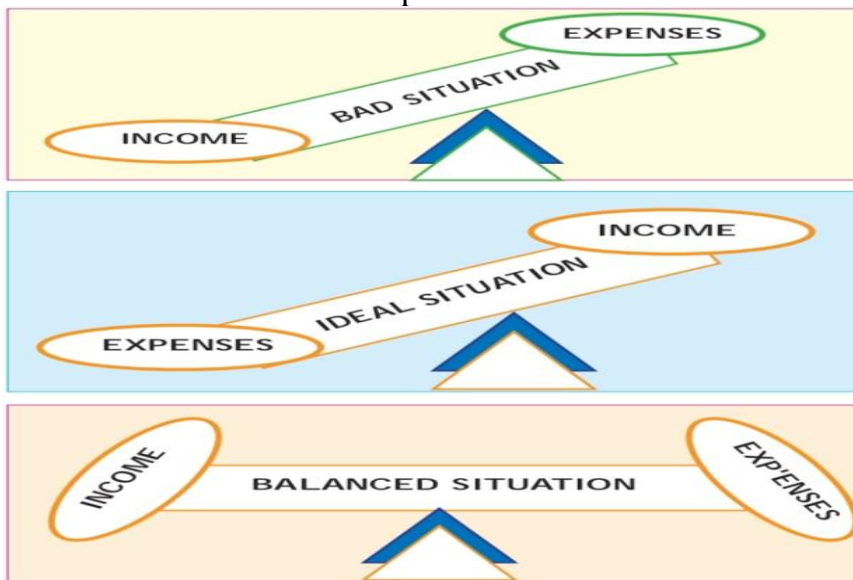
- a) Inadequate income.
  - b) More expenditure.
- a) **Inadequate income:** The way to overcome imbalanced budget is to increase money income. Homemakers and other members of the family can extend valuable co-operation in this respect. If homemaker is employed or engaged in gainful work, it adds to the income.
  - b) **More Expenditure:** By reducing the expenditure, balance of income can be achieved. To reduce the expenditure one should

consider following points:

- i) The comparative market survey for quality and cost of items will help the family to reduce the expenditure.
- ii) Avoid the purchase of items which are less important. This can help in balancing of budget.
- iii) Family members can put their various skill into use and save money.

Check the plan

Success of the budget depends on its practical use. This includes checking the prepared plan for reality. A family budget must satisfy primary and secondary needs of the family, otherwise members of the family will be dissatisfied. A budget must have some provision for unexpected expenditure. A flexible budget has more practical use. If budget is prepared according to the long term goals of the family, its practical value for the family is increased. Therefore, the best budget for such is where income and expenditure is balanced.



**Fig. 3.3 Allocation of Income and Expenditure**

Budgeting helps in the proper distribution of family income for satisfactory living, it is a valuable means of comparing various items, it ensures that you will always have enough money for the things you need and the things that are important to you. Following a budget will always keep you out of debt or help you work your way out of debt if you are currently in debt since you live within your means.

### Self-Assessment Exercise(s) 3

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Analyse types of family budget</li> <li>2. Analyse steps in preparing family budget</li> <li>3. Discuss the factors that are responsible for unbalance budget</li> </ol> | 7 |
|--|---|



### 3.4 Summary

In this unit, we examined the family income; types of income, the income sources, ways of augmenting/supplement the family's income. We also considered the budget of the family income; its importance, types of family budget, the step in preparing a family budget and the factors responsible for an unbalance budget.



### 3.5 References/Further Readings/Web Resources

<https://ecourseonline.iasri.res.in/mod/page/view.php?id=120119>

*Home Management, Standard XII*, Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune - 4



### 3.6 Possible Answers to Self-Assessment Exercise(s)

#### Self-Assessment Exercise(s) 1

1. **Family income** is the stream of money, goods, services and satisfactions that come under the control of the family, to be used by them to satisfy needs and desires and to discharge obligations. It is the flow of money earned by the family, goods and services received or created and satisfaction received by the family members during a specific time period. Thus, it is clear that family income includes not only money in cash but also other resources like knowledge, energy and skills, services of durable goods owned by the family as well as the advantages one receives from resources of the community.
2. **Analysis of types of family income:** Family income is divided into three types - money income, real income and psychic income

**Money Income** is in the form of currency like coins and notes, bank drafts or cheques. Every country has its specific currency. For example, 'Naira' is the currency of Nigeria. Because of the purchasing power of money on various goods, services and other items, it can be considered as an important nonhuman resource. Income in terms of money is usually received in the form of wages, salary, rent, interest, dividend or profit. Money income is important to every individual for the following reasons - It is a medium of exchange, measures the value or worth of a

commodity or service and is a tool to measure the standard of living of individual, families as well as a society.

**Real Income** is a flow of commodities and services available to the family over a given period. It includes residential accommodation, goods, services, etc. and human resources like energy, knowledge, skills, virtues and abilities of family members. Real income is divided into two groups.

**Direct real income** is material goods and services available to the family without paying money. It includes ancestral property available to the family, community services provided by the Government like street lighting, transportation facilities and public parks, etc. It also includes overall services rendered by family members to each other. **Indirect real**

**Income** means material goods and services available to the family by spending money or through some other type of exchange. Any type of paid help and services are included in indirect real income. For example, maid servants, paid education, paid hospital facilities, etc.

**Psychic Income:** Satisfaction derived from consumption of material goods and money income is called psychic income. It is difficult to measure but one can perceive it. One may have enough money income or real income or both but the person may not necessarily have psychic income. If both types of income are utilised wisely and the needs of family members are fulfilled according to their priorities.

**3. Analysis of sources of family income** is as described below.

**Salary:** Monthly income earned from government, semi-government or private job is a monthly salary of the individual, which depends upon the type of job, educational qualifications and experience. Salary is considered as a regular and fixed source of income.

**Wages:** Payment for any intellectual or physical work is called wages. It means fixed monetary returns on specific jobs. While fixing the wages importance is given to production, working hours and types of work. This source of income cannot be considered as a fixed source of income.

**Pension:** Pension is the money that is paid regularly by government, management or company to an individual who has stopped working because of old age which can be termed as retirement. **House Rent:** A house owner receives it per month from his tenants.

**Interest:** It is an important source of income. From the amount of money deposited in a bank, post office or in any other saving scheme, some income on capital is earned.

**Dividend:** If a person purchases shares from a particular company, he/she can get some amount from companies profit as dividend.

**Profit:** Running a business requires money. If a person receives some amount from his business and if it is more than the amount he/she has invested and spent, the additional amount can be considered as net profit.

**Family Welfare Payment:** A person in government, semi-government or private institution receives some extra amount, excluding his salary as family welfare payment.

### Self-Assessment Exercise(s) 2

1. **Augmenting of family income** are in two ways - By increasing family income and by cutting down expenditure **Increasing family income:** Money income and real income of family can be augmented through proper utilization of human resources like knowledge, skills, ability, capacity, and time. Additional efforts of family members play an important role in augmenting family income. Family Income can be augmented by following means:

Home scale and small-scale industry: Small-scale or cottage industry can be started by any family or individual, who has entrepreneurial skills. Such industry augments family income. Government also provides financial help to such type of small-scale industries.

Part-time job: Any member of the family can supplement income by taking up part-time jobs.

Tuition or hobby classes by an educated family member can earn money in his/her spare time.

Preservation and storage of food: An individual can save time and money by purchasing cereals, spices etc. which are available at much lower rates to re-sell latter at a higher price.

Kitchen gardening: Seasonal eatables can be grown in the courtyard or terrace of house by taking a little effort. Additional money can be earned by selling surplus vegetables and fruits

Proper use of material resources: Available excessive material resources can be used for earning money. One or two rooms can be rented out, if the house is bigger than required for the family. Proper saving and



investment: An individual must save some money for financial security and to meet incidental expenses likely to occur in future. Likewise, saving can be invested in certain schemes, which pays more enhanced amounts and returns by which some monthly income can be assured and gained.

**Cutting down expenditure:** Expenditure can be reduced by proper management of income and proper use of available resources. Judicious and economical spending can be helpful in cutting down expenses. Appropriate spending also leads to cutting down the expenditure. Expenditure can be curtailed by making use of government facilities and services where possible.

Services of family members (do it yourself slogan) can also help in cutting down expenditure.

## 2. Family budgeting

Making family budget is the planning step of money management. Budgeting involves understanding how much money a family earns and spends over a period of time. Budget is making a plan for spending and saving money. It is a basic necessity of every family to fulfill the basic needs of family members, as it is an important measure of economic stability and wellbeing. Morgan defines budget as a plan for future expenditure. Mann states that, "It is a good guide for family spending." According to Tolstrup, "It is a plan in order to give every member of the family the utmost satisfaction from the money spent."

A budget is much more than a plan for the use of money. It actually helps families to see how they can use their income to attain those needs which they consider most important. Family budget is a guide to a realistic spending, which is aimed at avoiding over expenditure.

**3. The importance of family budget:** Planning enables family to take an overview of the use of income. It is a valuable means of comparing various items. It is a plan of money expenditure; it helps in fulfilling wants and desires of the family. It also helps in fulfilling future wants. Budget facilitates adjusting irregular income to regular expenditure. It encourages conscious decision making which is beneficial for the fulfillment of long term goals. It helps one to live within one's income. It can develop good purchasing skill and better consumerism. It gives a clear picture of various items of expenditure which reduces unnecessary expenditure. It saves more money.

### Self-Assessment Exercise(s) 3

1. **Analysis of types of family budget:** Family budgets are divided into three types - Surplus budget, deficit budget and balanced budget

**Surplus budget** is a budget that shows a surplus of income over expenditure, when expenditure is lower than income.

**Deficit budget** is when a family incurs more expenditure than income. This may force the family to borrow and there will not be any savings. The deficit budget is not good for the family.

**Balanced Budget** is when the expenditure and income of a family tally with each other; i.e. there is neither a surplus nor a deficit. This type of budget is an ideal one and does not lead to tension.

In such cases, though family can work without taking loans but some money should be kept for emergencies. So in this case also either the expenditure needs to be cut down a little or the income to be supplemented. Out of these types of budgets, surplus budget is considered as best budget. Therefore family budget planning should be aimed at this type of budget only.

Surplus budget = Income > Expenditure. Deficit budget = Expenditure > income. Balanced budget is Expenditure = income

2. **Analysis of steps in preparing family budget Steps in preparing family budget**

Budget of a family should be realistic. To make family budget systematically, certain steps need to be followed. Careful preparation of budget is important to avoid omission of any steps in budgeting. These steps are as follows: List the commodities and services needed; estimate the cost of desired items and estimate the total expected income.

3. **The factors that are responsible for unbalance budget:** Balance the expected income and expected expenditure: The success of a budget depends on responsibility with which this step is followed. There are two main reasons which are responsible for imbalanced budget. They are inadequate income and more expenditure.

**Inadequate income:** The way to overcome imbalanced budget is to increase money income. Homemakers and other members of the family can extend valuable co-operation in this respect. If homemaker is employed or engaged in gainful work, it adds to the income. **More**

**Expenditure:** By reducing the expenditure, balance of income can be achieved. To reduce the expenditure one should consider the following

points:

The comparative market survey for quality and cost of items will help the family to reduce the expenditure; Avoid the purchase of items which are less important; Family members can put their various skill into use and save money. Check the plan: Success of the budget depends on its practical use. This includes checking the prepared plan for reality. A family budget must satisfy primary and secondary needs of the family, otherwise members of the family will be dissatisfied. A budget must have some provision for unexpected expenditure. A flexible budget has more practical use. If budget is prepared according to the long term goals of the family, its practical value for the family is increased. Therefore, the best budget for such is where income and expenditure is balanced.

## **UNIT 4: FAMILY INCOME AND MONEY MANAGEMENT II**

### **Unit Structure**

- 4.1 Introduction
- 4.2 Intended Learning Outcomes
- 4.3 Family Income and Money Management II
  - 4.3.1 Family Savings and Investment
    - 4.3.1.1 Types of Savings
    - 4.3.2 Household Account Keeping
- 4.4 Summary
- 4.5 References/Further Readings/Web Resources
- 4.6 Possible Answers to Self-Assessment Exercise(s)



### **4.1 Introduction**

A family saving and investment plan could deliver a level of peace of mind and may help deal with any expected and unexpected financial burdens which may occur.

In the previous unit, we considered family income and budget, we highlighted the usefulness of budgeting in wise spending on the things you must have. This unit seeks to examine the portion of the income of the household that is not used for final consumption, constituting the savings and the growth of it via investments.



### **4.2 Intended Learning Outcomes**

By the end of this unit, you will be able to:

- discuss family savings
- discuss family investment
- discuss the importance of family savings
- analyse the types of family savings
- analyse the guidelines for investment
- discuss types of life insurance schemes and investments
- analyse the need for household account keeping.



## 4.3 Family Income and Money Management II

### 4.3.1 Family savings and investment

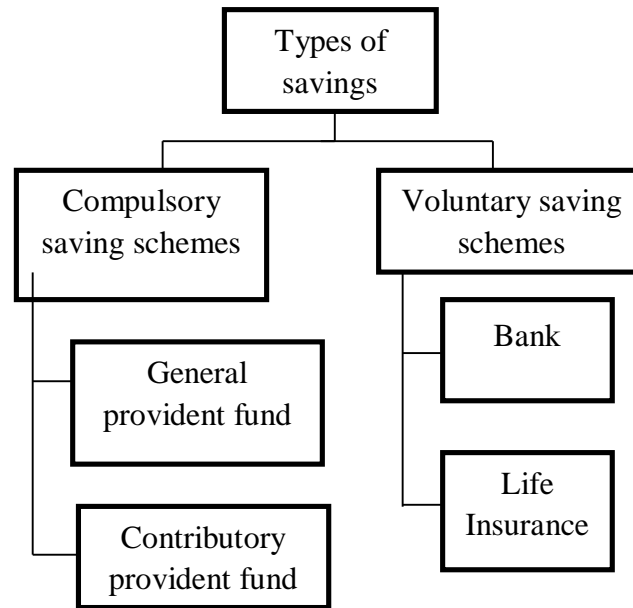
Saving and investments are the important components of financial management of the family. According to economists, “saving is a planned remaining amount after deducting expenses from income. Saving is the abstinence from present consumption for the sake of future consumption”.

Savings are made for future and unexpected needs and financial security whereas investments mean placing the family funds in such a way that assuring the security of principal and receiving the maximum financial benefit. Generally the amount, which remains after deducting total expenses from one’s income, is considered as saving of the family. The money saved from today’s income can be used to fulfill future needs which can either be planned or unplanned. Savings are the result of careful planning. Thus saving should form an important component of a family budget

#### Importance of saving

- It minimises economic insecurity:
- Helps in physical disability:
- Provision for old age:
- Future use:
- Provision for occasional expenses:
- Socio-economic status:
- Source of income:
- To maintain standard of living:
- Source of getting loan:
- Major purchases:
- Love for off springs:
- Good Habit:

### 4.3.1.1 Types of Savings



**Fig.4.1: Types of Savings**

- 1) **Compulsory Saving Schemes:** Savings, which are inevitable, are called as compulsory savings. Person as a part of rules and regulations of an institute may have to make certain compulsory contribution from salary.

**Contributory Provident Fund:** This scheme is beneficial for government, semi-government and private employees. Employees contribute some percent (as per regulation) of their basic salary towards provident fund compulsorily. Employer contributes the amount, which is equal to the contribution of the employee. Employee gets the total fund accumulated after particular year or after retirement. Employee and employer cannot misuse this fund because of legal obligations. Nominated person gets the amount of provident fund in case of an unfortunate death of the employee.

2. **Voluntary Saving Schemes:** When the selection of amount and type of saving scheme totally depend on the depositor, saving can be called as voluntary savings. A person interested in saving is free to choose the saving institution and amount of savings.
  - a. **Banks:** A bank does business by taking charge of people's money and lending it to those who need it. The bank pays interest on the money it collects which are called 'deposits'. It charges interest on the money it gives called 'loans'.

**Loans:** Today financial institutions provide loans for many purposes like personal use, education, purchase of a house, vehicle, household durables, maintenance and repairs of house; setting up own business, etc. The interest charged by these institutions varies according to the purpose, amount, repayment period and type of institution (government and private). These loans can be repaid easily in monthly instalment. To avail of these loans you need to provide either a guarantor and or a bond and or security in the form of fixed deposit, property or jewellery etc.

### **Saving schemes of a bank**

- **Saving Account**

A savings account is an interest-bearing deposit account held at a bank or other financial institution. Though these accounts typically pay a modest interest rate, their safety and reliability make them a great option for saving money you want available for short-term needs.

- **Current Account**

It is a checking account which allows you to carry out routine banking transactions with third parties and allows you enjoy easy access to your money from any of the bank's branches nationwide or on the bank's online real-time platform.

- **Fixed Deposits**

With a Fixed Deposit account, you can invest a sizeable amount of money at a predetermined rate of interest for a fixed period. At the end of the tenure, you receive the lump sum, along with an interest, which is a good money-saving plan.

- **Recurring Deposits**

Recurring Deposit product provides an opportunity to build up saving through regular monthly deposits of fixed sum over a period of time.

### **Self-Assessment Exercise(s) 1**

- |  |
|--|
| <ol style="list-style-type: none"><li>1. Discuss family savings</li><li>2. Discuss family investment</li><li>3. Discuss the importance of family savings</li></ol> |
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### **Life insurance**

Life insurance policy can be termed as an "agreement" between the depositor and Life Insurance Company. The main objective of life insurance is the family protection, provision for old age and security for

educational purposes. The life insurance scheme was taken mainly as a measure of security in the event of death but now it offers many schemes and therefore considered to be an important and superior avenue of savings for every investor.

### **Types of Life Insurance Schemes:**

1. **Whole Life Insurance:** Under this policy, premium is payable throughout the lifetime of the insured. The only possible disadvantage is that the person may feel the pinch of premium after retirement when the regular salary income reduces. The mode of payment can be monthly, quarterly, half yearly or annually.
2. **Endowment Insurance:** This is a goal oriented policy. It is the most popular form of life insurance since it not only makes provision for the family of the insured in the event of his premature death but also ensures a lump sum, to the same person who was insured. The amount insured becomes payable at the end of endowment term which may be from 5 years to 20 years.

### **Investments**

Investment is the use of money for the purpose of making more money. Investment is different from saving in that it sets out not only to preserve capital but also to make it grow as fast as possible coupled with maximum security of the principal. Although the purpose behind investment for all families is to earn more money, safety of the capital is also important.

**Definition of Investment:** According to experts, “Investment refers to an asset or item that is purchased with the hope that it will generate income or appreciate in the future.”

#### **• Guidelines for investments:**

Some guidelines are helpful for investment because if care is not taken while planning, a person may have to face financial losses and individual may face difficulties in using the amount when necessary. To avoid this, following guidelines need to be considered.

1. **Safety of the Capital:** The safety of the capital is of utmost importance. The purpose of investment will be lost if the capital itself is rendered insecure. Hence, following points must be considered in this respect:
  - ❖ Initial stages of private company may be unsafe for investment.
  - ❖ Consider the reputation and financial position of the company and demand for their product.



- ❖ While making investment in private company, sufficient information should be gathered from reliable sources and consider legal aspects.
  - ❖ All business dealings should be in legal and written format especially while investing in immovable property.
  - ❖ It is always safe to invest small amount in different companies than investing large sum in one company.
2. **Cash profit:** Cash profit varies according to the type of investment. Rate of investment and percentage of dividend changes according to the type of business. While investing large amount little difference in rate will make great difference in financial gain. Careful thinking is needed in this respect. Income tax rebate is given on specific types of investment. While considering financial profit, security of the capital takes secondary position because more security means less profit. If profits are regular and stable they should be preferred because they provide fixed income. This income particularly is helpful after retirement.
  3. **Liquidity:** If the earning member loses his job or resigns from it, the income is depleted. Sometime individual requires extra amount for expenditure then individual can raise this amount if the investment is in liquidity.
  4. **Ease of management:** This principal is applicable especially for real estate investment. If the investment in real estate is in a far off place, it creates management problems. Regular supervision is necessary for this investment and the manager appointed should be a trustworthy person.

### Self-Assessment Exercise(s) 2

1. Analyse types of family savings
2. Analyse guidelines for investment

### Types of investments:

1. **Real Estate:** Real estate investment in immovable property is traditional and a popular form of investment. Purchase of a house and land are the examples of this type of investment.
2. **Shares:** Capital is required to start a business. To raise the capital, company sells their shares and promises to pay dividend to the shareholder.
3. **Bonds:** Bonds were originally introduced by government to encourage the habit of saving among common people. A person

could purchase bonds at the rate of hundreds of Naira per bond. After maturity, bond holder gets back his money along with interest.

4. **Mutual Funds:** “A mutual fund is a professionally managed investment scheme, usually run by an asset management company that brings together a group of people and invests their money in stocks, bonds and other security.” As an investor, an individual can buy mutual fund ‘units’. These units can be purchased or redeemed as and when required by considering NAV (Net Asset Value).
5. **Precious Metals and Gems:** Investing money in precious metals and gems is a traditional form of investment. It has high liquidity. For example, investment in gold, silver, diamond etc. An individual can sell these out in crises situation to get cash.

### **Household account keeping**

Household account keeping is an important part of money management of the family. Account is a major method of checking the budget as it is put into action. That means it is the controlling step of money management. Account shows the distributions of money after expenditure have been made. An account is a systematic and summarized record of transaction. It shows how the money is actually spent by the family.

**Need for Keeping Account:** Account keeping helps to recognise how money is spend under various categories of expenditure provided for in the budget. It helps to recognise the exact amount spend on various categories as against the estimated expenditure shown in the budget. It helps to keep a check over the family budget. If the family overspends on a particular category during the first half of the month, the family will have to reduce their expenditure on this category in the latter half of the month.

**Methods of account keeping:** There are two commonly used methods of account keeping.

1. **Mental Method:** In this method, the accounts are not kept in the written format. The amounts spent on various items of expenditure are calculated and effort is made to keep a check on expenditure mentally. However, it may be difficult for some people to remember all the expenses.
2. **Written Method:** Expenditure done in various categories are recorded by using various methods such as:

- a) **The Sheet System:** Records of expenditure may be kept on loose sheets kept at a convenient place. The place should be accessible at all times.
- b) **Envelope System:** This system consists of dividing the money into previously planned amounts and placing the money for each group of item into separate envelopes to be spent as the need arises for example; food, housing, travelling etc. This system could be used by people who receive their weekly wages and who operate mostly on cash method of payment.
- c) **Note Book System:** For keeping family records special books can be bought by the family or an exercise book can be used by drawing suitable columns as per the family budget.
- d) **The Chart System:** Separate charts can be prepared for each category, indicated in the budget and the amount spent under each, is recorded here.

- **Evaluation of Money Management**

This is the third step of money management. It helps to review how the money has been used by the family. At the same, it tells us whether the plan of budget and the control step of account keeping were successful or not for giving satisfaction to the family members. It gives guidelines for modifications and improvement in budgeting and account keeping. It can be carried out by checking the budget and account keeping at every step of use of money. It can be done by asking questions to oneself or getting it checked from the experts.

Family saving and investment is not just about aiming to build future financial security. While it's important to prepare for the future, getting your family and your children involved in the process of saving and investing is good financial practice and can be valuable in building your potential for future financial success. Household savings is the main domestic source of fund to finance capital investment, which is the major driver of long-term economic growth.

### **Self-Assessment Exercise(s) 3**

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| <ol style="list-style-type: none"><li>1. Discuss types of life insurance schemes and investments</li><li>2. Analyse the need for household account keeping</li></ol> |
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#### 4.4 Summary

In this unit we examined family savings and investment; its definitions, the importance and types of savings, guidelines to investment and the types of investments. We also considered household account keeping; its importance, the methods of keeping account, etc.



#### 4.5 References/Further Readings/Web Resources

Home Management, Standard XII, Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune - 4



#### 4.6 Possible Answers to Self-Assessment Exercise(s)

##### Self-Assessment Exercises 1

1. **Family savings:** Savings and investments are the important components of financial management of the family. According to economists, “saving is a planned remaining amount after deducting expenses from income. Saving is the abstinence from present consumption for the sake of future consumption”.

Savings are made for future and unexpected needs and financial security whereas investment means placing the family funds in such a way that assures the security of principal and receives the maximum financial benefit. Generally, the amount, which remains after deducting total expenses from one’s income, is considered as saving of the family. The money saved from today’s income can be used to fulfill future needs which can either be planned or unplanned. Savings are the result of careful planning. Thus saving should form an important component of a family budget

2. **Family investment** is the use of money for the purpose of making more money. Investment is different from saving in that it sets out not only to preserve capital but also to make it grow as fast as possible coupled with maximum security of the principal. Although the purpose behind investment for all families is to earn more money, safety of the capital is also important.

Definition of Investment: According to experts, “Investment refers to an asset or item that is purchased with the hope that it will generate income or appreciate in the future.”

3. **The importance of family savings:** They are as follow - minimize economic insecurity; help in physical disability; provide for old age; available for future use; provide for occasional expenses; improve socio-economic status; provide a source of income; maintain standard of living; help as a source of getting loan; assist in major purchases; indicate love for off springs and a good habit:

### Self-Assessment Exercises 2

1. **Analysis of types of family savings: Compulsory Saving Schemes** - Savings, which are inevitable, are called compulsory savings. Person as a part of rules and regulations of an institute may have to make certain compulsory contribution from salary.

**Contributory Provident Fund:** This scheme is beneficial for government, semi-government and private employees. Employees contribute some percent (as per regulation) of their basic salary towards provident fund compulsorily. Employer contributes the amount, which is equal to the contribution of the employee. Employee gets the total fund accumulated after particular year or after retirement. Employee and employer cannot misuse this fund because of legal obligations. Nominated person gets the amount of provident fund in case of an unfortunate death of the employee.

**Voluntary Saving Schemes** - When the selection of amount and type of saving scheme totally depend on the depositor, saving can be called as voluntary savings. A person interested in saving is free to choose the saving institution and amount of savings.

**Banks** - A bank does business by taking charge of people’s money and lending it to those who need it. The bank pays interest on the money it collects which are called ‘deposits’. It charges interest on the money it gives called ‘loans’.

**Loans** - Today financial institution provide loans for many purposes like personal use, education, purchase of a house, vehicle, household durables, maintenance and repairs of house; setting up own business, etc. The interest charged by these institutions varies according to the purpose, amount, repayment period and type of institution (government and private). These loans can be repaid easily in monthly installment. To

avail of these loans you need to provide either a guarantor and/or a bond and or security in the form of fix deposit, property or jewelry etc.

**Saving schemes of a bank:** Saving Account - A savings account is an interest-bearing deposit account held at a bank or other financial institution. Though these accounts typically pay a modest interest rate, their safety and reliability make them a great option for saving money you want available for short-term needs.

**Current Account** - It is a checking account which allows you to carry out routine banking transactions with third parties and allows you enjoy easy access to your money from any of the bank branches nationwide or on the banks online real-time platform.

**Fixed Deposits** - With a Fixed Deposit account, you can invest a sizeable amount of money at a predetermined rate of interest for a fixed period. At the end of the tenure, you receive the lump sum, along with an interest, which is a good money-saving plan.

**Recurring Deposits** - provide an opportunity to build up saving through regular monthly deposits of fixed sum of money over a period of time.

2. **Analysis of guidelines for investment:** Some guidelines are helpful for investment because if care is not taken, while planning, an investor may have to face financial losses and difficulties in using the amount, needed. To avoid this, the following guidelines need to be considered.

\* **Safety of the Capital:** The safety of the capital is of utmost importance. The purpose of investment will be lost if the capital itself is rendered insecure. Hence, the following points must be considered in this respect: - Initial stages of private company may be unsafe for investment.

Consider the reputation and financial position of the company and demand for their product.

While making investment in a private company, sufficient information should be gathered from reliable sources and consider legal aspects. All business dealings should be in legal and written format, especially while investing in immovable property. It is always safe to invest small amount in different companies than investing large sum in one company.

\* **Cash profit:** Cash profit varies according to the type of investment. Rate of investment and percentage of dividend changes according to the type of business. While investing large amount little difference in rate will make great difference in financial gain. Careful thinking is needed in this respect. Income

tax rebate is given on specific types of investment. While considering financial profit, security of the capital takes secondary position because more security means less profit. If profits are regular and stable they should be preferred because they provide fixed income. This income particularly is helpful after retirement.

- \* **Liquidity:** If the earning member loses his job or resigns from it, the income is depleted. Sometime individual requires extra amount for expenditure than individual can raise this amount if the investment is in liquidity.
- \* **Ease of management:** This principal is applicable especially for real estate investment. If the investment in real estate is in a far off place, it creates management problems. Regular supervision is necessary for this investment and the manager appointed should be a trustworthy person.

### Self-Assessment Exercise(s) 3

1. **Types of life insurance schemes** include **Whole Life Insurance:** Under this policy, premium is payable throughout the lifetime of the insured. The only possible disadvantage is that the person may feel the pinch of premium after retirement when the regular salary income reduces. The mode of payment can be monthly, quarterly, half-yearly or annually.

**Endowment Insurance:** This is a goal-oriented policy. It is the most popular form of life insurance since it does not only make provision for the family of the insured in the event of his premature death but also ensures a lump sum, to the same person who was insured. The amount insured becomes payable at the end of endowment term which may be from 5 years to 20 years.

**Types of investments** include **Real Estate** investment in immovable property is traditional and a popular form of investment. Purchase of a house and land are the examples of this type of investment.

**Shares:** Capital is required to start a business. To raise the capital, company sells their shares and promises to pay dividend to the shareholders.

**Bonds:** Bonds were originally introduced by government to encourage the habit of saving among common people. A person could purchase bonds at the rate of hundreds of Naira per bond. After maturity, bond holder gets back his money along with interest.

**Mutual Funds:** "A mutual fund is a professionally managed investment scheme, usually run by an asset management company that brings together a group of people and invests their money in stocks, bonds and

other security.” As an investor, an individual can buy mutual fund ‘units’. These units can be purchased or redeemed as and when required by considering NAV (Net Asset Value).

**Precious Metals and Gems:** Investing money in precious metals and gems is a traditional form of investment. It has high liquidity. For example, investment in gold, silver, diamond, etc. An individual can sell these out in crises situation to get cash.

2. **Need for household account keeping:** Household account keeping is an important part of money management of the family. Account is a major method of checking the budget as it is put into action. That means it is the controlling step of money management. Account shows the distributions of money after expenditure have been made. An account is a systematic and summarised record of transaction. It shows how the money is actually spent by the family.

**Need for Keeping Account:** Account keeping helps to recognize how money is spent under various categories of expenditure provided for in the budget. It helps to recognize the exact amount spent on various categories as against the estimated expenditure shown in the budget. It helps to keep a check over the family budget. If the family overspends on a particular category during the first half of the month, the family will have to reduce their expenditure on this category in the latter half of the month.



## UNIT 5: FAMILY HOUSING

### Unit Structure

- 5.1 Introduction
- 5.2 Intended Learning Outcomes
- 5.3 Family Housing
  - 5.3.1 Definition
  - 5.3.2 Types of Housing
  - 5.3.3 Selection of Site for a Family House
    - 5.3.3.1 Factors to Consider When Selecting a Site
    - 5.3.3.2 Advantages and Disadvantages
- 5.4 Summary
- 5.5 References/Further Readings/Web Resources
- 5.6 Possible Answers to Self-Assessment Exercise(s)



### 5.1 Introduction

In this unit, we shall examine family housing; its definition, importance and the types of housing, the factors considered in the site selection for a family house and the advantages and disadvantages of owning or renting a house.



### 5.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss family housing
- discuss the importance of family housing
- analyse types of family housing
- explain the factors to be considered in selecting a site for the family housing
- discuss advantages and disadvantages of owning and renting a house
- discuss an eco-friendly housing.



### 5.3 Family Housing

#### 5.3.1 Definition

The house describes a particular building. It is a materialistic possession and an important investment of the family.

- Home is a place where a person lives and belongs to. The family members have a lot of emotional attachment to their home.
- A house can be acquired by buying a readymade flat, purchasing a plot and getting a house built on it or by renting a house. This decision depends on the family needs and the financial capacity of the family.

### **Importance of family housing**

- 1) **Physical facilities:** An ideal housing provides a physical shelter to family members. Family needs protection from the environment elements such as the sun, wind, rain, noise and pollutants. Family also needs protection from anti-social elements causing theft and nuisance. A house is a place that helps to fulfil physical needs like taking rest, sleeping, eating, dressing up, taking care of personal needs etc. This helps to maintain the health, comfort and safety of family members.
2. **Emotional environment:** A house is a place that provides good emotional climate where family members come together and share their day to day experiences, feelings, emotions like happiness, sadness etc. Some of the basic values like cooperation, support, encouragement, respecting individual differences etc. get developed in the family which help in the emotional development of an individual.
3. **Providing Intellectual environment:** Home is a place where an individual gets motivation, support, encouragement and guidance for the development of intellectual abilities.
4. **Providing social climate:** Man is a social animal and cannot live in isolation. A house is a place where social development begins. Family is the first social group for a child to learn how to interact with others.
5. **Providing economic security:** Owning a house is a good investment for a family. The value of property grows with time depending on the locality and amenities available. It gives more returns than other forms of investments in banks or post office.

### **5.3.2 Types of housing**

**Cottages/Duplexes:** Generally, cottages are small single-storied houses but sometimes larger structures, called duplexes, are also found. In modern times, the old fashioned, modest, cozy houses generally found in

rural or semi-rural areas are indicated by using this term. Historically, it is a small house having a roof that is made from straw or other plant material. It is a house having thick walls and is generally constructed by using stones or bricks. Nowadays a small vacation house is indicated by the term cottage.



*Fig. 5.1: Cottage/Duplex*

**Studio Apartment:** Studio apartment or studio flat is a very small flat having no separate bedrooms. This term is becoming popular among the young individuals who are working and living away from their families. Many such flats fulfil the wish of these people to have a cosy house along with all the necessary amenities provided in the same place.



*Fig.5.2: Studio Apartment*

**Flat Apartment:** The simplest meaning of the term flat can be stated as; a self-contained housing unit occupying only a part of a building. In Nigeria, a building that has a number of flats is termed as an apartment building. It is an area in a building used by a family for living. This living area is divided into number of areas for the family members to carry out various activities comfortably like entertaining the guests, sitting together as a family group, taking care of personal needs, sleeping (taking rest), getting ready, studying, cooking, eating etc. Considering these needs, we find that a flat has a living room, bedroom, kitchen, study room, toilets etc.



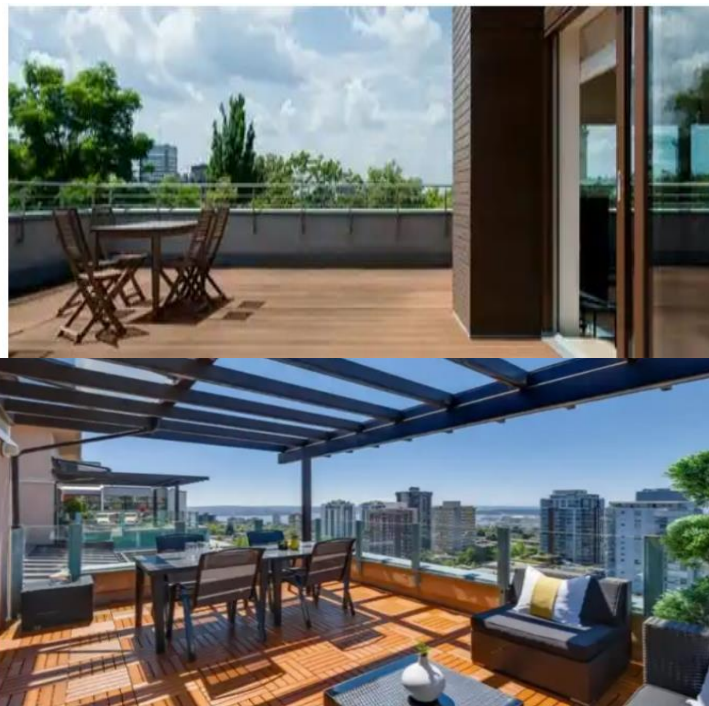
*Fig. 5.3: Flat Apartment*

**Row Houses:** Row houses are single family housing units that are attached to each other by common walls. These are generally found in urban areas. They may be single storied or multi storied in nature and may be found in twin or multiple units. The design, appearance and the structure of all such houses may not be identical but it is very similar. These houses have open area in the front and back side which may be used as garden, parking area or any other purpose found suitable by the family members.



*Fig. 5.4: Row Houses*

**Pent Houses:** The term pent house reflects an independent and a separate small house which is constructed on the roof of an apartment building. This simply means that it is constructed on the highest floor of an apartment building. In architecture, it indicates a structure constructed on the roof of a building that is not attached to the parapet walls. Such houses do not occupy the entire roof space which can be used as sit out, placement of potted plants etc. It generally has high ceilings, an independent access to the terrace through a separate elevator and the most expansive views of the surrounding area. They are generally the most expensive types of houses that are very big providing luxurious amenities for example, very costly appliances, very fine materials and fittings, luxurious flooring materials, terrace, more floor area, huge windows, etc.



*Fig.5.5: Pent Houses*

**Bungalows:** Bungalow is generally a small, single storied house having open space on all four sides. Generally, it has a porch with front steps leading up to the top floor. They are spacious homes with an entrance through a veranda.



*Fig. 5.6: Bungalow*

**Eco-friendly houses:** In this century, sensitivity towards environment is increasing leading to popularity of eco-friendly houses or green homes. People from our country are consciously using innovative techniques to construct more and more eco-friendly houses. They are using sustainable technologies in construction for reducing impacts on environment. Some of the special features found in such houses include recycling of water, use of huge panels of glass for windows, solar panels, efficient practices for waste management, using eco-friendly building materials and renewable energy sources etc. The aim of such constructions is to create such designs in construction which would help to achieve efficiency and harmony with the environment and reduce harmful effects on the environment. Check out some eco-friendly houses below:



*Fig.5.7: Plastic Bottle House in Honduras*



*Fig.5.8: Fish House in Singapore*



*Fig.5.9: The White Steel Villa in Costa Rica*



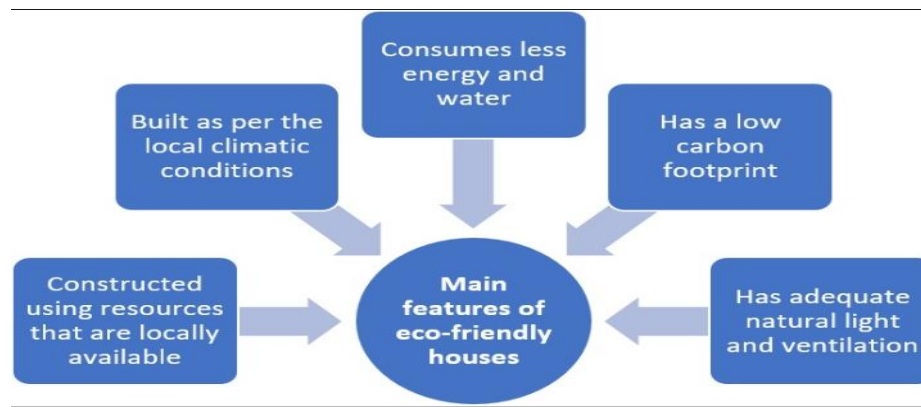
*Fig.5.10: The Marcus Beach House in Australia*



*Fig.5.11: The Hof Residence in Iceland*

### Self-Assessment Exercise(s) 1

1. Discuss family housing
2. Discuss the importance of family housing
3. Analyse types of family housing



*Fig.5.12: Features of Eco-friendly Houses*

### 5.3.3 Selection of Site for a Family House

Housing is an important part of family life, where family members spend greatest span of their life. A house is a place for all family centred activities. Purchase of a house or getting a house built is a huge investment for a life time, so the decision needs to be taken very carefully by involving all family members and taking proper guidance from experts.

#### 5.3.3.1 Factors to Consider When Selecting a Site

- a) Physical features



- Check whether exact boundaries are demarcated and marked on the plot to avoid disputes and legal matters in future.
  - The plot should have a regular shape. A rectangular shape is considered good for planning. If the shape is not regular, some space may be wasted.
  - A house should be on an elevated ground as it gives a beautiful view of the surrounding area.
  - Preference should be given to a house which possesses some object of natural beauty like the view of a hill, lake etc.
  - It should have possibility to admit plenty of fresh air and light. If there are plenty of dense trees, the admittance of sunlight may be cut off.
- b) Location: Location of the site of a house must be studied carefully. A family may go in for a house on rent, may purchase a readymade flat or a plot and get a house constructed on it.
- It must be an area where basic facilities are available. The facilities, such as good transportation, good roads, markets, clinics, schools, etc. should be within easy reach.
  - Good neighborhood and surroundings are of utmost importance as children are going to grow up here.
  - It should be away from industrial zones which emit fumes leading to pollution of air
- c) Soil Condition: One needs to get the nature of soil checked from the experts. This will determine the type of foundation required and affect the cost of construction.
- d) Hygienic Conditions: For the purpose of maintaining hygienic conditions, certain points should be considered in planning a house. These are as follows.
- House should not have open drainage in the vicinity. The area should have proper drainage facility provided by the corporation or the local authority.
  - The plan of a house should be such that all the rooms, bathrooms and W.C. would receive ample amount of light and ventilation.
- e) Practical Conveniences: Site of the house should be in a developed area where various services are made available for carrying out day to day routine activities smoothly.

### 5.3.3.2 Advantages and Disadvantages of Owning or Renting a House

#### Advantages of Renting a House

1. It usually costs less to rent than to own a house.
2. No responsibility for management and upkeep of property.
3. Can easily change the house with change in housing needs.
4. Can change the house with any increase or decrease in income.
5. Freer to move to house of one's liking, or more close to one's work place or to locality of one's choice.

#### Disadvantages of Renting a House

1. It is not always possible to find a house in the neighbourhood desired.
2. It is often difficult to obtain necessary repairs on a rented house.
3. The plan and layout of rented home may not suit personal needs and activities of the family.

#### Advantages of Home Ownership

1. Home ownership gives the family a feeling of security.
2. A home owner can secure credit without difficulty, using the house as collateral.
3. The family has more freedom to live as it wants with no interference from a landlord
4. The family has greater opportunity for individual expression in décor etc. of both interior and exterior.
5. The family has the advantages of having neighbours and friends whose friendship lasts over a period of years.

#### Disadvantages of Home Ownership

1. It usually costs more to own than to rent a house.
2. The struggle to meet costs of home ownership may rob the family of other needs.
3. Ownership ties the family to a locality.

#### Owning vs. Renting (Pros and Cons)

Own Or Rent	Pros	Cons
Homeownership	Privacy Usually a good investment More stable housing costs from year to year Pride in ownership and strong	Long-term commitment Maintenance and repair costs Lack of flexibility

	community ties Tax incentives Equity build-up (savings)	Usually more expensive than renting High up-front costs Foreclosure
Renting	Lower housing costs Shorter-term commitment No/minimal maintenance and repair costs	No tax incentives No fixed housing costs No building of equity

The housing sector plays a key role in any economy because it has a huge multiplier effect on household expenditure, ample backward linkages to suppliers, as well as ties to the financial system through residents mortgages.

### Self-Assessment Exercise(s) 2

1. Analyse the factors to be considered in selecting a site for the family housing.
2. Discuss advantages and disadvantages of owning and renting a house.



#### 4.4 Summary

In this unit we examined the family housing; its definition, importance and the types of housing, the factors considered in the site selection for a family house and the advantages and disadvantages of owning or renting a house.



#### 4.5 References/Further Readings/Web Resources

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#### 4.6 Possible Answers to Self-Assessment Exercise(s)

##### Self-Assessment Exercise(s) 1

1. **Family housing:** A house describes a particular building. It is a materialistic possession and an important investment of the family.

A home is a place where a person lives and belongs to. The family members have a lot of emotional attachment to their home.

- A house can be acquired by buying a readymade flat, purchasing a plot and getting a house built on it or by renting a house. This decision depends on the family needs and the financial capacity of the family.

2. **The importance of family housing: Physical facilities** - An ideal housing provides a physical shelter to family members. Family needs protection from the environment elements such as the sun, wind, rain, noise and pollutants. Family also needs protection from anti-social elements causing theft and nuisance. A house is a place that helps to fulfil physical needs like taking rest, sleeping, eating, dressing up, taking care of personal needs etc. This helps to maintain the health, comfort and safety of family members.

**Emotional environment** - A house is a place that provides good emotional climate where family members come together and share their day to day experiences, feelings, emotions like happiness, sadness etc.

Some of the basic values like cooperation, support, encouragement, respecting individual differences etc. get developed in the family which help in the emotional development of an individual.

**Provides Intellectual environment** - Home is a place where an individual gets motivation, support, encouragement and guidance for the development of intellectual abilities.

**Provides social climate** - Man is a social animal and cannot live in isolation. A house is a place where social development begins. Family is the first social group for a child to learn how to interact with others.

**Provides economic security** - Owning a house is a good investment for a family. The value of property grows with time depending on the locality and amenities available. It gives more returns than other forms of investments in banks or post office.

**3. Analysis of types of family housing** include cottages, duplexes, studio apartments, flat apartments, row houses, pent houses, bungalows and eco-friendly houses.

### Self-Assessment Exercise(s) 2

**1. Analysis of the factors to be considered in selecting a site for a family housing:**

#### Physical features

- Check whether exact boundaries are demarcated and marked on the plot to avoid disputes and legal matters in future.
- The plot should have a regular shape. A rectangular shape is considered good for planning. If the shape is not regular, some space may be wasted.
- A house should be on an elevated ground as it gives a beautiful view of the surrounding area.
- Preference should be given to a house which possesses objects of natural beauty like the view of a hill, lake, etc.
- It should have possibility to admit plenty of fresh air and light. If there are plenty of dense trees, the admittance of sunlight may be cut off.

**Location:** Location of the site of a house must be studied carefully. A family may go in for a house on rent, may purchase a readymade flat or a plot and get a house constructed on it.

- It must be an area where basic facilities are available. The facilities, such as good transportation, good roads, markets, clinics, schools, etc., should be within easy reach.
- Good neighbourhood and surroundings are of utmost importance as children are going to grow up here.
- It should be away from industrial zones which emit fumes leading to pollution of air

**Soil Condition:** One needs to get the nature of soil checked from the experts. This will determine the type of foundation required and affect the cost of construction.

**Hygienic Conditions:** For the purpose of maintaining hygienic conditions, certain points should be considered in planning a house. These are as follows.

- House should not have open drainage in the vicinity. The area should have proper drainage facility provided by the corporation or the local authority.
- The plan of a house should be such that all the rooms, bathrooms and W.C. would receive ample amount of light and ventilation.

**Practical Conveniences:** Site of the house should be in a developed area where various services are made available for carrying out day to day routine activities smoothly.

## 2. Advantages and disadvantages of owning and renting a house

**Home Ownership: Advantages** are a feeling of security to the family; can secure credit without difficulty, using the house as collateral; more freedom to live in it as it wants with no interference from a landlord; the family has greater opportunity for individual expression of both interior and exterior decoration; the family has the advantages of having neighbours and friends whose friendship lasts over a long period of years.

**Disadvantages** are it usually costs more to own than to rent a house; the struggle to meet costs of home ownership may rob the family of other needs and ownership ties the family to a locality.

**Renting a House: Advantages** are it usually costs less to rent than to own a house; no responsibility for management and upkeep of property; can easily change the house with change in housing needs; can change the house with any increase or decrease in income; freer to move to house of one's liking, or closer to one's work place or to locality of one's choice.

**Disadvantages** include not always possible to find a house in the neighbourhood desired; it is often difficult to obtain necessary repairs on a rented house; the plan and layout of a rented home may not suit personal needs and activities of the family.

- 3. An eco-friendly housing:** In this century, sensitivity towards environment is increasing leading to popularity of eco-friendly houses or green homes. People are consciously using innovative techniques to construct more and more eco-friendly houses. They are using sustainable technologies in construction for reducing impacts on environment. Some of the special features found in such houses include recycling of water, use of huge panels of glass for windows, solar panels, efficient practices for waste management, using eco-friendly building materials and renewable energy sources etc. The aim of such constructions is to create such designs in construction which would help to achieve efficiency and harmony with the environment and reduce harmful effects on the environment.

**Features of eco-friendly housing** include consumption of less energy; low carbon footprint or emission; adequate natural light and ventilation; in harmony and balance with climatic and weather conditions and constructed using local resources.

## UNIT 6: FAMILY HOME FURNISHING

### Unit Structure

- 6.1 Introduction
- 6.2 Intended Learning Outcomes
- 6.3 Family Home Furnishing
  - 6.3.1 Factors to Consider in Selecting Home Furniture
  - 6.3.2 Materials Used for Home Furniture
    - 6.3.2.1 General Principles for Arranging Furniture in the Home
    - 6.3.2.2 Care and Maintenance of Furniture
    - 6.3.2.3 Guidelines for Colour Distribution
  - 6.3.3 Flower Arrangement and Decoration
    - 6.3.3.1 Types of Flower Arrangement
    - 6.3.3.2 Forms of Flower Arrangement
- 6.4 Summary
- 6.5 References/Further Readings/Web Resources
- 6.6 Possible Answers to Self-Assessment Exercise(s)



### 6.1 Introduction

In this unit we shall examine the Family House Furnishing; its definition, factors to consider in the selection of home furniture, the materials used for home furniture, the general principles of arranging furniture in the home, and the care and maintenance of the furniture. We shall also consider flower arrangement and decoration



### 6.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss family house furniture
- describe the factors to consider in selecting home furniture
- analyse the types of materials used for furniture
- explain the general principles of arranging furniture in the home
- discuss care and maintenance of home furniture
- discuss types of flower arrangements.



### 6.3 Family Home Furnishing

**Explanation and Definition:** Furniture is very important in homes. Several varieties of furniture are available in the market. Some of them are costly, attractive and proportionate, while other types of furniture are cheap, lack of quality and less attractive. The material used for furniture is wood, cane, metal, plastic, upholster and glass. While selecting furniture one should be careful and examine it for beauty, comfort, utility and multipurpose use. Furniture items also form integral part of decorating scheme in any room of the house. It enhances beauty of the interior and proves functional. Cost of maintenance also must be low and it should be easy to clean.

**Definition:** The dictionary meaning of furniture states it as: “The movable objects used to make a room or building suitable for living or working in.” Furniture is used for various activities such as sitting, sleeping, eating, dressing, etc. Furniture is basically intended for work, storage, comfort and rest.

#### 6.3.1 Factors to consider in selecting home furniture

The number of furniture items that a family should have will depend upon the activities carried out in different areas of the house. Once the family has taken a decision, regarding furniture, the individual pieces must be examined and selected carefully on the basis of following criteria:

- **Comfort:** Comfort is a desired and expected characteristic from the furniture. The features of the furniture that make it comfortable to use are its weight, mobility, suitability and firmness. Furniture should be designed according to the anthropometric measurement of the user. Most of the furniture is made by using standard measurements for an average person. Before purchasing the furniture one should take a trial and feel the comfort for oneself to use it.
- **Family Preference:** While selecting furniture for the family, one should consider the preferences of the family members. Profession and social status of the family should also be considered. The selection of furniture should be done according to their need and use or utility of furniture.
- **Budget:** The cost of furniture depends on the material used, design and style, colour of the furniture, and construction. Compare the cost of furniture while selecting, by visiting different showrooms. One should be careful when buying on discount sales.
- **Construction and design:** Proper construction of furniture makes it sturdy, comfortable and increases its durability. Design should

make the furniture easy to use, comfortable, easy to clean and maintain. The construction of furniture should be ergonomically good to get maximum comfort.

- **Durability:** Durability of furniture depends upon the material used, the type of joints used, design and style, and workmanship. Sturdy furniture, made of well-seasoned wood is more durable than cheap quality of wood.
- **Climatic Condition:** Atmospheric condition is an essential factor to be considered in buying furniture.
- **Maintenance:** Maintenance of furniture is an important factor while selecting furniture. The maintenance cost should be less than purchasing cost. In general, steel furniture requires less maintenance than the upholstered and glass furniture.
- **New Trends:** While furnishing the house, selection of modern furniture is preferred. It is desired to have novelty in furniture. Proper selection of furniture will reflect the taste of the family. Hence, while selecting furniture, socio-economic status should be considered. Today, families prefer eco-friendly multipurpose use furniture and in built furniture to utilise the available limited space.
- **Flexibility:** The use of multipurpose furniture is the best example of flexibility. Recently this type of furniture has become more popular. It should be easy to move from one place to other place and should have possibility to be used for multiple activities. Example: Sofa cum-bed, Folding Dining Table etc.
- **Aesthetics (beauty):** Elements of design like colour, texture, form, shape, and space play important role in aesthetics of furniture. Beauty of furniture is based on good designing with consideration to ergonomic factor, good construction, comfort in use etc. Furniture with variety of raw material in different shapes and designs bring in innovation which adds beauty to the room.

### **6.3.2 Materials used for home furniture**

Different types of materials are used for manufacturing furniture. Each material has its own quality and limitations. Good range of material is available in today's market. Cost of furniture depends on the type of material used for making furniture.

- **Wood:** Wood is the traditional material used for making the furniture. Most of the time whole furniture or pieces of furniture can be made from wood. The wooden furniture has aesthetic value, durability, natural beauty, flexibility in use and also has utility. It is generally not affected by the climatic condition.
- **Cane:** Bamboo slips of various diameters are used in making cane furniture. Fine slips of flexible cane make the weaving, coiling and plaiting easy for artisans. Cane furniture can be waxed, oil

painted and polished to give desired finish. It is light in weight and cheaper than the wooden furniture. Cane is traditionally being used with wooden base to make outdoor furniture. It is very popular because of globalisation, better exposure and having exclusive look. Many homes, hotels and resorts have separate sections where only cane furniture is displayed. It is also used in bedrooms and living rooms for lavish appearance. The range of cane products has expanded to include lounge chairs, classy dining chairs and stylish sofa.

- **Metal:** Metal furniture is manufactured on large scale by using different metals and alloys for example; Iron (Wrought iron, Painted iron), aluminium, stainless steel, painted steel and Brass. Metal furniture is highly utilitarian, fireproof, durable and light in weight. Dry artificial heat does not affect it, but climatic conditions may have an effect on it. It can be easily moulded in various shapes. During manufacturing of metal furniture different parts are welded or riveted. Various range of metal furniture are available in market i.e., chairs, tables, rack, cupboards and cabinets etc. Metal tubes and light angles are also used in vivid and attractive colours.
- **Plastic:** Plastic can be molded in various shapes and sizes. It is very attractive because of various colours. Molded plastic furniture is made by premixed chemical like Urethane. Urethane has good cushioning properties. Hence it is good for making molded plastic furniture and it is rigid, dent proof, unbreakable, light in weight, easy to move and easy to clean. Plastic cane is also very useful for making back and seat of the chairs.
- **Upholstery:** Generally because of hardness wooden and other material furniture may not be found comfortable to use and hence it is finished with cushioned surface. This is called “upholstering”. Proper construction of upholstery furniture piece makes it sturdy, comfortable and increase its durability.
- **Glass:** Recently the use of glass is becoming popular in making furniture. It is available in various colours and decorative forms. Glass tops are often used for writing tables and dining tables. Glass is commonly used for partitions, large exterior and interior sliding doors and for windows. Glass furniture is dent proof, water proof and is easy to clean.

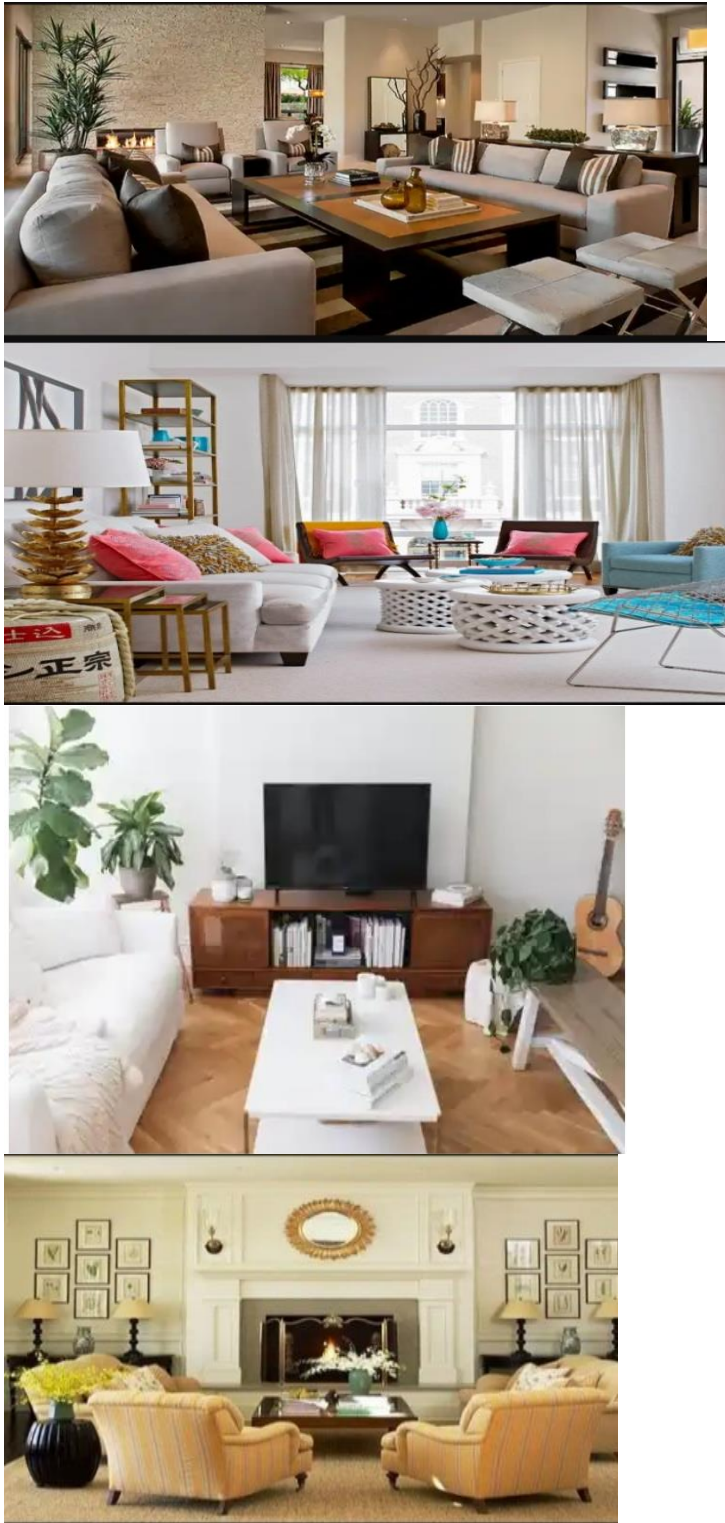
### Self-Assessment Exercise(s) 1

1. Discuss family house furniture
2. Discuss the factors to consider in selecting home furniture
3. Analyse the types of materials used for furniture

### 6.3.2.1 General principles for arranging furniture in the home

General principles in furniture arrangement: When decision of purchase of furniture is made, one should decide size and number to be bought according to the availability of space to avoid overcrowding of rooms. One can think of how and where the furniture is to be arranged.

- Furniture size should be proportionate to the room size. Small room should have small pieces of furniture and large rooms with large furniture.
- Furniture itself and its relation to wall space should be in good proportion
- First bigger furniture should be arranged and then small furniture, to maintain balance by using similar furniture or different furniture.
- Do not accommodate too much furniture which may reduce space of the room.
- Arrange the furniture out off “traffic lanes” to avoid household accidents.
- Opening of doors and windows should be considered while arranging furniture. So that proper ventilation will take place and sunlight will enter the room.
- In every room, rhythm should be obtained by repetition of accent through either by furniture arrangement, or by the use of colour, design, texture of the furniture so that the eye is carried from one point to another.
- Any defect in construction can be reduced through proper arrangement of furniture.
- There should be enough space around the furniture so it can be easy to clean and maintain the walls of the room.
- Functional consideration of arrangement is more important than aesthetic considerations in furniture arrangement.



***Fig.6.1: Samples of Furniture Arrangement***

### **6.3.2.3 Care and maintenance of furniture**

Care and maintenance of furniture are essential parts, as they retain appearance and beauty of the furniture. Care and maintenance should be taken according to the material used for the furniture.

- **Wooden furniture:** Furniture should be rubbed and dusted often with soft cotton cloth. Carry out weekly cleaning with a mixture of vinegar in lukewarm water and dry it properly. As a preventive measure the wooden furniture should always be kept dry. Precaution should be taken to make it termite proof. Apply wooden polish for maintenance.
- **Cane furniture:** It can be cleaned daily with dry and soft cotton cloth. Never use soapy water as it becomes yellowish. Occasionally it can be cleaned with a mixture of one litre water and one table spoon salt. Dry it immediately.
- **Metal furniture:** It can be cleaned with warm soapy water. Rinse the piece of furniture with clean water. Dry with a towel or keep in sunlight. It is either painted or chromium plated to prevent rusting.
- **Plastic furniture:** Remove the dust daily with soft flannel cloth. It can be cleaned with soapy water or with non-greasy cleaner spray.
- **Upholstery furniture:** It can be cleaned with soft brush or vacuum cleaner to remove dust. Small stains can be removed by using petrol or using vinegar by rubbing it in one direction with soft cotton cloth. If stain is identified, it can be removed by particular stain removal method. The maintenance of leather fabric is easy as it can be cleaned with vinegar or lime juice.
- **Glass furniture:** Dusting of glass furniture should be done daily. Wipe it with soft flannel cloth to avoid scratches. Cleaning materials like soap solution, cleaning solution and brightening solution are available in the market for cleaning glass furniture. Sliding glass should be cleaned by using wet newspaper with whitening powder. A little ammonia can be added to the water to clean greasy glass furniture. Methylated spirits can be used for removing stains.

#### 6.3.2.4 Guidelines for Colour Distribution

Colour is often the most difficult part of a room for interior design fans to get right. That's because colours are fickle. There are so many shades to choose from and they need to be put together in the right proportions to create harmony. Luckily, there are a few colour rules that can be used to make sure colours look balanced every time.



***Fig.6.2: Balanced Colour of a Bedroom***

### **The 60-30-10 rule**

The 60-30-10 rule is any interior design fan's best friend. In this setup, you'll use three colours. 60, 30 and 10 refer to the percentages of your design that each will make up. Here's how it works: first one shade to be your dominant shade and takes up approximately 60 percent of the room. Usually, this will be a neutral or some type of subdued hue that can take up a lot of space without feeling overwhelming. Next will be the secondary colour, which is typically a bit bolder and takes up about 30 percent of the space. Finally, the accent colour is boldest shade and should make up the remaining 10 percent. Take the photo above, for example. In this case, greige is the dominant colour. It is seen on the walls and the sofa. Then, black is the secondary colour. It's on the bookshelf, side table, pillows and dining chair and in the rug. Finally, coral is the accent shade. That can be seen in the throw pillows and potted plants.

### **6.3.3 Flower Arrangement and Decoration**

#### **Definition and explanation**

The art of arranging flowers in systematic manner to enhance its beauty is called flower arrangement. Definition by Anna Rutt: "Flower arrangement may be defined as the art of organising flowers, other plants, materials and receptacles into compositions having harmony of form, texture and colour. Its purpose is to add cheer, life and beauty to surroundings." This art form is used in the homes as well as in temples, churches hotels, hospitals etc. At the time of festivals and auspicious occasions it is used in varied forms like in the decorating the house by flowers, flower necklaces, drawing rangoli in the yard of a house tying 'toran' on door and pillars, decorating the stage, etc. Thus flowers are used in different ways.

### **Importance of flower arrangement and decoration**

- Flower arrangement imparts beauty to a house and brings nature inside.
- It is a way to utilise leisure giving scope to a person's creativity.
- It creates lively atmosphere in home and sustains our culture.
- It removes passiveness from life and keeps the mind fresh and healthy.
- It gives an opportunity to do something and enhances our creativity.
- It enables the use of principles of arts and teaches importance of beauty.

#### **6. 3.3.1 Types of flower arrangement**

- **Traditional Flower Arrangement:** Traditional flower arrangement focuses on the use of conventional flower material and traditional arrangement techniques. Specific vases are used for the arrangements which are usually round or elongated in shape, metallic and carved with delicate artistic designs. It includes a lot of flowers of various types.
- **Japanese Flower Arrangement:** Ikebana is a type of Japanese flower arrangement. Ikebana means art of arranging flowers. In Japanese flower arrangement the emphasis is on line and direction. It is based on a basic theme or style, evolving out of philosophical ideas. The most distinguishing feature of this is the slenderness of the line of the plant material. They are simple, informal, and meaningful.
- **Modern Flower Arrangement:** This type of arrangement has no binding of rules. A person is free to make an arrangement by using his/her creativity. This perhaps might be the reason this arrangement is quite popular. A person can use various parts of plant in this arrangement. It also uses number of flowers, leaves, grass, creepers, crotons, cactus, vegetables, fruits, etc.
- **Dry Arrangement:** This arrangement is predominant in the winter season in cold countries or in the summer in India. When flowers are not in abundance, different types of twigs, dried leaves, stalks or branches, fruits, or evergreen flowers can be used in an attractive manner.
- **Miniature Flower Arrangement:** Synonymous with its name, miniature flower arrangement is very small in size. Generally it does not exceed five inches of height. Miniature flower arrangements are quite commonly found on the center table of the living room, study desk and even on dining tables. The containers used in such arrangements are usually small bottles, tea cups or tiny vases. Number of flowers in this arrangement is



comparatively less than that in a regular flower arrangement. In spite of the limited number and small size, these arrangements are equally attractive and elegant.

### 6.3.3.2 Forms of flower arrangement

Apart from flower arrangements made for cultural gatherings in schools and colleges, literature summit, meetings, weddings, elocution programmes etc. Plant materials are also used in various other forms which are as follows:

- **Flower Bouquets:** Messages of love is carried by sending flowers as a gift. Flower bouquets are presented at the time of various functions.



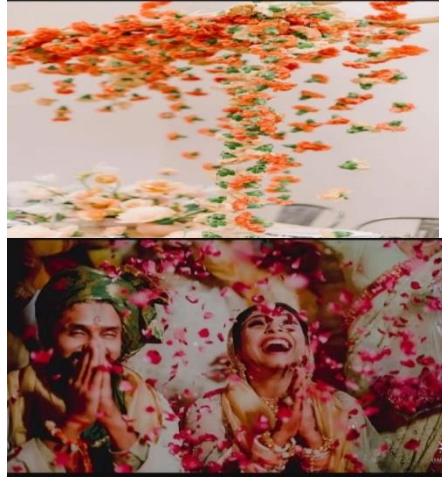
*Fig.6.3: Samples of flower bouquets*

- **Floral Garlands:** Flowers are woven in the form of garlands to be used for various purposes like to honour the chief guest for a function, for the bridegroom for a wedding, for a stage decoration etc.



*Fig.6.4: Samples of floral garlands*

- **Showering of Flowers:** The flowers are showered on guests to honour them at the time of various functions.



***Fig.6.5: Showers of flowers***

- Floral Rangoli: The various types easily available in market of available flowers like Zinnia, Aster and Roses etc. are common used for floral rangoli.



***Fig.6.6: Samples of floral rangoli***

- Wearing in hair: To wear flower-heads in hair is popular since the 18th century. Only the style differs according to time and fashion.



***Fig.6.7: Wearing of hair flowers***

- Flower Sprays: Sprays are large flat bouquets with long stems that are carried or placed on tombs or coffins to commemorate the dead.



***Fig.6.8: Flower sprays***

Furniture items also form integral part of decorating scheme in any room of the house. It enhances beauty of the interior and proves functional. Flower arrangement is the art of organizing flowers, other plants, materials and receptacles into compositions having harmony of form,

texture and colour. Its purpose is to add cheer, life and beauty to surroundings.

### Self-Assessment Exercise(s) 2:

1. Analyse the general principles of arranging furniture in the home.
2. Discuss care and maintenance of the furniture.
3. Discuss various flower arrangements,



### 6.4 Summary

In this unit we examined the Family House Furnishing; its definition, factors to consider in the selection of home furniture, the materials used for home furniture, the general principles of arranging furniture in the home, and the care and maintenance of the furniture. We also consider flower arrangement and decoration.



### 6.5 References/Further Readings/Web Resources

<https://unsplash.com/s/photos/flower-arrangement>

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*Home Management, Standard XI, Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune - 4*

[www.mymove.com/home](http://www.mymove.com/home)



### 6.6 Possible Answers to Self-Assessment Exercise(s)

#### Self-Assessment Exercise(s) 1

1. **Family house furniture:** Furniture is very important in homes. Several varieties of furniture are available in the market. Some of them are costly, attractive and proportionate, while other types of furniture are cheap, lack of quality and less attractive. The material used for furniture is wood, cane, metal, plastic, upholster and glass. While selecting furniture one should be careful and examine it for beauty, comfort, utility and multipurpose use. Furniture items also form integral part of decorating scheme in any room of the house. It enhances beauty of the interior and

proves functional. Cost of maintenance also must be low and it should be easy to clean.

**Definition:** The dictionary meaning of furniture states it as: “The movable objects used to make a room or building suitable for living or working in.” Furniture is used for various activities such as sitting, sleeping, eating, dressing, etc. Furniture is basically intended for work, storage, comfort and rest.

**2. The factors to consider in selecting home furniture:** The number of furniture items that a family should have will depend upon the activities carried out in different areas of the house. Once the family has taken a decision, regarding furniture, the individual pieces must be examined and selected carefully on the basis of following criteria:

**Comfort:** Comfort is a desired and expected characteristic from the furniture. The features of the furniture that make it comfortable to use are its weight, mobility, suitability and firmness. Furniture should be designed according to the anthropometric measurement of the user. Most of the furniture is made by using standard measurements for an average person. Before purchasing the furniture one should take a trial and feel the comfort for oneself to use it.

**Family Preference:** While selecting furniture for the family, one should consider the preferences of the family members. Profession and social status of the family should also be considered. The selection of furniture should be done according to their need and use or utility of furniture.

**Budget:** The cost of furniture depends on the material used, design and style, colour of the furniture, and construction. Compare the cost of furniture while selecting, by visiting different showrooms. One should be careful when buying on discount sales.

**Construction and design:** Proper construction of furniture makes it sturdy, comfortable and increases its durability. Design should make the furniture easy to use, comfortable, easy to clean and maintain. The construction of furniture should be ergonomically good to get maximum comfort.

**Durability:** Durability of furniture depends upon the material used, the type of joints used, design and style, and workmanship. Sturdy furniture, made of well-seasoned wood is more durable than cheap quality of wood.

**Climatic condition:** Atmospheric condition is another essential factor to be considered.

**Maintenance:** Maintenance of furniture is an important factor while selecting furniture. The maintenance cost should be less than purchasing cost. In general, steel furniture requires less maintenance than the upholstered and glass furniture.

**New Trends:** While furnishing the house, selection of modern furniture is preferred. It is desired to have novelty in furniture. Proper selection of furniture will reflect the taste of the family. Hence, while selecting furniture, socio-economic status should be considered. Today, families prefer eco-friendly multipurpose use furniture and in built furniture to utilise the available limited space.

**Flexibility:** The use of multipurpose furniture is the best example of flexibility. Recently this type of furniture has become more popular. It should be easy to move from one place to other place and should have possibility to be used for multiple activities. Example: Sofa cum-bed, Folding Dining Table etc.

**Aesthetics (beauty):** Elements of design like colour, texture, form, shape, and space play important role in aesthetics of furniture. Beauty of furniture is based on good designing with consideration to ergonomic factor, good construction, comfort in use etc. Furniture with a variety of materials in different shapes and designs brings innovation, which adds beauty to the room.

**3. Analysis of the types of materials used for furniture:** Different types of materials are used for manufacturing furniture. Each material has its own quality and limitations. Good range of material is available in today's market. Cost of furniture depends on the type of material used for making furniture.

**Wood:** Wood is the traditional material used for making the furniture. Most of the time whole furniture or pieces of furniture can be made from wood. The wooden furniture has aesthetic value, durability, natural beauty, flexibility in use and also has utility. It is generally not affected by the climatic condition.

**Cane:** Bamboo slips of various diameters are used in making cane furniture. Fine slips of flexible cane make the weaving, coiling and plaiting easy for artisans. Cane furniture can be waxed, oil painted and polished to give desired finish. It is light in weight and cheaper than the wooden furniture. Cane is traditionally being used with wooden base to make outdoor furniture. It is very popular because of globalisation,

better exposure and having exclusive look. Many homes, hotels and resorts have separate sections where only cane furniture is displayed. It is also used in bedrooms and living rooms for lavish appearance. The range of cane products has expanded to include lounge chairs, classy dining chairs and stylish sofa.

**Metal:** Metal furniture is manufactured on large scale by using different metals and alloys for example; Iron (Wrought iron, Painted iron), aluminium, stainless steel, painted steel and Brass. Metal furniture is highly utilitarian, fireproof, durable and light in weight. Dry artificial heat does not affect it, but climatic conditions may have an effect on it. It can be easily moulded in various shapes. During manufacturing of metal furniture different parts are welded or riveted. Various range of metal furniture are available in market i.e., chairs, tables, rack, cupboards and cabinets etc. Metal tubes and light angles are also used in vivid and attractive colours.

**Plastic:** Plastic can be molded in various shapes and sizes. It is very attractive because of various colours. Molded plastic furniture is made by premixed chemical like Urethane. Urethane has good cushioning properties. Hence it is good for making molded plastic furniture and it is rigid, dent proof, unbreakable, light in weight, easy to move and easy to clean. Plastic cane is also very useful for making back and seat of the chairs.

**Upholstery:** Generally because of hardness, wooden and other material furniture may not be found comfortable to use and hence it is finished with cushioned surface. This is called “upholstering”. Proper construction of upholstery furniture piece makes it sturdy, comfortable and increase its durability.

**Glass:** Recently the use of glass is becoming popular in making furniture. It is available in various colours and decorative forms. Glass tops are often used for writing tables and dining tables. Glass is commonly used for partitions, large exterior and interior sliding doors and for windows. Glass furniture is dent proof, water proof and is easy to clean.

## Self-Assessment Exercise(s) 2

**1. Analysis of the general principles of arranging furniture in the home:** General principles in furniture arrangement: When decision of purchase of furniture is made, one should decide size and number to be bought according to the availability of space to avoid overcrowding of the rooms. One can think of how and where the furniture is to be arranged.

- Furniture size should be proportionate to the room size. Small room should have small pieces of furniture and large rooms with large furniture.
- Furniture itself and its relation to wall space should be in good proportion
- First bigger furniture should be arranged and then small furniture, to maintain balance by using similar furniture or different furniture.
- Do not accommodate too much furniture which may reduce space of the room.
- Arrange the furniture out off “traffic lanes” to avoid household accidents.
- Opening of doors and windows should be considered while arranging furniture. So that proper ventilation will take place and sunlight will enter the room.
- In every room, rhythm should be obtained by repetition of accent through either by furniture arrangement, or by the use of colour, design, texture of the furniture so that the eye is carried from one point to another.
- Any defect in construction can be reduced through proper arrangement of furniture.
- There should be enough space around the furniture so it can be easy to clean and maintain the walls of the room.

Functional consideration of arrangement is more important than aesthetic considerations in furniture arrangement.

2. **Care and maintenance of home furniture:** Care and maintenance of furniture are essential parts, as they retain appearance and beauty of the furniture. Care and maintenance should be taken according to the material used for furniture.

**Wooden furniture** should be rubbed and dusted often with soft cotton cloth. Carry out weekly cleaning with a mixture of vinegar in lukewarm water and dry it properly. As a preventive measure the wooden furniture should be always kept dry. Precaution should be taken to make it termite proof. Apply wooden polish for maintenance of wooden furniture.

**Cane Furniture** can be cleaned daily with dry and soft cotton cloth. Never use soapy water as it becomes yellowish. Occasionally, it can be cleaned with the mixture of one litre water and one table spoon salt. Dry it immediately.

**Metal Furniture** can be cleaned with warm soapy water. Rinse the piece of furniture with clean water. Dry with a towel or under sunlight. either painted or chromium plated to prevent rusting.



**Plastic Furniture:** Remove the dust daily with soft flannel cloth. It can be cleaned with soapy water or with non-greasy cleaner spray.

**Upholstery Furniture:** It can be cleaned with soft brush or vacuum cleaner to remove dust. Small stains can be removed by using petrol or using vinegar by rubbing it in one direction with soft cotton cloth. If stain is identified, it can be removed by particular stain removal method. The maintenance of leather fabric is easy as it can be cleaned with vinegar or lime juice.

**Glass Furniture:** Dusting of glass furniture should be done daily. Wipe it with soft flannel cloth to avoid scratches. Cleaning materials, like soap solution, cleaning solution and brightening solution are available in the market for cleaning glass furniture. Sliding glass should be cleaned by using wet newspaper with whitening powder. A little ammonia can be added to the water to clean greasy glass furniture. Methylated spirits can be used for removing stains.

### 3. Types flower arrangements:

**Traditional flower arrangement:** Traditional flower arrangement focuses on the use of conventional flower material and traditional arrangement techniques. Specific vases are used for the arrangements which are usually round or elongated in shape, metallic and carved with delicate artistic designs. It tends to include a lot of flowers of various types.

**Japanese flower arrangement:** Ikebana is a type of Japanese flower arrangement. Ikebana means art of arranging flowers. In Japanese flower arrangement the emphasis is on line and direction. It is based on a basic theme or style, evolving out of philosophical ideas. The most distinguishing feature of this is the slenderness of the line of the plant material. They are simple, informal and meaningful.

**Modern flower arrangement:** This type of arrangement has no binding of rules. A person is free to make an arrangement by using his/her creativity. This perhaps might be the reason why this arrangement is quite popular. A person can use various parts of plant in this arrangement. It also uses a number of flowers, leaves, grass, creepers, crotons, cactus, vegetables, fruits etc.

**Dry arrangement:** This arrangement is predominant in the winter season in cold countries or in the summer in India. When flowers are not in abundance, different types of twigs, dried leaves, stalks or branches, fruits, or evergreen flowers can be used in an attractive manner.

**Miniature flower arrangement:** Synonymous with its name, miniature flower arrangement is very small in size. Generally it does not exceed five inches of height. Miniature flower arrangements are quite commonly found on the center table of the living room, study desk and even on dining tables. The containers used in such arrangements are usually small bottles, tea cups or tiny vases. Number of flowers in this arrangement is comparatively less than that in a regular flower arrangement. In spite of the limited number and small size, these arrangements are equally attractive and elegant.

## UNIT 7: HOUSEHOLD EQUIPMENT

### Unit Structure

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- 7.2 Intended Learning Outcomes
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  - 7.3.1 Definitions and Meaning
  - 7.3.2 Factors to be Considered when Buying Household Equipment
  - 7.3.3 Household Cleaning
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  - 7.3.5 Cleaning Reagents
- 7.4 Summary
- 7.5 References/Further Readings/Web Resources
- 7.6 Possible Answers to Self-Assessment Exercise(s)



### 7.1 Introduction

In this unit we shall examine household equipment; its meaning and factors to consider when buying them. We shall also consider household cleaning; its meaning, reasons, benefits, the elements of effective cleaning, types of cleaning, etc.



### 7.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss house equipment
- state the factors to be considered when buying household equipment
- discuss household cleaning;
- describe the various types of cleaning
- discuss the vacuum cleaner
- analyse methods and reagents for cleaning common household materials.

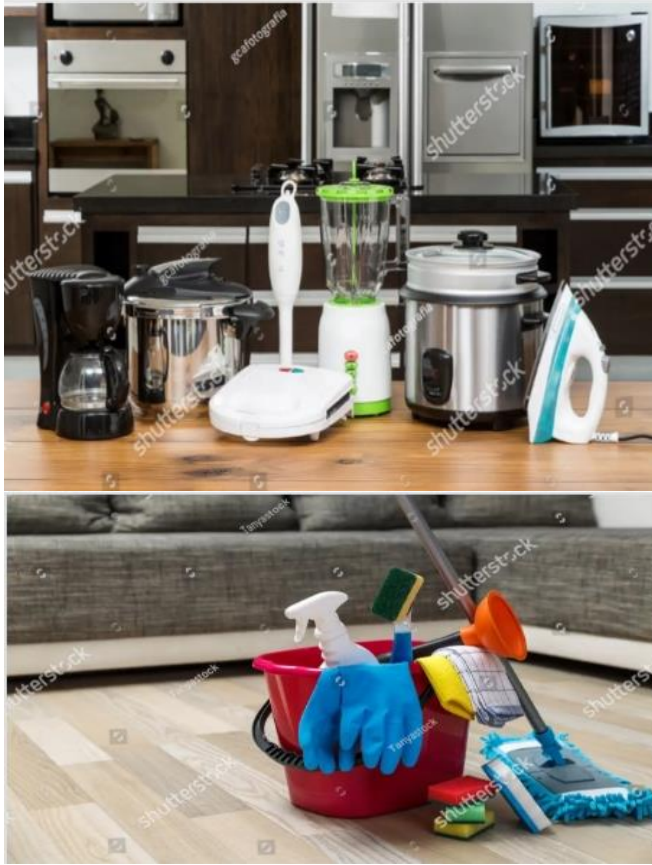


## 7.3 Household Equipment

### 7.3.1 Definition and meaning

Household equipment consists of appliances which aid the homemaker in her housekeeping tasks. There is one set of equipment for the job of food preparation, another for dishwashing, another for laundry work and still another for cleaning. An inventory of all such equipment in any home: would reveal not only a great number of necessary articles but also a surprisingly large money investment in these articles. The proper use and care of household equipment make possible more efficient performance and longer life for the equipment itself, with the result that time and energy are saved by the homemaker and the family purse is spared.





*Fig.7.1: Images of household equipment/appliances*

### 7.3.2 Factors to be considered when buying household equipment

- **Cost:** Cost of an appliance needs to be considered along with its usefulness.
- **Utility:** The usefulness of the equipment is primarily determined by the user's interest and requirement. The appliance should be labour saving not a mere status symbol.
- **Quality:** It includes the materials used in the manufacturing of the equipment, which largely determines its durability and maintenance.
- **Service facility:** During operation, due to wear and tear, most of the equipment become defective and need repair. The repair is easy if the spare parts needed as well as the services of export mechanic are easily available.
- **Operation:** It should have a simple operation produce, should work smoothly, efficiently and effectively.
- **Maintenance:** Should be such that requires less care and maintenance.
- **Guarantee:** Equipment or appliances are liable to be defected at one or the other time and need repair. Guarantee policy will help to save repair cost during the period of guarantee.

- **Need:** Must be a very needed equipment that will be primarily used for convenience.
- **Use:** A family who moves frequently may want portable appliances rather than conventional built-in models.
- **Space and installation:** Know how much space is available for the appliance.
- **Price:** The highest price tag does not necessarily indicate the best buy.
- **Safety:** Check for rough edges or sharp points. Be certain that electrical appliances have the Underwriter's Laboratories seal.
- **Warranty:** How long does the warranty last on the entire product? What is the length of the limited warranty on individual parts? Is the cost of labour included in the warranty? What is the policy of the dealer or the warranty for paying the cost of returning appliances for warranty service?
- **Ease of Care:** Look for appliance design, materials and finishes that facilitate easy care and cleaning.

### Self-Assessment Exercise(s) 1

1. Discuss house equipment.
2. Analyse the factors to be considered when buying household equipment.

### 7.3.3 Household cleaning

#### 7.3.3.1 Definitions and meaning

Cleaning is the process of removing unwanted things such as dust and dirt and using various cleaning methods and techniques to enhance the beauty and hygiene. Sherry opines that household cleaning is the easiest way of achieving beauty and hygiene. Further discussion will explain the importance of household cleaning.

#### Reason and Purpose

- Cleaning is closely related to hygiene. The diseases easily spread if there is dust and dirt. To control spread of infectious diseases, cleanliness of every room is very important
- Cleaning adds to the aesthetic value of the house. Addition of costly items will not always enhance the beauty; on the other hand low priced but clean items if properly arranged can have more aesthetic value.
- Frequent cleanliness helps in maintenance of a house. Good maintenance makes increases the life of houses. It makes the house feasible to stay in working condition become safe for use.

- Cleanliness leads to proper arrangement of things and helps to keep things in a tidy manner. Habits of cleanliness indirectly lead to convenient arrangement in the house.
- Effects of cleanliness are visible. Clean house creates a particular impression on viewers mind and that help to gain social standards.
- A home maker gets pleasure and satisfaction from keeping her house clean and beautiful.

### **Benefits**

Effective housekeeping results in:

- reduced handling to ease the flow of materials
- fewer tripping and slipping incidents in clutter-free and spill-free work areas
- decreased fire hazards
- lower worker exposures to hazardous products (e.g. dusts, vapours)
- better control of tools and materials, including inventory and supplies
- more efficient equipment cleanup and maintenance
- better hygienic conditions leading to improved health
- more effective use of space
- reduced property damage by improving preventive maintenance
- less janitorial work
- improved morale
- improved productivity (tools and materials will be easy to find)

#### **7.3.3.2 Types and methods of cleaning:** Types include

- **Daily Cleaning:** Daily cleaning includes sweeping, mopping of floors, dusting of surface, tidying up of the objects in every room, cleaning of carpets with brush, shaking of curtains and making of beds. In kitchen cooking areas, sink should be cleaned daily. If the house is situated near main road or in dusty area, sweeping and dusting should be done twice a day.
- **Periodic Cleaning:** Includes the following cleaning methods -  
**weekly Cleaning:** Cleaning done once in a week is called weekly cleaning. Sunday or off day once in a week is very suitable for weekly cleaning. It is more elaborate than daily cleaning. For example, cleaning of window and door panel, courtyard, kitchen, refrigerator, porch and garage can be performed weekly.
- **Fortnightly Cleaning:** It means thorough cleaning done once in fifteen days. Fortnightly cleaning of the house is very needed to maintain a house in a good condition. This will include removal

of cobwebs, dusting of furniture, wall cleaning and floor cleaning.

- **Monthly Cleaning:** All the cleaning which cannot be done every day or every week can be done monthly. For example, cleaning of fan, tube lights, removing cobwebs, cleaning and rearranging all the shelves, racks, cleaning of refrigerator, rearranging of cupboards, washing of curtains or changing them can be done every month.
- **Yearly or Seasonal Cleaning:** Yearly cleaning schedule should be followed to give new look to the home. This will include painting the house, cleaning all the rooms by removing the furnishing and rearranging them. If required pest control is also carried out in this cleaning. Usually, yearly cleaning requires a week. If work is distributed among the members of the family the job can be simplified. In most of the families this is practiced during Diwali season.
- **Occasional Cleaning:** Occasional cleaning is carried out by families prior to certain ceremonies, such as wedding, birthday party etc.

**Methods of cleaning** can be divided into four categories based on the agents used:

- **Detergents:** Use detergents to routinely wash tableware, surfaces, and equipment. Detergents can penetrate soil quickly and soften it. Examples include dishwashing detergent and automatic dishwasher detergents.
- **Solvent cleaners:** Use periodically on surfaces where grease has burned on. Solvent cleaners are often called degreasers.
- **Acid cleaners:** Use periodically on mineral deposits and other soils that detergents cannot remove. These cleaners are often used to remove scale in ware washing machines and steam tables.
- **Abrasive cleaners:** Use these cleaners to remove heavy accumulations of soil that are difficult to remove with detergents. Some abrasive cleaners also disinfect. Clean food-contact surfaces that are used to prepare potentially hazardous foods as needed throughout the day but no less than every four hours. If they are not properly cleaned, food that comes into contact with these surfaces could become contaminated.
- **Sanitising** is done using heat, radiation, or chemicals. Heat and chemicals are commonly used as a method for sanitising; radiation rarely is. The item to be sanitized must first be washed properly before it can be properly sanitised. Some chemical sanitisers, such as chlorine and iodine, react with food and soil and so will be less effective on a surface that has not been properly cleaned.
- **Sanitising Methods**



- **Heat:** There are three methods of using heat to sanitize surfaces – steam, hot water, and hot air. Hot water is the most common method used. If hot water is used in the third compartment of a three-compartment sink, it must be at least 171°F (77°C). If a high-temperature ware washing machine is used to sanitize cleaned dishes, the final sanitising rinse must be at least 180°F (82°C). For stationary rack, single temperature machines, it must be at least 165°F (74°C). Cleaned items must be exposed to these temperatures for at least 30 seconds.
- **Chemicals:** Chemicals that are approved sanitisers are chlorine, iodine, and quaternary ammonium. Different factors influence the effectiveness of chemical sanitisers. The three factors that must be considered are:
  - **Concentration:** The presence of too little sanitiser will result in an inadequate reduction of harmful microorganisms. Too much can be toxic.
  - **Temperature:** Generally chemical sanitizers work best in water that is between 55°F (13°C) and 120°F (49°C).
  - **Contact time:** In order for the sanitiser to kill harmful microorganisms, the cleaned item must be in contact with the sanitiser (either heat or approved chemical) for the recommended length of time.
- The proper use and care of household equipment make possible more efficient performance and longer life for the equipment itself, cleaning and sanitising your household is important to help prevent the spread of illness and disease.

Self-Assessment Exercise(s) 2:

1. Discuss household cleaning.
2. Analyse the various types of cleaning.

### 7.3.4 Equipment used for cleaning

These are divided into non-electrical and electrical equipment

#### **Non-electrical equipment:**

- **Brooms:** This is the most commonly used equipment for cleaning. Brooms are available in different shapes, sizes and materials. They are usually made of dried branches, plastic wires or sticks, palm leaves etc. They are useful in sweeping dust from floors, courtyards, stairs etc. The stick brooms can be used for washing and cleaning bathrooms. Brooms come with short

handles and long handles. The ones with long handles are better and easier to use.

- **Brushes:** Brushes are available in different sizes, shapes and materials. They can be made of plastic, nylon, metal, coconut fiber or animal hair as bristles. They are useful in cleaning dry as well as wet dirt. There are separate brushes for washing floors, tiles etc. For cleaning toilet, specially shaped brushes with long handles are available. After cleaning, the dry brushes should be shaken and the wet brushes should be washed and kept clean. There should be proper arrangement for keeping these brushes.
- **different surfaces.** There should be separate duster for each activity for example; furniture cleaning, dining table, kitchen platform, gas stove, utensils, polishing mirror and glass panels etc. For each type of cleaning separate duster should be used. Readymade dusters are available in all sizes and shapes. All types of dusters require washing and drying because unless they are clean themselves, they will not be able to clean any surface.
- **Mopes:** Mop clothes are kinds of dusters used specifically for mopping of floors of different areas. These are made of thicker but loosely woven and absorbent fabric. Wet mopping of floor should be done by using clean water, changing the water after mopping each room. We can use cleaning liquids available in the market. Nowadays, readymade mops, made of different materials and different handle sizes are available. They cover larger area, are more effective, easier to clean and last longer.
- **Dust Pan:** These are made of variety of materials like plastic, steel, iron etc. Dust pans are useful in collecting dust from each room after sweeping. The front edge should touch the floor so that all the dust can get collected easily and also it should not be sharp.
- **Dust Bin:** This is required to collect the dirt and waste of entire household. An old box or bucket can be used for this purpose. But nowadays, plastic dustbins of all sizes, shapes and colours are available in market. Dust bin can be placed in more than one place in the home. It is advisable to have at least two dust bins. One for dry dust and waste and other for wet waste. These should be kept clean after use.

#### 7.3.4.1 Vacuum Cleaner

Vacuum Cleaner works on the principle of creation of vacuum.

**Principle:** The vacuum cleaner works on the principle of creating vacuum artificially. The vacuum cleaner sucks air from the surface to be cleaned, trying to create vacuum and in the process, air being sucked at a fast speed. The dust and small wet particles get collected inside the vacuum cleaner.

Method of use of a vacuum cleaner: Remember this:

- Before starting the cleaning work select a suitable nozzle.
- The vacuum cleaner is then connected to electric supply
- According to the type of cleaning, the speed of machine should be controlled by using a switch which is provided for particular function.
- The suction machine sucks the dust and dirt with the help of nozzle.
- In different cleaning machines, various attachments are given in such a way that air blows through the nozzle. So that some surface can be cleaned better.
- In recent trends, wet and dry vacuum cleaners are available in the market.
- The wet vacuum cleaner cleans the floor, tanks etc.
- When the surface gets cleaned the machine should be switched off.
- All the surfaces are cleaned in the same manner using appropriate nozzle and hoses.
- After cleaning, the electric supply should be disconnected.
- The nozzle and hoses should be separated out from the machine.
- λ The sack which is inside of vacuum cleaner is to be emptied.
- After disassembling all the parts of vacuum cleaner, keep it safe and in proper place by covering it with a cover.

#### **Care of vacuum cleaner: Observe and discuss**

- Before using the machine, all instructions should be read and understood perfectly. The nozzle should be kept away from the body, hair or clothes, when the machine is being used.
- A person should not touch the vacuum cleaner with the wet hand. If there are cracks or disorders in the insulated wire, it should be replaced immediately.
- The electric supply should be switched off and machine should be disconnected when cleaning is completed.
- The sack bag should be cleaned when it is full of dust.
- If sharp objects like nail, pins etc. are sucked by the machine, it may tear the bag. Hence care needs to be taken.
- The machine should be kept out of reach of the children.

#### **7.3.5 Cleaning reagents**

Cleaning reagents are substances usually in the form of liquid, powders and spray which are used to remove dirt, including dust, stain, bad smell and clutter from surfaces and materials. Germicidal liquids are commonly used to remove microorganisms. Purpose of use of cleaning agents includes maintaining health and beauty, removing offensive

odour and avoiding the spread of dust and dirt which spoil the environment. Apart from different types of equipment, a number of reagents are required for the purpose of cleaning. Important reagents are as follows:

- **Water:** Water is naturally available in two forms soft water and hard water. Water is most commonly used as a basic element for cleaning. Wet cleaning is not possible without it. It is a universal solvent and hence can dissolve most of the dust and dirt in itself. It usually does not react with any surface and is quite safe to use.
- **Soaps:** Soaps are usually used to clean household utensils. These are of two types; liquid and bar. Now-a-day, they are added with some fragrance. Soaps are also used for cleaning clothes.
- **Detergents:** Detergents are mostly available in powder as well as in liquid form. They are commonly used for washing clothes. Fabric whitener is added in some percentage in detergents to make white clothes more white. Detergents also are added with fragrance. Detergents are helpful for removal all types of stains for example oil, food, sweet, blood or any soiled cloths. Different soap powders are available in market for various types of cleaning. Particular chemicals are usually added to these powders e.g. bleaching, foam stabilizer etc. While using these, instructions which are given on the packet, should be read carefully and followed strictly.
- **Germicide Liquid:** Keeping all family members free from disease is the main objective of every home maker. All germicidal and phenolic compounds help to kill the bacteria and microorganisms on all the surfaces in kitchen, bathroom and other room in the home. So from hygienic point of view germicide liquids play an important role in household cleaning.

### **Self-Assessment Exercise(s) 3:**

1. Discuss the vacuum cleaner.
2. Analyse methods and reagents for cleaning common household materials.



### **7.4 Summary**

In this unit we examined the household equipment; it meaning, factors to consider when buying them, the general rules for use and care, care of some household equipment. We also considered household cleaning; it's meaning, reasons, benefits, the elements of effective cleaning, types of cleaning, etc.



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## 7.6 Possible Answers to Self-Assessment Exercise(s)

### Self-Assessment Exercise(s) 1

1. **House equipment:** Household equipment consists of appliances which aid the homemaker in her housekeeping tasks. There is one set of equipment for the job of food preparation, another for dishwashing, another for laundry work and still another for cleaning. An inventory of all such equipment in any home: would reveal not only a great number of necessary articles but also a surprisingly large money investment in these articles. The proper use and care of household equipment make possible more efficient performance and longer life for the equipment itself,

with the result that time and energy are saved by the homemaker and the family purse is spared.

## 2. **Analysis of factors to be considered when buying household equipment**

**Cost:** Cost of an appliance needs to be considered along with its usefulness.

**Utility:** The usefulness of the equipment is primarily determined by the user's interest and requirement. The appliance should be labour saving not a mere status symbol.

**Quality:** It includes the materials used in the manufacturing of the equipment, which largely determines its durability and maintenance.

**Service facility:** During operation, due to wear and tear, most of the equipment become defective and need repair. The repair is easy if the spare parts needed as well as the services of export mechanic are easily available.

**Operation:** It should have a simple operation produce, should work smoothly, efficiently and effectively.

**Maintenance:** Should be such that requires less care and maintenance.

**Guarantee:** Equipment or appliances are liable to be defected at one or the other time and need repair. Guarantee policy will help to save repair cost during the period of guarantee.

**Need:** Must be a very needed equipment that will be primarily used for convenience.

**Use:** A family who moves frequently may want portable appliances rather than conventional built-in models.

**Space and installation:** Know how much space is available for the appliance.

**Price:** The highest price tag does not necessarily indicate the best buy.

**Safety:** Check for rough edges or sharp points. Be certain that electrical appliances have the Underwriter's Laboratories seal.

**Warranty:** How long does the warranty last on the entire product? What is the length of the limited warranty on individual parts? Is the cost of labour included in the warranty? What is the policy of the dealer or the warranty for paying the cost of returning appliances for warranty service?

**Ease of Care:** Look for appliance design, materials and finishes that facilitate easy care and cleaning.

### Self-Assessment Exercise(s) 2

1. **Household cleaning;** Cleaning is the process of removing unwanted things such as dust and dirt and using various cleaning methods and techniques to enhance the beauty and hygiene. Sherry opines that household cleaning is the easiest way of achieving beauty and hygiene. Further discussion will explain the importance of household cleaning.

### Reason and Purpose

- Cleaning is closely related to hygiene. The diseases easily spread if there is dust and dirt. To control spread of infectious diseases, cleanliness of every room is very important
- Cleaning adds to the aesthetic value of the house. Addition of costly items will not always enhance the beauty; on the other hand low priced but clean items if properly arranged can have more aesthetic value.
- Frequent cleanliness helps in maintenance of a house. Good maintenance makes increases the life of houses. It makes the house feasible to stay in working condition become safe for use.
- Cleanliness leads to proper arrangement of things and helps to keep things in a tidy manner. Habits of cleanliness indirectly lead to convenient arrangement in the house.
- Effects of cleanliness are visible. Clean house creates a particular impression on viewers mind and that help to gain social standards.
- A home maker gets pleasure and satisfaction from keeping her house clean and beautiful.

### Benefits: Effective housekeeping results in

- reduced handling to ease the flow of materials
- fewer tripping and slipping incidents in clutter-free and spill-free work areas
- decreased fire hazards
- lower worker exposures to hazardous products (e.g. dusts, vapours)
- better control of tools and materials, including inventory and supplies
- more efficient equipment cleanup and maintenance
- better hygienic conditions leading to improved health
- more effective use of space
- reduced property damage by improving preventive maintenance
- less janitorial work

- improved morale
  - improved productivity (tools and materials will be easy to find)
  -
2. **Analysis of the various types of cleaning:** This include
- **Daily Cleaning:** Daily cleaning includes sweeping, mopping of floors, dusting of surface, tidying up of the objects in every room, cleaning of carpets with brush, shaking of curtains and making of beds. In kitchen cooking areas, sink should be cleaned daily. If the house is situated near main road or in dusty area, sweeping and dusting should be done twice a day.
  - **Periodic Cleaning:** Includes the following cleaning methods -  
**weekly Cleaning:** Cleaning done once in a week is called weekly cleaning. Sunday or off day once in a week is very suitable for weekly cleaning. It is more elaborate than daily cleaning. For example, cleaning of window and door panel, courtyard, kitchen, refrigerator, porch and garage can be performed weekly.
  - **Fortnight Cleaning:** It means thorough cleaning done once in fifteen days. Fortnightly cleaning of the house is very needed to maintain a house in a good condition. This will include removal of cobwebs, dusting of furniture, wall cleaning and floor cleaning.
  - **Monthly Cleaning:** All the cleaning which cannot be done every day or every week can be done monthly. For example, cleaning of fan, tube lights, removing cobwebs, cleaning and rearranging all the shelves, racks, cleaning of refrigerator, rearranging of cupboards, washing of curtains or changing them can be done every month.
  - **Yearly or Seasonal Cleaning:** Yearly cleaning schedule should be followed to give new look to the home. This will include painting the house, cleaning all the rooms by removing the furnishing and rearranging them. If required pest control is also carried out in this cleaning. Usually, yearly cleaning requires a week. If work is distributed among the members of the family the job can be simplified. In most of the families this is practiced during Diwali season.
  - **Occasional Cleaning:** Occasional cleaning is carried out by families prior to certain ceremonies, such as wedding, birthday party etc.

### Self-Assessment Exercise(s) 3

1. **The vacuum cleaner** works on the principle of creation of vacuum. **Principle:** The vacuum cleaner works on the principle of creating a vacuum artificially. It sucks air from the surface to be cleaned, trying to create a vacuum and in the process, air is



sucked at a fast speed. The dust and small wet particles get collected inside the vacuum cleaner.

**Method of use of a vacuum cleaner:**

- Before starting the cleaning work, select a suitable nozzle.
- The vacuum cleaner is then connected to electric supply
- According to the type of cleaning, the speed of machine should be controlled by using a switch which is provided for a particular function.
- The suction machine sucks the dust and dirt with the help of nozzle.
- In different cleaning machines, various attachments are given in such a way that air blows through the nozzle. So that some surface can be cleaned better.
- In recent trends, wet and dry vacuum cleaners are available in the market.
- The wet vacuum cleaner cleans the floor, tanks, etc.
- When the surface gets cleaned, the machine should be switched off.
- All the surfaces are cleaned in the same manner using appropriate nozzle and hoses.
- After cleaning, the electric supply should be disconnected.
- The nozzle and hoses should be separated out from the machine. The sack which is inside of vacuum cleaner is to be emptied.
- After disassembling all the parts of a vacuum cleaner, keep it safe and in proper place by covering it with a cover.

**Care of vacuum cleaner:**

- Before using the machine, all instructions should be read and understood perfectly. The nozzle should be kept away from the body, hair or clothes, when the machine is being used.
- A person should not touch the vacuum cleaner with wet hands. If there are cracks or disorders in the insulated wire, it should be replaced immediately.
- The electric supply should be switched off and the machine should be disconnected when cleaning is completed.
- The sack bag should be cleaned when it is full of dust.
- If sharp objects like nail, pins, etc. are sucked by the machine, it may tear the bag. Hence care needs to be taken.
- The machine should be kept out of reach of children.

**2. Analysis of methods and reagents for cleaning common household materials**

Cleaning reagents are substances usually in the form of liquid, powders and spray, which are used to remove dirt, including dust, stain, bad smell and clutter from the surface. Germicidal liquids are commonly used to remove microorganisms. Purpose of use of cleaning agents includes maintaining health and beauty, removing offensive odour and avoiding the spread of dust and dirt which spoil the environment. Apart from different types of equipment, a number of reagents are required for the purpose of cleaning. The important reagents are as follows:

- **Water:** Water is naturally available in two forms - soft water and hard water. Water is most commonly used as a basic element for cleaning. Wet cleaning is not possible without it. It is a universal solvent and hence can dissolve most of the dust and dirt in itself. It usually does not react with any surface and is quite safe to use.
- **Soaps:** Soaps are usually used to clean household utensils. These are of two types; liquid and bar. Now-a-day, they are added with some fragrance. Soaps are also used for washing clothes.
- **Detergents:** Detergents are mostly available in powder as well as in liquid form. They are commonly used for washing clothes. Fabric whitener is added in some percentage in detergents to make white clothes whiter. Detergents also are added with fragrance. Detergents are helpful for removing all types of stains for example oil, food, sweet, blood or any soiled cloths. Different soap powders are available in the market for various types of cleaning. Particular chemicals are usually added to these powders e.g. bleaching, foam stabilizer, etc. While using them, instructions which are given on the packet, should be read carefully and followed strictly.

**Germicide Liquid:** Keeping all family members free from disease is the main objective of every home maker. All germicidal and phenolic compounds help to kill the bacteria and microorganisms on all the surfaces in kitchen, bathroom and other rooms in the home. So from hygienic point of view, germicide liquids play an important role in household cleaning.

## 7.7 Glossary

**Account:** A record of a company or bank's financial transactions grouped by type as Current, Savings, Assets, Expenses, Liabilities, Sales, etc.

**Apartment:** A suit of rooms usually on one floor of a house

**Assets** is anything of value or usefulness that is owned by a person or group of persons.

Augment: Enlarge or increase or grow or intensify

Balance is a state of equilibrium or harmony; equality of distribution

Balanced budget is one where there is no deficit or surplus; both income and expenditure are equal.

Budget is summary of intended expenditure along with proposals for how to meet them

Bungalow is a small house with a single story

Cleaning reagents are substances usually in the form of liquid, powders and spray which are used to remove dirt, including dust, stain, bad smell and clutter from surfaces and materials.

Colour is a visual attribute of things that results from the light they emit or transmit or reflect.

Consumer is a person who uses goods or services

Consumer education is knowledge of the buying and using of goods and services

Cottage is a very small house with a single story; a small bungalow.

Decoration is the act of making something more attractive or beautiful.

Deficit is an excess of liabilities over assets (usually over a certain period).

Deficit budget is a spending whereby expenditure is more than income.

Deposit is the act of putting something somewhere; money that is put in a bank.

Distributor is someone or company that markets merchandise

Duplex is an apartment having rooms on two floors that are connected by a staircase.

Education: Process of acquiring knowledge and skills through learning and instruction.

Equipment: An instrumentality needed for an undertaking or to perform a service

Expenditure is the consumption of goods and services; act of spending money for goods or services; money expended or paid out.

Family: Primary social group; parents and children; a social unit that is living together.

Fixed deposit is an amount of money put in a bank from which a customer cannot make withdrawals during a specific period of time, e.g. annually.

Flat: A suite of rooms usually on one floor of an apartment house.

Flower is a plant that is cultivated for decoration because of its blooms or blossoms.

Flower bouquet: Bunch of flowers presented at various functions as a sign of love or acceptance.

Flower sprays or wreathes are large flat bouquets with long stems that are carried or placed on tombs or coffins to commemorate the dead.

Furnishing: The act of decorating a house or room.

Furniture: Furnishings that make a room or other area ready for occupancy.

Guarantee is a collateral agreement to answer for the debt of another in case that person defaults.

Home is a social unit of people living together as a family; household.

Housing: Structures collectively in which people are housed or accommodated.

Income: Financial gain (earned or unearned) accruing over a given period of time.

Information: Knowledge acquired through study or experience or instruction; message received and understood; collection of facts from which conclusions may be drawn.

Insurance: Promise of reimbursement, in the case of a loss, paid to people or companies so concerned about hazards that they have made prepayments to an insurance company; protection against future loss.

**Interest:** A fixed charge for borrowing money, usually a percentage of the amount borrowed.

**Investment:** Laying out money or capital in an enterprise with the expectation of profit.

**Label** is an identifying or descriptive marker that is attached to an object.

**Landlord/landlady** is a land or house owner who leases to others in order to receive rent.

**Liquidity** is a debt paying ability; being in cash or easily convertible to cash.

**Management** is the process of using both human and non-human resources to meet the needs or goals an individual or organization.

**Market:** A place of commercial activities where goods and services are bought and sold.

**Money:** Most common medium of exchange for goods and services; functions as legal tender.

**Pension** is a regular payment to a retiree or person intended to subsist without working.

**Principle:** A rule or law concerning a natural phenomenon or the function of a complex system.

**Producer or manufacturer** is someone who manufactures something.

**Profit** is money or material gained on investment.

**Programme** is a series of steps or procedures to be carried out or goals to be accomplished.

**Psychic:** Outside the physical realm; affecting or influenced by the human mind.

**Recurrent deposit**, unlike fixed deposit, is money kept in a bank from which withdrawal can be made without time frame or inhibition.

**Rent** is a regular payment by a tenant to a landlord or landlady for the use of their property.

Resource is an available source of wealth or things that can be drawn upon when needed.

Retailer is a merchant who sells goods to consumers directly in small quantities or retail.

Safety is the state of being certain that adverse effects will not be caused by some agent under defined conditions.

Savings is a fund of money set aside or kept as a reserve.

Surplus budget is a spending whereby income is more than expenditure.

Vacuum cleaner is an electrical appliance that cleans surfaces and materials through suction by creating an artificial vacuum.

Warranty is a written assurance that some product or service will be provided or will certain specifications.

Wholesaler: Someone who buys large quantities of goods and sells to merchants rather than to the ultimate consumers.

## MODULE 5

- Unit 1: Early Childhood Development
- Unit 2: Growth and Development
- Unit 3: Family Health
- Unit 4: Home Economics Extension
- Unit 5: Basic Human Needs I
- Unit 6: Basic Human Needs II

### Unit 1: Early Childhood Development

#### Unit Structure

- 1.1 Introduction
- 1.2 Intended Learning Outcomes
- 1.3 Early Childhood Development
  - 1.3.1 Child development and psychology
  - 1.3.2 Categories of childhood development
  - 1.3.3 Significance of development changes (development milestones)
  - 1.3.4 Domains of developmental milestones
- 1.4 Summary
- 1.5 References/Further Readings/Web Resources
- 1.6 Possible Answers to Self-Assessment Exercise(s)



#### 1.1 Introduction

The term development may be difficult to define due to its intricacies. However, it is generally agreed that development is the continuous and systematic changes in an individual's capacity for greater facility to function, or otherwise. From the stage of conception to death, development follows an orderly genetic sequence. The developmental order is due to heredity growth factors. It follows a set of pattern or sequence specific to a particular species.

Thus if a child cannot perform one task of a known developmental series, it is likely that he will not be able to do one that regularly develops later. There are wide individual differences in developmental patterns and one cannot be content with averages. Rate of development may be rapid and can follow a particular series, but still individual differences exist. Relative development rates of individuals tend to remain constant from infancy to maturity.



## 1.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss child development.
- analyse categories of child development
- analyse the significance of developmental changes (i.e. developmental milestones)
- explain the domains of developmental milestones.



## 1.3 Early Childhood Development

### 1.3.1 Child Development and Psychology

#### 1.3.1.1 Categories of childhood development

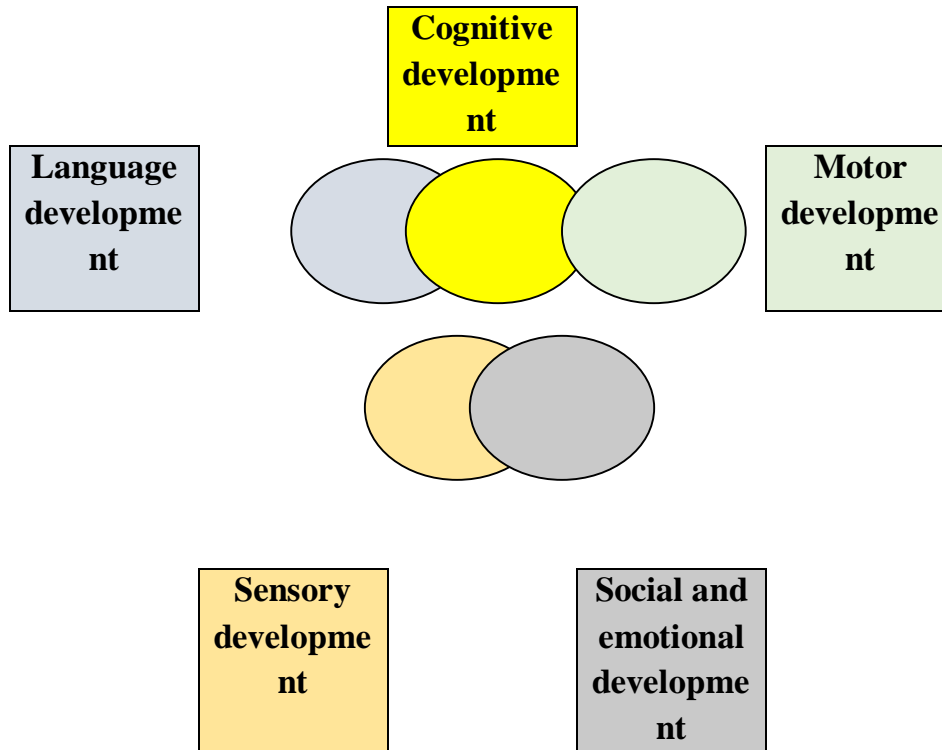
Child development is separated into five categories: cognitive, language, motor, sensory, and social and emotional.

- **Cognitive development** is the process by which children think, learn, understand, reason, remember and solve problems.
- **Language development** is the process by which children learn to speak sounds, words and make sentences to communicate with others, and to use or understand body language, gestures, and understand what others say.
- **Motor development** is the process by which children learn to use their muscles to move. It is separated into two categories:
- **Large, or gross, motor development**—when children learn to use their large group muscles to sit, stand, walk, run, keep balance and change positions; and
- **Small, or fine, motor development**—when children learn to use small muscles in their hands to eat, draw, dress, play and write.
- **Sensory development** is a process by which children hear, see, taste, smell and feel.
- **Social and emotional development** is the process by which children learn to relate to others, such as having relationships with family, playmates, friends and teachers; and how they learn to cooperate and respond to the feelings of others and develop control over their emotions. Social and emotional development is integral to all aspects of a child's growth, including intellectual, physical, behavioral and moral development. Beginning from birth, nurturing and stable relationships, with caring adults, are essential to a healthy human social and emotional development.



**Self-Assessment Exercise(s) 1:**

1. Discuss child development.
2. Analyse categories of child development



*Fig.1.1: Categories of childhood development*

### 1.3.1.2 Significance of development changes (Development milestones)

- **Important clue about a child's development**

Reaching milestones at the typical ages shows a child is developing as expected. For the ones who are developing much earlier indicates that the child may be advanced compared with his or her peers of the same age. Not reaching milestones or reaching them much later than children of the same age can be the earliest indication that a child may have a developmental delay.

- **Milestones especially important**

For a child who does not reach the milestones by a certain age is a developmental warning sign or red flag. Children who don't reach milestones may need extra support and services to reach their full potential. Keep in mind that developmental progress is not always

steady. You may see changes in development around important life events like the birth of a new sibling. By tracing each child's developmental milestones over time, you will have a better understanding of his or her development and a better basis to judge if concern is warranted.

### **1.3.1.3 Domains of developmental milestones**

Developmental milestones: these are activities that most children are expected to learn how to perform by a certain age bracket. As a child grows, it is expected to learn activities relating to his social-emotional, physical, cognitive, speech and language development. The following table provides examples of some developmental milestones of children from birth to 5 years of age. In each domain, a normal child should be able to accomplish the developmental tasks indicated within each age range. The domains have been summarized into four categories. They are cognitive, language/communication, social/emotional and Movement /physical developments.

***Table 1.1: Birth to 5 Years of Age Developmental Milestones***

<b>Category (Age)</b>	<b>Skills</b>
<b>(2 months)</b>	
<b>Cognitive</b>	Pays attention to faces Begins to follow things with eyes and recognize people at a distance
<b>Language/Communication</b>	Coos, makes gurgling sounds Turns head towards sounds
<b>Social/Emotional</b>	Begins to smile at people Can briefly calm himself (may bring hands to mouth and suck fingers)
<b>Movement/Physical Development</b>	Can hold head up and begins to push up when lying on tummy Makes smoother movements with arms and legs
<b>(6 months)</b>	
<b>Cognitive</b>	Looks around at things nearby Brings things to mouth
<b>Language/Communication</b>	Responds to sounds by making sounds Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with parent while making sounds
<b>Social/Emotional</b>	Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents
<b>Movement/Physical Development</b>	Rolls over in both directions (front to back, back to front) Begins to sit without support
<b>(1 year)</b>	
<b>Cognitive</b>	Explores things in different ways such as shaking, banging, throwing Finds hidden things easily
<b>Language/Communication</b>	Responds to simple spoken requests Uses simple gestures, like shaking head to say ‘no’, nodding to say ‘yes’ or waving hand for ‘bye-bye’
<b>Social/Emotional</b>	Is shy or nervous with strangers Cries when mom or dad leaves
<b>Movement/Physical Development</b>	Gets to a sitting position without help Pulls up to stand, walks holding on to furniture (“cruising”)
<b>(2 Years )</b>	
<b>Cognitive</b>	Finds things even when hidden under covers Begins to sort shapes and colors
<b>Language/Communication</b>	Points at things or pictures when they are named Knows names of familiar people and body parts
<b>Social/Emotional</b>	Copies others, especially adults and older

	children Gets excited when with other children
<b>Movement/Physical Development</b>	Stands on tiptoe Kicks a ball
<b>(3 Years )</b>	
<b>Cognitive</b>	Can work toys with buttons, levers, and moving parts Plays make-believe with dolls, animals, and people
<b>Language/Communication</b>	Follows instructions with two or three steps Can name most familiar things
<b>Social/Emotional</b>	Copies adults and friends Shows affection for friends without prompting
<b>Movement/Physical Development</b>	Climbs well Runs easily
<b>(4 Years)</b>	
<b>Cognitive</b>	Can name some colors and some numbers Understands the idea of counting
<b>Language/Communication</b>	Knows some basic rules of grammar, such as correctly using “he” and “she” Sings a song or says a poem from memory such as the “Itsy Bitsy Spider” or the “Wheels on the Bus”
<b>Social/Emotional</b>	Enjoys doing new things Plays “Mom” and “Dad”
<b>Movement/Physical Development</b>	Hops and stands on one foot up to two seconds Can catch a bouncing ball most of the time
<b>(5 years)</b>	
<b>Cognitive</b>	Can count 10 or more things Can draw a person with at least six body parts
<b>Language/Communication</b>	Speaks very clearly Tells a simple story using full sentences
<b>Social/Emotional</b>	Wants to please friends Wants to be like friends
<b>Movement/Physical Development</b>	Stands on one foot for 10 seconds or longer Hops; may be able to skip

- **Developmental delays: What are they?**

Developmental delay refers to a child’s inability to learn or master an expected activity within her age range. Developmental delays could be the result of either external or internal factors, such as a lack of environmental stimulation, premature birth or a learning disability. Parents and care providers can help children by learning the signs of developmental delay and knowing when to refer children to early intervention.

Childhood development describes the process of children’s ability to do increasingly difficult or complex activities, as they grow. It is separated into four categories: cognitive; language/communication; social/emotional and movement/physical developments. Cognitive development is the process by which children think, learn, understand, solve problems, reason and remember. Language/communication development is the process by which children learn to speak sounds, words and sentences to communicate with others, and to use and understand body language, gestures and what others say. Social/emotional development is the process by which children learn to relate to others, such as having relationships with family, friends and teachers; including how they learn to cooperate and respond to the feelings of others and develop control over their emotions. Movement/physical development is the process by which children learn to use their muscles to move. It is separated into two categories: Large, or gross, motor development—when children learn to use their large group muscles to sit, stand, walk, run, keep balance and change positions. The second category is small, or fine, motor development—when children learn to use small muscles in their hands to eat, draw, dress, play and write. This resource guide is designed to help parents and child care providers find information and manage the affairs of children as they grow through these developmental stages.

### Self-Assessment Exercise(s) 2:

1. Analyse the significance of developmental changes (i.e. developmental milestones)
2. Discuss the domains of developmental milestones



### 1.4 Summary

In this Unit, Early Childhood Development was considered for children from the age bracket of birth to five years of age. The topic provides articles on child development, including

- Categories of childhood development
- Significance of development changes (Development milestones)
- Developmental milestones from birth to five years of age.
- Important clue about a child’s development
- Domains of developmental milestones
- Developmental delays



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## 1.6 Possible Answers to Self-Assessment Exercise(s)

### Self-Assessment Exercise(s) 1

- 1. Child development** is the continuous and systematic changes in the child's capacity for greater facility to function, or otherwise. From the stage of conception to death, child development follows an orderly genetic sequence. The developmental order is due to heredity growth factors. It follows a set of pattern or sequence specific to a particular species.

Thus if a child cannot perform one task of a known developmental series, it is likely that he will not be able to do one that regularly develops later. There are wide individual differences in developmental patterns and one cannot be content with averages. Rate of development may be rapid and can follow a particular series, but still individual differences exist. Relative development rates of individuals tend to remain constant from infancy to maturity.

- 2. Analysis of categories of child development**

Child development is separated into five categories: cognitive, language, motor, sensory, and social/emotional.

- **Cognitive development** is the process by which children think, learn, understand, reason, remember and solve problems.
- **Language development** is the process by which children learn to speak sounds, words and make sentences to communicate with others, and to use or understand body language, gestures, and understand what others say.
- **Motor development** is the process by which children learn to use their muscles to move. It is separated into two categories: Large, or gross, motor development—when children learn to use their large group muscles to sit, stand, walk, run, keep balance and change positions; and Small, or fine, motor development—when children learn to use small muscles in their hands to eat, draw, dress, play and write.
- **Sensory development** is a process by which children hear, see, taste, smell and feel.
- **Social/emotional development** is the process by which children learn to relate to others, such as having relationships with family, playmates, friends and teachers; and how they learn to cooperate and respond to the feelings of others and develop control over their emotions. Social and emotional development is integral to all aspects of a child's growth, including intellectual, physical, behavioral and moral development. Beginning from birth, nurturing and stable relationships, with caring adults, are essential to a healthy human social and emotional development.

### Self-Assessment Exercise(s) 2

#### 1. **Analysis of the significance of developmental changes (i.e. developmental milestones)**

- **Important clue about a child's development**

Reaching milestones at the typical ages shows a child is developing as expected. For the ones who are developing much earlier indicates that the child may be advanced compared with his or her peers of the same age. Not reaching milestones or reaching them much later than children of the same age can be the earliest indication that a child may have a developmental delay.

- **Milestones especially important**

For a child who does not reach the milestones by a certain age is a developmental warning sign or red flag. Children who don't reach milestones may need extra support and services to reach their full potential. Keep in mind that developmental progress is not always steady. You may see changes in development around important life events like the birth of a new sibling. By tracing each child's

developmental milestones over time, you will have a better understanding of his or her development and a better basis to judge if concern is warranted.

## **2. The domains of developmental milestones**

Developmental milestones: these are activities that most children are expected to learn how to perform by a certain age bracket. As a child grows, it is expected to learn activities relating to his social-emotional, physical, cognitive, speech and language development. The following table provides examples of some developmental milestones of children from birth to 5 years of age. In each domain, a normal child should be able to accomplish the developmental tasks indicated within each age range. The domains have been summarised into four categories. They are cognitive, language/communication, social/emotional and movement/ physical developments.



## UNIT 2: GROWTH AND DEVELOPMENT

### Unit Structure

- 2.1 Introduction
- 2.2 Intended Learning Outcomes
- 2.3 Growth and Development
  - 2.3.1 The Concept of Growth and Development
    - 2.3.1.1 The Principles of Growth and Development
    - 2.3.1.2 Stages of Development
  - 2.3.2 Aspects of Development (i.e. Developmental Characteristics)
    - 2.3.2.1 Developmental Characteristics of Late Childhood (6 – 12 Years)
    - 2.3.2.2 Developmental Characteristics of Adolescence (12 – 18 Years)
  - 2.3.3 Family Relationships
- 2.4 Summary
- 2.5 References/Further Readings/Web Resources
- 2.6.1 Possible Answers to Self-Assessment Exercise(s)



### 2.1 Introduction

Human beings keep changing. During their lifetime, they change in size, appearance and psychological makeup. The way they change differs from individual to individual. However, the fundamental underlying patterns of growth and development remain more or less the same and take place in an orderly way. Each individual, with his unique heredity and the way he is nurtured, determines the way he traverses the broad highway of his life at his rate of progress. He will attain the size, shape, capacities and developmental status in a way, which is peculiar to him at each stage of life.

In this unit, we shall discuss the concept, principles and various stages of growth & development. Children differ in physical, cognitive, social, and emotional growth patterns. They also differ in the ways they interact with and respond to their environment as well as their play and affection. Having an understanding of the sequence of growth and development prepares teachers to help and give attention to all the children.



## 2.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- Discuss the concept of growth and development.
- Discuss the differences between growth and development.
- Analyse the principles of growth and development.
- Discuss the developmental characteristics of adolescence
- Analyse how family relationships affect growth and development.



## 2.3 Growth and Development

### 2.3.1 The Concept of Growth and Development

Can you recall events from your early childhood, say the second or third year? You might have a few vague and blurred memories about your childhood. The experiences of that period form the basis of the type of person you are today. How human beings grow, change and adjust themselves to their environment is the focus of development and behaviour as also the concepts, principles and theories of growth of development.

Human beings are never static. From conception to death, they undergo changes. There are progressive changes in response to environmental conditions. His body organs and psychological functions show the curves of capacity and achievement as well as slow erosion and decay. Cognitive abilities develop and then degenerate; basic metabolism reaches a peak, then declines, the endocrine function flourishes, and then fades. There is a rise and fall of physical energy in terms of both the force and speed of action with age. In fact, no organ or function of human beings has yet been found which is independent of age as determinants.

At the time of conception, a child has genetic potentials that are partly predictable and partly unpredictable. These genetic potentials are determined by the nature of his biological inheritance. Still there is room for a range in the ways he uses the genetic potentialities, depending on the environment that may help or hinder the development of those potentials.

**Differences between growth and development:** The terms growth and development are often used interchangeably as synonyms. But in actual

fact, they are conceptually different. Growth or development does not take place by itself.

- **Growth** refers to quantitative changes in size, which include physical changes in height, weight, size, internal organs, etc. As an individual develops, old features like baby fat, hair and teeth, etc., disappear and new features like facial hair are acquired. When maturity comes, the second set of teeth, primary and secondary sex characteristics, etc., appear. Similarly, changes occur in all aspects of the personality. During infancy and childhood, the body steadily becomes larger, taller and heavier. To designate this change the term growth is used. Growth involves changes in body proportions as well as in overall stature and weight. The term growth thus indicates an increase in bodily dimensions. However, the rate of growth differs from one part of the body to the other.
- **Development**, by contrast, refers to qualitative changes taking place simultaneously with quantitative changes of growth. It may be defined as a progressive series of orderly and coherent changes. The term progressive signifies that changes are directional, that they lead forward, rather than backward. Orderly and coherent suggest that a definite relationship between the changes taking place and those that precede or will follow them. Development represents changes in an organism from its origin to its death, but more particularly the progressive changes that take place from origin to maturity. Thus, development may be explained as the series of overall changes in an individual due to the emergence of modified structures and functions that are the outcome of the interactions and exchanges between the organism and its environment.

### 2.3.1.1 The Principles of Growth and Development

Following are the fundamental principles of growth and development.

- **Development follows a pattern or a sequence:** Development tends to proceed from the head downward. This is called the **cephalocaudal principle**. According to this principle, the child first gains control of the head, then the arms, then the legs. Infants gain control of head and face movements within the first two months after birth. In the next few months, they are able to lift themselves up using their arms. By 6 to 12 months of age, infants start to gain leg control and may be able to crawl, stand or walk.

Development also proceeds from the center of the body outward according to the **proximodistal principle**. Accordingly, the spinal cord develops before other parts of the body. The child's arms develop before

the hands, and the hands and feet develop before the fingers and toes. Fingers and toes are the last to develop.

- **Development proceeds from general to specific responses:** It moves from a generalised to a localised behaviour. The newborn infant moves its whole body at one time instead of moving only one part of it. It makes random kicking with its legs before it can coordinate the leg muscles well enough to crawl or to walk.
- **Development is a continuous process:** Development does not occur in spurts. Growth continues from the moments of conception until the individual reaches maturity. It takes place at a slow regular pace rather than by 'leaps and bounds'. Although development is a continuous process, yet the tempo of growth is not even, during infancy and early years growth moves swiftly and later it slacken.
- **Different aspects of growth develop at different rates:** Neither all parts of the body grow at the same rate nor do all aspects of mental growth proceed equally. They reach maturity at different times. Development also depends on maturation. **Maturation** refers to the sequence of biological changes in children. These orderly changes give children new abilities. Much of the maturation depends on changes in the brain and the nervous system. These changes assist children to improve their thinking abilities and motor skills. A rich learning environment helps children develop to their potential. Children must mature to a certain point before they can gain some skills. For instance, the brain of a four-month-old has not matured enough to allow the child to use words. A four-month-old will babble and coo. However, by two years of age, with the help of others, the child will be able to say and understand many words. This is an example of how cognitive development occurs from simple tasks to more complex tasks. Likewise, physical skills develop from general to specific movements. For example, think about the way an infant waves its arms and legs. In a young infant, these movements are random. In several months, the infant will likely be able to grab a block with his or her whole hand. In a little more time, the same infant will grasp a block with the thumb and forefinger.
- **Most traits are correlated in development:** Generally, it is observed that the child whose intellectual development is above average is so in health, size, sociability and special aptitudes.
- **Growth is complex:** All of its aspects are closely interrelated. The child's mental development is intimately related to its physical growth and needs.
- **Growth is a product of the interaction of the organism and environment:** Among the environmental factors one can mention

nutrition, climatic conditions in the home, the type of social organisation in which individual moves and lives.

- **There are wide individual differences in growth:** Individual differences in growth are caused by differences in factors of heredity and environment.
- **Growth is both quantitative and qualitative:** These two aspects are inseparable. The child not only grows in 'size'; he grows up or matures also in structure and function.
- **Development is predictable:** It is possible for us to predict, at an early age, the range within which the mature development of the child is likely to fall. However, mental development cannot be predicted with the same degree of accuracy.

### Self-Assessment Exercise(s) 1:

1. Discuss the concept of growth and development.
2. Discuss the differences between growth and development.
3. Analyse the principles of growth and development.

### 2.3.1.2 Stages of Development

Any development process proceeds through stages and each development stage differs from the other. Each stage of development has its characteristics. Psychologists have separated human life span into stages or periods and identified specific changes that may be expected during each stage. The transition from one stage to the next is gradual rather than sudden. The age groups assigned to each stage of the development are general as shown in the Table 2.1.

*Table 2.1: Stages of Development*

Age Groups (Years)	Stage of Development	Description of Each Stage
Birth to 2	Infancy	<b>Neonate:</b> This stage is a period from birth to two weeks. <b>Babyhood:</b> This stage is of rapid growth and development. There are changes in body proportions as well as intellectual growth.
2 to 6	Early childhood	This is the preschool period. It is also called the pre-gang age. In this stage, the child seeks gain control over his

		environment. He also starts to learn to make social adjustment.
6 to 12	Late childhood	This is the primary school age. Here,, the child is expected to acquire the rudiments of knowledge that are considered essential for successful adjustment to adult life. It is also expected to learn certain essential skills.
12 to 18	Adolescence	This is the period of physiological change. It is the period when children become sexually mature. It is also the period of intensified personal interaction with peers of the same and opposite sex.
18 to 40	Young adulthood	The responsibilities of adulthood include important decisions like choosing a career, a life partner, etc. Young adulthood begins with setting goals and aspirations.
40 to 60	Middle adulthood	After settling down in thirties and having lived through with rooting phase, the individual starts feeling a sense of uprooting and dissatisfaction during the forties. A physical decline in the form of wrinkles, thickening waistlines, greying and thinning hair start appearing. The changes are often termed middle life transition, middle-age revolt, mid-career crisis or middle-age slump. They include the loss of youth and the coming of old age. In women, hormonal changes of menopause (ending of menstruation) generate anxiety and depression.
Over 60	Late adulthood	This age is a process which causes loss of vitality. Aged adults are more concerned about their health and death. Their visit to doctors is more frequent. Retirement has the worst impact on aged adults. They gradually lose their sense of meaningfulness in life. Some develop interests in social service and spend their time in financial planning, reading,

		travelling, visiting religious places and enjoying nature.
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### 2.3.2 Aspects of Development (i.e. Developmental Characteristics)

Children and adolescents grow and develop at very different rates. Each individual is unique, with a distinct personality and life experience. For this reason, age is not the only sign of where a particular child or adolescent is in terms of development. The different aspects of development are as follows.

- **Physical development** – Physical wellbeing is the ability to maintain a healthy quality of life that allows us to get the most out of our daily activities without undue fatigue or physical stress. It includes taking care of our bodies and recognising that our daily habits and behaviours have a significant impact on our overall health, wellbeing and quality of life. So, genetic make-up, ethnicity, race, gender, nutrition and diet, exercise, sleep patterns, habitual use of substances like tobacco, alcohol or other drugs, stress and stressful life events, environmental toxins and socioeconomic status affect our physical development.
- **Cognitive development** – academic setting, family environment, parent or caretaker involvement, access to early education opportunities, teacher support, personal motivation, gender and cultural or ethnic context
- **Emotional development** – individual temperament, parent and family relationships, support network, life experiences and transitions; media exposure and influence and a tendency toward risk-taking or delinquent behaviours
- **Social development** – peer influence, popularity, community and societal context

#### 2.3.2.1 Developmental characteristics of late childhood (age 6-12 years)

- **Physical Development:** The child practices, refines and masters complex gross and fine motor and perceptual-motor skills.
- **Cognitive development:** Concrete operational thinking replaces egocentric cognition. The child's thinking becomes more logical and rational. The child develops the ability to understand and appreciate others' perspectives.
- **Emotional development:** The child is industrious, purposeful and goal directed in its activities. It is confident and self-directed.

The child is developing a better sense of herself as an individual, with likes and dislikes and special areas of skill. It is capable of introspection. The child evaluates its worth by its ability to perform. Self-esteem is largely derived from one's perceived abilities.

- **Social development:** Relationships outside the family increase in importance, including the development of friendships and participation in a peer group. The child imitates, learns, and adopts age appropriate social roles, including those that are gender-specific. The child develops an understanding of rules. Rules are relied upon to dictate proper social behaviour and to govern social relationships and activities.

### 2.3.2.2 Developmental characteristics of adolescence (age 12-18 years)

- **Physical development:** Physiological changes at puberty promote rapid growth. The maturity of sexual organs and the development of secondary sex characteristics become prominent.
- **Cognitive development:** During early adolescence, precursors to formal operational thinking appear, including a limited ability to think hypothetically and to take multiple perspectives. During middle and late adolescence, formal operational thinking becomes well developed and integrated into a significant proportion in the adolescents.
- **Emotional development:** The early adolescent is strongly identified with the peer group. Youth depend upon their peers for emotional stability and support and to help mold the youth's emerging identity. Self-esteem is greatly affected by acceptance of peers. Early adolescents are emotionally labile with exaggerated affect and frequent mood swings. They are very vulnerable to emotional stress. During middle and late adolescence, identity is more individualised, and a sense of self develops and stabilises that is separate from either family or peer group. Self-esteem is influenced by the youth's ability to live up to internalised standards for behaviour. Self-assessment and introspection are common.
- **Social development:** Social relationships in early adolescence are centered in the peer group. Group values guide individual behaviour. Acceptance by peers is critical to self-esteem. Most peer relationships are still same-sex. Young adolescents become interested in sexual relationships, but most contact is through groups. Some youth may begin to experiment with sexual behaviour, but many early adolescents are not sexually active with other youth. Social roles are still largely defined by external sources. During middle and late adolescence, values become



individualized and internalised after careful consideration and independent thought. Friends are more often selected on personal characteristics and mutual interests. The peer group declines in importance, individual friendships are strengthened, and more youth "date" in one-on-one relationships. The youth experiments with social roles and explores options for career choice.

### **2.3.3 Family relationships**

The family is an important social network and constitutes the child's first environment, and family members are the most significant people during the formative years. Family members interact with one another. If the interaction is favourable, it strengthens the relationships, and vice versa. The developmental psychology of a child is affected by family relationships. Thus, a child who is a product of an unfavourable relationship between the parents tend to have unfavourable parent-child relationship also. Such children feel insecure, deprived of affection and grow into poorly adjusted adults. But children belonging to parents who have a happy and harmonious relationship with each other grow into constructive persons, well-adjusted with self and others and view marriage favourably.

In short, any influence inside or outside the family that affects the harmony of the parent's relationship will affect the relationship of the parents with the child. A wholesome relationship between the parents tends to develop a favourable attitude towards the children. Happy and well-adjusted parents develop healthy relations, not only with each other, but with their children as well. And in the environment of healthy interpersonal relationships in the family, the children grow into happy, friendly and well-adjusted adults. Such children are free from anxieties and tensions, and they enjoy a happy childhood. The important factors that cause wholesome relationship between the parents and the children in the family are given below: -

- Respect, consideration and affection for each other.
- Sharing of common aspirations and goals.
- Understanding of each other's needs.
- Satisfying each other's needs.
- Respect for each other's different points of view.
- Sharing of leisure time, interest and activities.

Family relation is important. Being the child's first environment, it affects his development and behaviour throughout life. Growth and development are determined by family relationships right from his early childhood.

## Self-Assessment Exercise(s) 2

1. Discuss the developmental characteristics of adolescence.
2. Analyse how family relationship affect growth and development.



### 2.4 Summary

In this unit, we have studied the concept of human growth and development. The stages of development and the characteristics of each stage have also been discussed. The principles of development, their importance and need to study them scientifically have been discussed.

As you have seen, adolescence is a period of transition between childhood and adulthood.

Accompanying it is a number of challenges. During this period, adolescents are considered neither as children nor as adults. Their status remains ambiguous. They are prone to rebel against an authority.

The fundamental influence of family relationships (favourable or otherwise) on the future development and behaviour of the child was discussed. We also listed common traits among family members that can lead to a wholesome relationship.



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## 2.6 Possible Answers to Self-Assessment Exercise(s)

### Self-Assessment Exercise(s) 1

**1. The concept of growth and development:** Can you recall events from your early childhood, say the second or third year? You might have a few vague and blurred memories about your childhood. The experiences of that period form the basis of the type of person you are today. How human beings grow, change and adjust themselves to their environment is the focus of development and behaviour as also the concepts, principles and theories of growth of development.

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## 2. Differences between growth and development.

The terms growth and development are often used interchangeably as synonyms. But in actual fact, they are conceptually different. Growth or development does not take place by itself.

**Growth** refers to quantitative changes in size, which include physical changes in height, weight, size, internal organs, etc. As an individual develops, old features like baby fat, hair and teeth, etc., disappear and new features like facial hair are acquired. When maturity comes, the second set of teeth, primary and secondary sex characteristics, etc., appear. Similarly, changes occur in all aspects of the personality. During infancy and childhood, the body steadily becomes larger, taller and heavier. To designate this change the term growth is used. Growth involves changes in body proportions as well as in overall stature and weight. The term growth thus indicates an increase in bodily dimensions. However, the rate of growth differs from one part of the body to the other.

**Development**, by contrast, refers to qualitative changes taking place simultaneously with quantitative changes of growth. It may be defined as a progressive series of orderly and coherent changes. The term progressive signifies that changes are directional, that they lead forward, rather than backward. Orderly and coherent suggest that a definite relationship between the changes taking place and those that precede or will follow them. Development represents changes in an organism from its origin to its death, but more particularly the progressive changes that take place from origin to maturity. Thus, development may be explained as the series of overall changes in an individual due to the emergence of modified structures and functions that are the outcome of the interactions and exchanges between the organism and its environment.

## 3. Analysis of the principles of growth and development

Following are the fundamental principles of growth and development.

**Development follows a pattern or a sequence:** Development tends to proceed from the head downward. This is called the **cephalocaudal principle**. According to this principle, the child first gains control of the head, then the arms, then the legs. Infants gain control of head and face movements within the first two months after birth. In the next few months, they are able to lift themselves up using their arms. By 6 to 12 months of age, infants start to gain leg control and may be able to crawl, stand or walk.

Development also proceeds from the center of the body outward according to the **proximodistal principle**. Accordingly, the spinal cord develops before other parts of the body. The child's arms develop before the hands, and the hands and feet develop before the fingers and toes. Fingers and toes are the last to develop.

**Development proceeds from general to specific responses:** It moves from a generalized to a localised behaviour. The newborn infant moves its whole body at one time instead of moving only one part of it. It makes random kicking with its legs before it can coordinate the leg muscles well enough to crawl or to walk.

**Development is a continuous process:** Development does not occur in spurts. Growth continues from the moments of conception until the individual reaches maturity. It takes place at a slow regular pace rather than by 'leaps and bounds'. Although development is a continuous process, yet the tempo of growth is not even, during infancy and early years growth moves swiftly and later it slacken.

**Different aspects of growth develop at different rates:** Neither all parts of the body grow at the same rate nor do all aspects of mental growth proceed equally. They reach maturity at different times. Development also depends on maturation. **Maturation** refers to the sequence of biological changes in children. These orderly changes give children new abilities. Much of the maturation depends on changes in the brain and the nervous system. These changes assist children to improve their thinking abilities and motor skills. A rich learning environment helps children develop to their potential. Children must mature to a certain point before they can gain some skills. For instance, the brain of a four-month-old has not matured enough to allow the child to use words. A four-month-old will babble and coo. However, by two years of age, with the help of others, the child will be able to say and understand many words. This is an example of how cognitive development occurs from simple tasks to more complex tasks. Likewise, physical skills develop from general to specific movements. For example, think about the way an infant waves its arms and legs. In a young infant, these movements are random. In several months, the infant will likely be able to grab a block with his or her whole hand. In a little more time, the same infant will grasp a block with the thumb and forefinger.

**Most traits are correlated in development:** Generally, it is observed that the child whose intellectual development is above average is so in health, size, sociability and special aptitudes. **Growth is complex:** All of its aspects are closely interrelated. The child's mental development is intimately related to its physical growth and needs.

**Growth is a product of the interaction of the organism and environment:** Among the environmental factors one can mention nutrition, climatic conditions in the home, the type of social organization in which individual moves and lives.

**There are wide individual differences in growth:** Individual differences in growth are caused by differences in factors of heredity and environment.

**Growth is both quantitative and qualitative:** These two aspects are inseparable. The child not only grows in 'size'; he grows up or matures also in structure and function.

**Development is predictable:** It is possible for us to predict, at an early age, the range within which the mature development of the child is likely to fall. However, mental development cannot be predicted with the same degree of accuracy.

### **Self-Assessment Exercise(s) 2:**

#### **1. The developmental characteristics of adolescence**

**Physical development:** Physiological changes at puberty promote rapid growth. The maturity of sexual organs and the development of secondary sex characteristics become prominent.

**Cognitive development:** During early adolescence, precursors to formal operational thinking appear, including a limited ability to think hypothetically and to take multiple perspectives. During middle and late adolescence, formal operational thinking becomes well developed and integrated into a significant proportion in the adolescents.

**Emotional development:** The early adolescent is strongly identified with the peer group. Youth depend upon their peers for emotional stability and support and to help mold the youth's emerging identity. Self-esteem is greatly affected by acceptance of peers. Early adolescents are emotionally labile with exaggerated affect and frequent mood swings. They are very vulnerable to emotional stress. During middle and late adolescence, identity is more individualised, and a sense of self develops and stabilises that is separate from either family or peer group. Self-esteem is influenced by the youth's ability to live up to internalised standards for behaviour. Self-assessment and introspection are common.

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are still same-sex. Young adolescents become interested in sexual relationships, but most contact is through groups. Some youth may begin to experiment with sexual behaviour, but many early adolescents are not sexually active with other youth. Social roles are still largely defined by external sources. During middle and late adolescence, values become individualized and internalized after careful consideration and independent thought. Friends are more often selected on personal characteristics and mutual interests. The peer group declines in importance, individual friendships are strengthened, and more youth "date" in one-on-one relationships. The youth experiments with social roles and explores options for career choice.

## **2. Analysis of how family relationship affect growth and development**

The family is an important social network and constitutes the child's first environment, and family members are the most significant people during the formative years. Family members interact with one another. If the interaction is favourable, it strengthens the relationships, and vice versa. The developmental psychology of a child is affected by family relationships. Thus, a child who is a product of an unfavourable relationship between the parents tend to have unfavourable parent-child relationship also. Such children feel insecure, deprived of affection and grow into poorly adjusted adults. But children belonging to parents who have a happy and harmonious relationship with each other grow into constructive persons, well-adjusted with self and others and view marriage favourably.

In short, any influence inside or outside the family that affects the harmony of the parent's relationship will affect the relationship of the parents with the child. A wholesome relationship between the parents tends to develop a favourable attitude towards the children. Happy and well-adjusted parents develop healthy relations, not only with each other, but with their children as well. And in the environment of healthy interpersonal relationships in the family, the children grow into happy, friendly and well-adjusted adults. Such children are free from anxieties and tensions, and they enjoy a happy childhood. The important factors that cause wholesome relationship between the parents and the children in the family are given below: -

- Respect, consideration and affection for each other.
- Sharing of common aspirations and goals.
- Understanding of each other's needs.
- Satisfying each other's needs.
- Respect for each other's different points of view.
- Sharing of leisure time, interest and activities.

Family relation is important. Being the child's first environment, it affects his development and behaviour throughout life. Growth and development are determined by family relationships right from his early childhood.



## UNIT 3: FAMILY HEALTH

### Unit Structure

- 3.1 Introduction
- 3.2 Intended Learning Outcomes
- 3.3 Family Health
  - 3.3.1 Definition and Scope of Health
  - 3.3.2 Physical Wellbeing in the Family
  - 3.3.3 Mental Health in the Family
  - 3.3.4 Social Health in the Family
  - 3.3.5 Nutritional Health and Wellbeing
- 3.4 Summary
- 3.5 References/Further Readings/Web Resources
- 3.6 Possible Answers to Self-Assessment Exercise(s)



### 3.1 Introduction

Family Health is a sub-division of Home Management. It is often said that “health is wealth”. Truly, health in the family is an asset. Healthy family members are good resources, in the sense that each could make his/her maximum contribution to the total welfare of the family. This is because ill-health can drain the family’s finances and at the same time compromise family income, happiness and well-being. So health is wealth truly and: a great family resource.

Health has been defined and perceived in diverse ways – some view it as one-dimensional i.e. as being synonymous with absence of disease, while others define health as involving interrelationships between some other factors. In this unit, the definition, and scope of health will be described, the role of the family in promoting the health of members in the different dimensions will be particularly examined.



### 3.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- explain the definition of health according to WHO and Kozier
- discuss family health
- discuss some factors involved in attaining optimal physical health in the family
- analyse dietary guidelines to family nutrition and health.



### 3.3 Family Health

#### 3.3.1 Definition and Scope of Health

Some define health as the absence of a disease, i.e. health is the physical well-being of the individual. However, it is common knowledge that one could be free from physical disease, yet not being in a state of well-being due to fear, sleeplessness, anxiety, unable to cope with stresses associated with normal life, not able to be in and sustain relationships, etc. Such a person could not be said to be having a healthful living.

What then is health? The World Health Organisation (WHO) has defined health as “a state of complete physical, mental and social well-being, not merely the absence of disease or infirmity”. In fact Kozier, *et al* (2000) have gone further to critically review the WHO definition, and equate health with physical health (physical fitness at its best), emotional health (feelings and attitudes that make one comfortable with oneself), mental health (a mind that grows and adjusts, in control and free of serious stress), social health (a sense of responsibility, caring for and healthy interactions with others), as well as spiritual health (inner peace and security with ones higher power, as one perceives it). This last definition, as encompassing as it is appears to be the global perception of health. However, in this unit in discussing family health we shall be guided by the WHO definition.

#### Family Health

What is Family Health? Family health can be defined as the management of everyday problems in such a way as to promote healthful living in the family. Family health will be considered here in the light of the activities in the family towards achieving health as defined by WHO – i.e. physical wellbeing, mental wellbeing, social wellbeing and absence of diseases.

#### Self-Assessment Exercise(s) 1

- |  |
|--|
| <ol style="list-style-type: none"> <li>1. Discuss the definition of health according to WHO and Kozier</li> <li>2. Discuss family health.</li> </ol> |
|--|

#### 3.3.2 Physical Wellbeing of the Family

**Definition:** It is the ability to maintain a healthy quality of life that allows us, in the Family, to get the most out of our daily activities without undue fatigue or physical stress. It includes taking care of our

bodies and recognizing that our daily habits and behaviours have a significant impact on our overall health, wellbeing and quality of life.

Promotion of physical well-being in the family will involve a total sum of several factors:

- \* Personal healthcare for each member e.g. adequate nutrition for development and to fight disease, abstinence from abuse of drugs and other substances, regular exercise, adequate sleep and rest, personal hygiene, regular medical checkups, etc.
- \* Control of spread of disease germs – disease germs can be transmitted from a person through contact with a source to another person. e.g. person to person contact through direct body touch, (e.g. scabies), breathing in droplets from infected person (e.g. measles), exchange of body fluids (HIV) or sharing other peoples body care properties like tooth brush, hypoderm needles, shoes, clothing, etc. Some disease germs are transmitted from other creatures to humans (vector-borne) e.g. rabies by dogs and cats, bacteria on decaying material by flies, malaria parasites by mosquitoes, etc. Another means of transmitting disease germs is through the air we breath e.g. T.B. (tuberculosis), influenza, common cold, etc. Good ventilation reduces the chances of transmission of infection. Some disease germs are water/food borne e.g. typhoid, cholera, amoebic dysentery, etc. These can be controlled by avoiding drinking or ingesting polluted water or infected foods, respectively.
- \* Preventing home accidents: Accidents mostly occurring in the home include falls, cuts, fires, poisoning, heat and electrical hazards. Appropriate steps must be taken to prevent home accidents, e.g. to prevent falls – keeping walkways free of clusters and avoiding slippery floors. In order to prevent electrical hazards, unplug appliances when not in use. Drugs and toxic substances must be stored away from reach of children to avoid poisoning.
- \* First Aid for Emergencies: First Aid is the immediate action that could be taken in unforeseen occurrences before a doctor’s help, if necessary, can be reached. A First Aid box is a must in a home. The box should contain items such as assorted bandages, gauze, cotton wool, antiseptic, simple pain reliever, plaster, pin, etc. Occurrences requiring First Aid treatment in the home include fracture, nose bleedings, bruises, fever, cuts, fainting, ingested poison, etc. Knowledge of what to do in each case must be acquired by the householder
- \* Regular physical activity: People of all ages
  - can improve their health and wellbeing by being active on a regular basis.

- can reduce the symptoms of anxiety and depression,
- help reduce high blood pressure,
- promote psychological wellbeing and
- keep a person feeling better, looking better and more able to cope with stress.

### 3.3.3 Mental health in the family

Mental well-being can be described as a feeling of being comfortable with oneself and others, able to love and appreciate being loved, work and play and cope with normal stresses and problems of life – i.e. be in control of one's mind and thought processes. It includes our emotional, psychological and social well-being. It affects how we think, feel and act. It also helps determine how we handle stress, relate to others and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood

Promotion of good mental health in the family includes provision of other basic needs, apart from physiological needs, such as love, security, support and encouragement by family members in times of mistakes, failures and negative happenings in the life of a member. On the other hand, substance and drug abuse can jeopardise mental health.

#### **Characteristics of positive mental health**

**The Ability to Enjoy Life:** The ability to enjoy life is essential to good mental health. Focus on the positive things in your life and take time to enjoy each day. Plan activities that involve your family and children. Enjoy your life and be grateful for good health and the wealth of your friendships. Each day, think of the gifts you do have in your life. Think positive!

**Resilience:** The ability to bounce back from adversity has been referred to as 'resilience'. It has long been known that some people handle stress better than others. Those individuals who cope well with stress share the characteristic of resilience. You can build your personal resiliency by developing your stress management skills, exercising regularly, consuming a healthy diet and having a strong sense of spirituality

**Balance:** A balance in life seems to result in greater mental health. We all need to balance time spent socially with time spent alone. Extreme social isolation may even result in losing touch with what is really happening in our lives. Those who ignore the need for some solitary time also risk losing focus on reality. Balancing social time and solitude seem to be the key. Other areas where balance is important are between work and play, sleep and wakefulness, rest and exercise, and time spent indoors and outdoors.

**Flexibility:** Working on making our expectations more flexible can improve our mental health. Emotional flexibility (being able to experience both happiness and sadness) may be just as important as cognitive flexibility (being able to change your mind from day to day). Mentally healthy people experience a range of emotions and allow themselves to express these feelings. People who are firm and rigid about their opinions can develop mental health problems.

**Self-Actualization:** Celebrate the gifts of your life and your personal potential. Recognise the gifts, talents, knowledge and skills that you have. This is the process of recognition of self and self-actualisation. In times of crisis it is important to focus on the personal self and continue to develop those things you have control over and let go of the crisis that you cannot change. You can always work on yourself, which is in your control (Holmes, 2003).

**Ways to maintain positive mental health include:**

- Get professional help when needed
- Connect with others
- Stay positive
- Get physically active
- Help others
- Get enough sleep
- Develop coping skill

### **3.3.4 Social health in the family**

**Definitions:** Since social health is one of the dimensions of health, we must know what health is.

**Health** is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (WHO).

**Well-being-** Well-being stands for absence of negative conditions and feelings; and if not the total absence negative conditions, then presence of more positive aspects than negative ones.

**Social well-being-** It is the ability of the people to be free from want of basic necessities and to coexist peacefully in communities with opportunities for advancement.

**Social health:** Social health is a positive dimension of health which is included in the constitutional definition of health by WHO. It is an individual's ability to handle and act based on different social conditions

**Need of social health:** Having healthy relation involves good communication, empathy and care for family, friends and colleagues. Being self-centered, violent and alone has ill effects on health, causing stress and depression, which are a threat to self and others. Both social isolation and social exclusion are causes of poor chances of survival with a decreased degree of quality of life, depression and increased risk for chronic diseases. These in turn can lead to poor physical and mental health. Hence, social health can be considered as a cause behind the cause.

### **Strategies to achieve social health**

In order to achieve good social health, an individual must be willing to:

- Sacrifice some time, effort and energy
- Establish self-identity
- Develop new relations
- Spend money and time with friends
- Adjust to new environment
- Not complain about little things

### **Strategies to improve social health:**

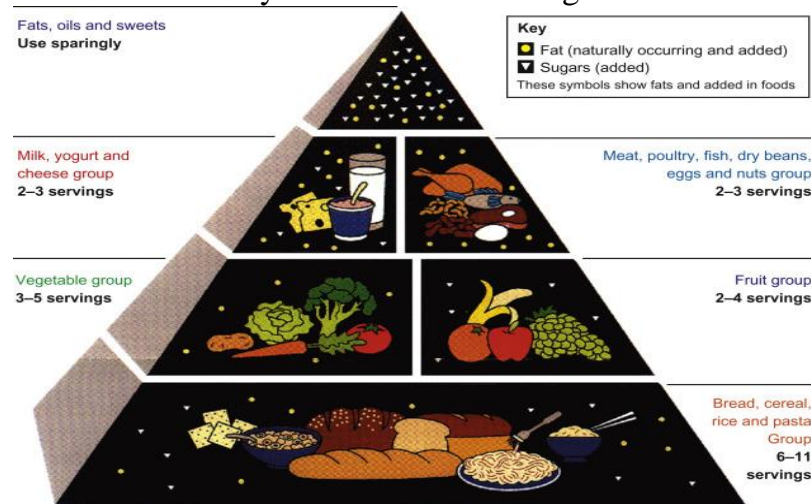
- Make social connections
- Develop new hobbies by joining groups of reading, drawing, writing, yoga, etc.
- Learn new skills like art, dance, cooking, swimming, etc.
- Volunteer at schools or events outside.
- Travel and meet new people.
- Get socially active
- Participate in debates and discussions.
- Join an exercise group or start new outdoor activities with friends.
- Help parents in household chores.
- Build healthy relations
- Share your feeling with parents or friends.
- Ask for help when in need.
- Listen to others without being judgmental.
- Compromise and work on agreements.
- Avoid conflicts and anger.
- Disagree but respectfully.
- Protect yourself from bad company and set boundaries.
- Develop healthy habits in family
- Eat healthy food with family members.
- Be outgoing instead of always watching TV or mobile phone.
- Cook a meal together.

- Give children a task to do and compliment them after they have finished.
- Set rules at home for a disciplined behavior.
- Spend time with family during holidays or visit a place together.

### 3.3.5 Nutritional health and wellbeing

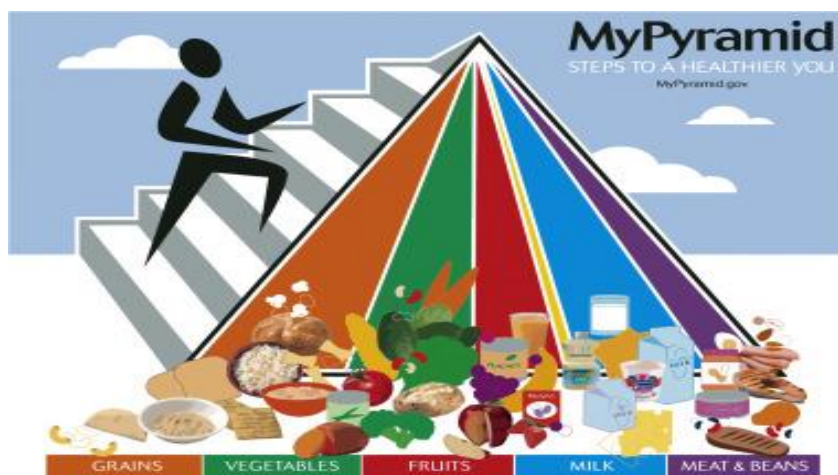
The Food Guide Pyramid is a nutrition tool that was introduced by the USDA in 1992. It is shaped like a pyramid to indicate that a person should eat more foods from the bottom and fewer foods and beverages from the top of the pyramid.

The Food Guide Pyramid displayed proportionality and variety in each of five groups of foods and beverages, which ascended in horizontal layers starting from the base and moving upward toward the tip: breads, cereals, pasta and rice; fruits and vegetables; dairy products; eggs, fish, legumes, meat and poultry; plus alcohol, fats and sugars. The 1992 USDA Food Guide Pyramid is shown in Figure 3.1.



*Fig.3.1. Food Guide Pyramid*

In 2005, the USDA introduced MyPyramid, an updated version of the Food Guide Pyramid. Food groups were shown in ascending vertical bands that emphasised the right proportions of food groups. An image of a person walking up a flight of stairs flanked the pyramid to emphasize activity. Instead of servings, quantities were measured in cups and ounces. The 2005 USDA MyPyramid is shown in Figure 3.2.



*Fig.3.2: MyPyramid*

### **Promoting Nutritional Health and Wellbeing**

What you eat is important!

- Apply the Food Guide Pyramid to guide good eating habits.
- Read food labels and select foods with fats that are mono-unsaturated and poly-unsaturated.
- Avoid saturated fats and trans fats.
- Select good quality meat and fish.
- Consume fresh fruits & vegetables.
- Eat legumes (beans) and selected natural carbohydrates.
- Know what a serving size is and apply it when serving food to the family.

### **Dietary guidelines to nutrition and health**

Eat a variety of foods-No single food can supply all the essential nutrients in the amounts needed. One way to ensure variety and with it a balanced diet, is to select foods each day from all the major food groups. Maintain ideal weight- The ideal body weight must be determined individually, for many factors are involved, such as body composition, body metabolism, genetics and physical activity.

Avoid too much fat, saturated fat and cholesterol- Elevated serum levels of these fats and cholesterol are associated with a higher risk of coronary heart disease. Eat foods with adequate starch and fibre. Complex carbohydrate foods (starch) are better fuel sources for energy than are simple carbohydrates (sugars) and fats. Starch also contains many essential nutrients and calories needed for energy.

Avoid too much sugar- The major health hazard from eating too much sugar is tooth decay (dental caries).

Avoid too much sodium- Excessive sodium is not healthy for anyone, especially persons with high blood pressure.



If you drink alcohol, do so in moderation- Heavy drinking contributes to chronic liver disease and some neurologic disorders, as well as some throat and neck cancers.

Health must be perceived from the holistic view of an individual and not just the absence of a disease or infirmity. Family health involves the management of everyday problems in such a way as to promote healthful living in the family -i.e. emphasise factors that promote health, according to WHO definition of health, the physical wellbeing, the mental well-being and the social well-being of the members, as well as recognise and disallow those factors that have adverse effects on these various dimensions of health.

### Self-Assessment Exercise(s) 2

1. Discuss some factors involved in attaining optimal physical health in the family.
2. Analyse dietary guidelines to family nutrition and health



### 3.4 Summary

In this unit different definitions of health were considered. The definition of family health was stated. Consideration of family health was made in the light of the WHO definition of health; factors that promote the physical health of the family (personal healthcare of members, control of spread of disease germs, prevention of home accidents and First Aid for emergencies) were examined. Mental health, social health and Nutritional Health and Wellbeing were explained. Factors that promote each of the dimensions of health were discussed, and those that have adverse effects were highlighted.



### 3.5 References/Further Readings/Web Resources

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### 3.6 Possible Answers to Self-Assessment Exercise(s)

#### Self-Assessment Exercise(s) 1

**1. Definition of health according to WHO and Kozier:** The World Health Organisation (WHO) has defined health as “a state of complete physical, mental and social well-being, not merely the absence of disease or infirmity”. Kozier, et al (2000) have gone further to critically review the WHO definition, and equate health with physical health (physical fitness at its best), emotional health (feelings and attitudes that make one comfortable with oneself), mental health (a mind that grows and adjusts, in control and free of serious stress), social health (a sense of responsibility, caring for and healthy interactions with others), as well as spiritual health (inner peace and security with ones higher power, as one perceives it).

**2. Family health:** Family health can be defined as the management of everyday problems in such a way as to promote healthful living in the family. Family health will be considered here in the light of the activities in the family towards achieving health as defined by WHO – i.e. physical wellbeing, mental wellbeing, social wellbeing and absence of diseases.

## Self-Assessment Exercise(s) 2

### 1. Some factors involved in attaining optimal physical health in the family

Promotion of physical well-being in the family will involve a total sum of several factors:

- \* **Personal healthcare for each member** e.g. adequate nutrition for development and to fight disease, abstinence from abuse of drugs and other substances, regular exercise, adequate sleep and rest, personal hygiene, regular medical checkups, etc.
- \* **Control of spread of disease germs** – disease germs can be transmitted from a person through contact with a source to another person. e.g. person to person contact through direct body touch, (e.g. scabies), breathing in droplets from infected person (e.g. measles), exchange of body fluids (HIV) or sharing other peoples body care properties like tooth brush, hypoderm needles, shoes, clothing, etc. Some disease germs are transmitted from other creatures to humans (vector-borne) e.g. rabies by dogs and cats, bacteria on decaying material by flies, malaria parasites by mosquitoes, etc. Another means of transmitting disease germs is through the air we breathe e.g. T.B. (tuberculosis), influenza, common cold, etc. Good ventilation reduces the chances of transmission of infection. Some disease germs are water/food borne e.g. typhoid, cholera, amoebic dysentery, etc. These can be controlled by avoiding drinking or ingesting polluted water or infected foods, respectively.
- \* **Preventing home accidents:** Accidents mostly occurring in the home include falls, cuts, fires, poisoning, heat and electrical hazards. Appropriate steps must be taken to prevent home accidents, e.g. to prevent falls – keeping walkways free of clusters and avoiding slippery floors. In order to prevent electrical hazards, unplug appliances when not in use. Drugs and toxic substances must be stored away from reach of children to avoid poisoning.
- \* **First aid for emergencies:** First Aid is the immediate action that could be taken in unforeseen occurrences before a doctor's help, if necessary, can be reached. A First Aid box is a must in a home. The box should contain items such as assorted bandages, gauze, cotton wool, antiseptic, simple pain reliever, plaster, pin, etc. Occurrences requiring First Aid treatment in the home include fracture, nose bleedings, bruises, fever, cuts, fainting, ingested poison, etc. Knowledge of what to do in each case must be acquired by the householder
- \* **Regular physical activity:** People of all ages can improve their health and wellbeing by being active on a regular basis. can

reduce the symptoms of anxiety and depression, help reduce high blood pressure, promote psychological wellbeing and keep a person feeling better, looking better and more able to cope with stress.

## **2. Analysis of dietary guidelines to family nutrition and health**

Eat a variety of foods- No single food can supply all the essential nutrients in the amounts needed. One way to ensure variety and with it a balanced diet, is to select foods each day from all the major food groups.

Maintain ideal weight- The ideal body weight must be determined individually, for many factors are involved, such as body composition, body metabolism, genetics and physical activity.

Avoid too much fat, saturated fat and cholesterol- Elevated serum levels of these fats and cholesterol are associated with a higher risk of coronary heart disease. Eat foods with adequate starch and fibre. Complex carbohydrate foods (starch) are better fuel sources for energy than are simple carbohydrates (sugars) and fats. Starch also contains many essential nutrients and calories needed for energy.

Avoid too much sugar- The major health hazard from eating too much sugar is tooth decay (dental caries).

Avoid too much sodium- Excessive sodium is not healthy for anyone, especially persons with high blood pressure.

If you drink alcohol, do so in moderation- Heavy drinking contributes to chronic liver disease and some neurologic disorders, as well as some throat and neck cancers.

## UNIT 4: HOME ECONOMICS EXTENSION

### Unit Structure

- 4.1 Introduction:
- 4.2 Intended Learning Outcomes
- 4.3 Home Economics Extension
  - 4.3.1 What is Home Economics Extension?
  - 4.3.2 Mode of Operation of Extension Programmes
  - 4.3.3 Objectives of Economics Education
  - 4.3.4 Contribution to Extension Services to the Family.
- 4.4 Summary
- 4.5 References/Further Readings/Web Resources
- 4.6 Possible Answers to Self-Assessment Exercise(s)



#### 4.1 Introduction:

Numerous problems are affecting the home and by extension the community and nation. Such problems are not usually noticed on the surface. Felt and unfelt needs exist in the home, for which there may abound resources in the family to provide solutions, but lack of knowledge or required information may prevail against the attainment of family goals.

Home Economics extension is a service programme designed by government to interpret research findings to the levels of the community and families, and also to disseminate information about government policies to the rural and grassroots' level. This is carried out through specially trained personnel known as extension agents.

In this unit we shall define briefly what Home Economics Extension involves. We shall examine and compare the mode of operation of extension services in the distant past and that of contemporary times. The objective of Home Economics extension will be stated, and the impact of Home Economics extension services on family development, particularly in Nigeria, will be enumerated.



#### 4.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss what Home Economics Extension is.
- state the objectives of Home Economics Extension.

- analyse the contribution of Home Economics Extension to family development.



### 4.3 Home Economics Extension

#### 4.3.1 What is Home Economics Extension?

Extension is an organized service programme provided by the government and is concerned with conducting and interpreting research findings at the levels of the community and the family. It includes dissemination of information on government policies to the family level through specially trained officials known as extension agents or workers.

As has been observed in previous units, the scope of Home Economics is so wide and divers that it touches on every aspect of home life. The family represents a community, and by extension the nation; the family is the smallest organized unit of any nation. Home Economics Extension seeks to be the most powerful programme as a tool for the holistic development of the citizenry.

#### 4.3.2 Mode of operation of extension programmes

In the past, extension programmes followed a pattern whereby government planning bodies identify the seeming problems of a community, went ahead to fund what they considered appropriate projects that would solve these problems. Research findings from off-station research centres informed government policies, which were seemingly forced down to the community and families through extension agents. In the present, families, communities, government and non-government agencies and organizations collaborate at all levels of the operation of extension programme.

**Old mode of operation:** The community saw all the extension programmes as government projects, their plans and implementations were far removed from the community. Often times such projects or programmes ended in discontinuity because the community had little or no input in the planning or the implementation processes. Often times monitoring and evaluation processes were hardly present in the total extension programme. Many times government programmes did not address the felt needs of the families.

**Contemporary Mode of Operation:** In the last decades, the mode of operation of extension programmes has taken a new turn, both in the parties involved and in the methods adopted. In the past, sponsors of

projects or programmes were the governments of the day, or non-governmental organizations (like religious bodies) or an organ of the United Nations (e.g. UNICEF, FAO, WHO, etc.). Today the participatory approach in sponsorship is the mode of operation. For example, in promoting a food crop production, the government at each level (Federal, State or Local Government), an international agency (e.g. FAO), and the community where the project is to be sited collaborate to make contributions in kind or cash. That way such community recognizes the project as belonging to them, which makes them to guide against its failure and work towards its sustenance (NHDR 1996), since they have a stake in its sustainability.

Another policy in extension programmes, in contemporary times, is that of cross-sectoral involvement. The success of a project or programme is thought to be more likely to be greater if it involves other related sectors. For example, for successful implementation, the “Home and School Gardens” and FGN/UNICEF country programme to promote intake of vitamins and micro nutrients through readily available fruits around the home and on school premises, had to involve stakeholders from various sectors as sponsors. Home Economics extension agents, personnel from Ministry of Education, who are responsible for making and implementing policies for schools, and PCU (parastatals of the Federal Ministry of Agriculture, responsible for controlling and monitoring of agricultural projects) and the affected communities work together.

As earlier mentioned, extension methods have been reviewed. The contemporary extension method involves the following processes:

- Situation assessment and analysis during which extension agents help the community under consideration to identify their problem areas (needs),
- identify their resources and work out probable means of solving the problems within their available resources.
- Advocacies with policy-making bodies follow to seek for any available interventions as applicable.
- Plan of operations are drawn, and the projects or programme are instituted under the auspices of the extension agents and the monitoring bodies.
- At the end evaluations are carried out and the cycle may be repeated if necessary.

Also in the area of research conduction, the off-station research arrangement whereby research is conducted in a remote institute and the findings used as policy for a community is being shelved where possible for on-station research, whereby the homemaker is a participant in the research at the community or family level. There is no gain saying the

fact that the homemaker will more readily accept new information and innovations of which she was an active observer and participant in their derivation.

### 4.3.3 Objectives of Home Economics Extension

Home Economics extension agents assist the homemakers to:

- identify their needs, problems, and resources at their disposal,
- open opportunities (sometimes from government, non-governmental and international agencies).
- determine the plan of action in the light of available resources,
- implement the plan of action and make necessary adjustment to arrive at the desired goals.

In other words the objective of Home Economics extension can be summarised to be a programme designed to help families acquire the knowledge and understanding that will enable them cope with the changing nature of their socio-economic environment in such a way that through their own initiative or participation they may effectively identify and solve various problems directly affecting them.

### Self-Assessment Exercise(s) 1

1. Discuss what Home Economics Extension is.
2. Discuss the objective of Home Economics Extension.

### 4.3.4 Contribution of extension services to family development

The Home Economics extension worker is an agent of development, particularly at the rural, grassroots level in Nigeria. Usually it is a woman that is saddled with this enormous task and she fits in better since she herself is usually a homemaker and moreover the prevailing socio religious environment permits the free entry and exit of a female person in and out of a household, a practice which will be prohibited if a male counterpart were employed.

The contributions, among others, to family development in contemporary Nigeria by Home Economics extension programme are numerous. They can be summarised as follows:

- **Agricultural development** – Consisting of improved small hold and commercial farming methods resulting in higher yields, knowledge of food preservation, reducing food wastage and
- **Food supply** increase and improve the economic status of the family.



- **Nutrition** – Informed guide in food selection and diversified food utilization by the homemaker for improved intake of nutritionally adequate diet by the family.
- **Health** – Impartation of knowledge in areas of personal and environmental hygiene, with safe household practices, teachings on First Aid, child feedings, and preventive healthcare will have promoted family health.
- **Women Economic Empowerment** – Acquisition of skills that can promote cottage industry and commerce in areas of Food Preparation and Services (food vendors), handcrafting, garment making, traditional textile design, etc. will have amounted to poverty alleviation for the family.
- **Social Development** – The social status of family members are enhanced through extension activities involving consumer education, childcare, adult literacy campaigns and formation of various women co-operative societies.
- **Communication Media** – Extension activities have led to the improvement in understanding government policies and enhanced the participation with other service agencies.
- **Research** – Extension activities have opened up research opportunities in areas of social, economic, agriculture, health etc., at directly or indirectly related to family living and in effect directing extension programmes to the needs of all members of the family.

Home Economics extension is an organised service programme by the government operating through specially trained personnel (extension agents), and has as its objective helping families acquire the knowledge and understanding that will enable them cope with the changing nature of their socio-economic environment in such a way that through their own initiative or participation they may effectively identify and solve various problems directly affecting them.

The mode of extension practice in contemporary times involves participatory identification of problems, planning, and implementation, as well as funding of projects or solution programmes. Cross – sectorial participation is also endorsed. On-station research as opposed to dissemination of off-station research findings whenever feasible is preferred. Extension services have contributed tremendously to family development in the areas of Agriculture, Nutrition, Health, Economic Empowerment, Social Development, Communications, and Research Opportunities in family related matters.

### Self-Assessment Exercise 2

Analyse the contribution of Home Economics Extension to family development.



#### 4.4 Summary

Home Economics extension has been defined. The objective of Home Economics extension was stated. The modes of operation of extension programmes in the past and in contemporary times were examined. The contribution of Home Economics extension services to family development were enumerated and discussed.



#### 4.5 References/Further Reading

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#### 4.6 Possible Answers to Self-Assessment Exercise(s)

##### Self-Assessment Exercise(s) 1

**1. What Home Economics Extension is:** Extension is an organised service programme provided by the government and is concerned with conducting and interpreting research findings at the levels of the community and the family. It includes dissemination of information on government policies to the family level through specially trained officials known as extension agents or workers.

As has been observed in previous units, the scope of Home Economics is so wide and divers that it touches on every aspect of home life. The family represents a community, and by extension the nation; the family is the smallest organised unit of any nation. Home Economics Extension seeks to be the most powerful programme as a tool for the holistic development of the citizenry

**2. Objective of Home Economics Extension:** Home Economics extension agents assist the homemakers to:

- identify their needs, problems, and resources at their disposal,
- open opportunities (sometimes from government, non-governmental and international agencies).
- determine the plan of action in the light of available resources,
- implement the plan of action and make necessary adjustment to arrive at the desired goals.

In other words the objectives of Home Economics extension can be summarised to be a programme designed to help families acquire the knowledge and understanding that will enable them cope with the changing nature of their socio-economic environment in such a way that through their own initiative or participation, they may effectively identify and solve various problems directly affecting them.

### Self-Assessment Exercise(s) 2

**Analysis of the contribution of Home Economics Extension to family development:** The Home Economics extension worker is an agent of development, particularly at the rural and grassroots level. Usually it is a woman that is saddled with this enormous task and she fits in better since she herself is usually a homemaker and moreover the prevailing socio religious environment permits the free entry and exit of a female person in and out of a household, a practice which will be prohibited if a male counterpart were employed.

The contributions, among others, to family development in contemporary Nigeria by Home Economics extension programme are numerous. They can be summarised as follows:

- **Agricultural development** – Consisting of improved small hold and commercial farming methods resulting in higher yields, knowledge of food preservation, reducing food wastage and
- **Food supply** increase and improve the economic status of the family.
- **Nutrition** – Informed guide in food selection and diversified food utilization by the homemaker for improved intake of nutritionally adequate diet by the family.
- **Health** – Impartation of knowledge in areas of personal and environmental hygiene, with safe household practices, teachings on First Aid, child feedings, and preventive healthcare will have promoted family health.
- **Women Economic Empowerment** – Acquisition of skills that can promote cottage industry and commerce in areas of Food Preparation and Services (food vendors), handcrafting, garment

making, traditional textile design, etc. will have amounted to poverty alleviation for the family.

- **Social Development** – The social status of family members are enhanced through extension activities involving consumer education, childcare, adult literacy campaigns and formation of various women co-operative societies.
- **Communication Media** – Extension activities have led to the improvement in understanding government policies and enhanced the participation with other service agencies.
- **Research** – Extension activities have opened up research opportunities in areas of social, economic, agriculture, health etc, at directly or indirectly related to family living and in effect directing extension programmes to the needs of all members of the family.

## UNIT 5: BASIC HUMAN NEEDS 1

### Unit Structure

- 5.1 Introduction:
- 5.2 Intended Learning Outcomes
- 5.3 Basic Human Needs 1
  - 5.3.1 Overview of Human Needs
    - 5.3.1.1 The Basic Human Needs
    - 5.3.1.2 Theories of Human Needs
  - 5.3.2 Food Needs
    - 5.3.2.1 Programme Approach to Meeting Food Needs
    - 5.3.2.2 A System Approach to Nutrition
- 5.4 Summary
- 5.5 References/Further Readings/Web Resources
- 5.6 Possible Answers to Self-Assessment Exercise(s)



### 5.1 Introduction:

Human needs are numerous. Some are important to human survival and are known as the basic human needs. Others are secondary needs but necessary for achieving the highest potential of an individual. An overview of Human Needs and some Theories of Needs will be examined to provide foundation knowledge to the content of study in this unit.



### 5.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss basic human needs.
- analyse briefly Maslow's Theory of Human Needs.
- discuss the role of food in sustaining human life.
- analyse programmes available for meeting food needs in Nigeria.



### 5.3 Basic Human Needs 1

#### 5.3.1 Overview of Human Needs

Human needs are many, consisting of both physical elements and those needed for growth and development, which all humans are innately driven to meet. Put differently, the physical needs are referred to as basic needs, or survival needs, in as much as their absence or non-

satisfaction portends great threat to human existence. So basic needs supersede other needs that are referred to as secondary needs. Secondary needs (also referred to as growth needs) are additional needs that must be met in order to maintain a high quality of life; such needs include justice, beauty, equity, etc.

### 5.3.1.1 The Basic Human Needs

Basic Human Needs can be classified into five categories. They are:

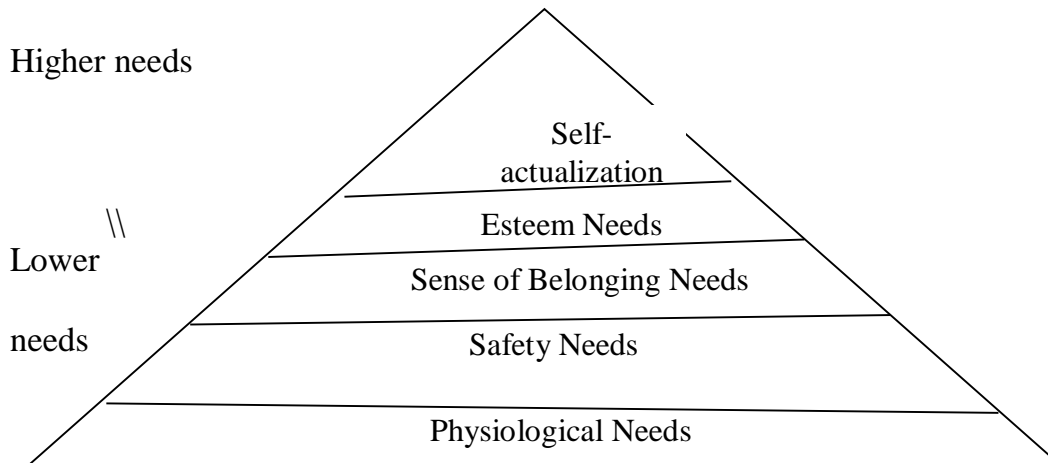
- **Physiological Needs** – Food and nutrients, other vital body physiological processes, bodily comforts like health, shelter and clothing.
- **Safety and Security Needs** – Predictability, free from harm, need to feel safe and secure.
- **Love and Sense of Belonging** – The need to be accepted by others and have strong ties to one's family, friends, colleagues, etc.
- **Esteem Need** – The feeling of satisfaction with oneself, gain approval and recognition by others.
- **Self-Actualisation** – The need to achieve growth and development and thereby find self-fulfillment and attain one's perceived goals in all areas of life.

### 5.3.1.2 Theories of Human Needs

A review of literature captures various propositions of Human Need theories. Most prominent among them is the Maslow Hierarchy of Needs (Boeree, C.G. 2004). In 1943 Abraham Maslow observed and concluded, among others, that:

- Needs are hierarchical in nature; i.e. each need has a specific ranking.
- People's response to these needs is in progressive order from simplest physiological needs (survival needs) to more complex needs (secondary needs).
- Lower level needs must be satisfied before higher level needs are activated sufficiently to drive a person's behaviour.
- When one set or level of needs is satisfied, it ceases to be a motivator for behaviours.
- There are more ways to satisfy higher level needs than there are for lower level needs.

Marslow's Hierarchy of Needs is represented by the pyramid in fig. 1 as depicted below:



**Fig. 5.1: Adapted from Boeree, C.G. (2004) Abraham Maslow**

In the home, efforts are sought to satisfy all the 5 areas of needs as listed in order to create a conducive environment for happiness and wellbeing in the family. However, the objective of this unit and the next is to consider only the physiological needs – i.e. in respect to food, health, shelter and clothing, and to investigate programmes that are in place to satisfy each of these needs in the Nigerian context.

### **5.3.2 Food Needs**

The functional definition of food is necessary here, to begin with. Food is any substance (be it of plant or animal origin, including liquid drinks) which when consumed will perform the following functions in the body:

- Provide the body with materials it needs for energy.
- Provide materials to allow growth, maintenance, repair or reproductive processes.
- Supply substances, which regulate energy generation, growth, repair or reproduction.

Food contains nutrients, which perform the above specific functions in the body. Proper amount of each of these nutrients must be consumed, as poor nutritional habits precipitate specific deficiency diseases. In fact good health is not achievable without adequate nutrition, and food availability is necessary to sustain life. Food availability poses a steady and monstrous challenge to certain parts of the world, referred to as developing countries, including Nigeria.

Food scarcity is often the resultant of certain factors such as unfavourable geo-climatic conditions (e.g. drought, rocky or desert areas), lack of informed agricultural practices, inefficient agricultural

implements, non-availability of farm inputs (e.g. fertilizer to boost yields, pesticides to kill obnoxious pests, herbicides to control weeds, etc). Exotic seeds and animal breeds that are resistant to local diseases as well as high yielding varieties are often in very short supply. Food wastage due to postharvest spoilage and losses, and poor storage practices all contribute to food insecurity in the family (Duyff 2000).

Indirectly affecting food supply in an adverse manner is the issue of rapid over-population and the drift from agriculture in search of the so-called “white collar” jobs. Thus agricultural production dwindles while there are more and more mouths to feed from year to year.

### **5.3.2.1 Programme approach to meeting food needs**

Several programmes by the Federal Government of Nigeria or in conjunction with international donor agencies have been put in place to promote food security in the family. They include:

- \* Boosting food supply e.g. ‘Operation Feed the Nation (OFN) of Obasanjo, when he was a military head of state (1976-1979), ‘Green Revolution’ of Shagari’s regime (1979-83) and similar programmes were designed to motivate farmers, particularly in the rural areas.
- \* Tractor hiring services at the State and Local Government levels are on-going programmes.
- \* Highly subsidised fertilizer distribution to farmers by Federal Government through the states.
- \* Agricultural Research Institutes (both for plant and animal foods) were set up by the Federal Government to identify and seek to solve problems confronting the agricultural sector.
- \* Extension programmes through the mainstream Ministries of Agriculture, and state-sited Agricultural Development Projects (ADP) are means of bringing modern agricultural practices to the rural and grassroots’ level.
- \* Agricultural loan schemes whereby farmers’ co-operatives can access financing of agricultural operations.
- \* Remedying poor food selection, thereby preventing gross deficiency of certain nutrients among the Nigerian population, e.g. by Micronutrients Deficiency Control (MDC) involving food fortification with certain nutrients is an intervention programme put in place by joint actions of Federal Government and UNICEF – e.g. fortification of vegetable oils, flour and sugar with Vitamin A and fortification of table salt with iodine.



### 5.3.2.2 A system approach to nutrition

Multiple systems for nutrition beyond sectoral objectives are as symbolised and discussed below:

- **The Food System**



This includes all of the activities and actors involved in bringing food from production through consumption to disposal. This system includes intermediate steps, such as processing, distribution, marketing and retailing. It is organized into four main parts: food supply chains, external food environments, personal food environments and the behaviour of caregivers and consumers with respect to food.

- **The Health System**



This has to do with preventive measures as well as curative services. It is more than just service delivery: governance, financing, supplies and equipment, workforce and information systems are all integral parts of the health system. A strong health system supports family practices and produces equitable survival, growth and development outcomes for children, adolescents and women.

- **The Water and Sanitation System**



This comprises the policies, programmes, services, facilities and actors involved in providing safe drinking water and safe sanitation infrastructure. Good water and sanitation system is essential to ensuring safe food, safe drinking water, and clean and healthy environments.

- **The Education System**



This refers to formal and informal institutions designed to educate children, from basic kindergarten to secondary school. While public schools are often the primary consideration of education system policy, private schools can also follow national education guidance. A strong education system has trained teachers, sound pedagogy, solid infrastructure and resources, and should be used as a delivery system to improve nutrition outcomes.

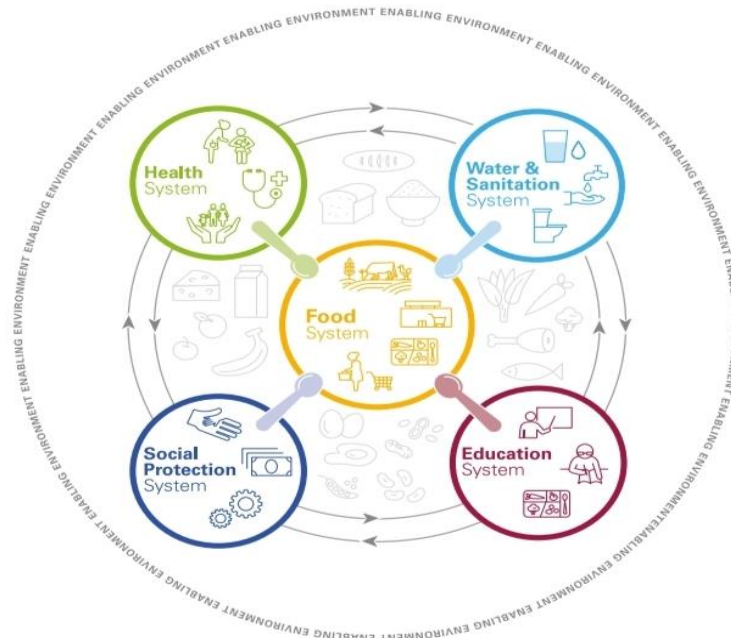
- **The Social Protection System**



This consists of a set of public and private policies and programmes that aims to prevent, reduce and eliminate economic and social vulnerabilities to poverty and deprivation. Nutrition-sensitive social protection programmes can mitigate the effects of poverty on the nutrition of children, adolescents and women. A strong system combines different programmes, often focusing on the protection of vulnerable groups, and breaking the cycle of poverty.

**Fig.5.2**

The interaction of these different multiple systems account for nutrition results. They are as depicted below in figure 5.2.



**Fig.5.3: Multiple Systems Accounting For Nutritional Needs**

Human needs can be categorised into five (5) areas, known as the Basic Human Needs. These are physiological needs, safety needs, sense of belonging needs, esteem needs and self-actualisation needs. All these are needed by individuals to achieve optimal quality of life, but they operate in an order of hierarchy, the most important being the physiological needs (necessary for human survival) and rising to the highest level of needs, which is self-actualisation. One of the four physiological needs (food, health, shelter, clothing) is food and it has been shown to be vital

for the human body to function and survive through the action of nutrients which exist in the various foods. Food has been in short supply particularly in developing countries due to certain factors, some of which are controllable. Programme approach to meet the food needs in Nigeria has taken different modes through the effort of various arms of the three different government levels as well as some international agencies.

### Self-Assessment Exercise(s)



#### 5.4 Summary

Overviews of Human Needs were found to be basically five and hierarchical in nature. Maslow's Theory of Human Needs was explained. Food, as one of the physiological needs, was examined in the light of its essentiality to human life. The causes for short supply of food in developing countries and the programme approach and system approach to meet food needs in Nigeria were highlighted.



#### 5.5 References/Further Reading

Duyff, R.L. (2000). *Nutrition and Wellness*. Pub. Glencoe McGraw-Hill Peoria, Ill.

<http://www.ship.edu/~cgboeree/maslow.htm>

Psychological Review 50, 370-396 (2000).  
<http://psychclassics.yorku.ca/maslow/motivation.htm>.



#### 5.6 Possible Answers to Self-Assessment Exercise(s)

1. **The basic human needs** supersede other needs that are referred to as secondary needs. Secondary needs (also referred to as growth needs) are additional needs that must be met in order to maintain high quality of life; e.g. justice, beauty, equity, etc. Basic human needs classified in five categories. are:
  - **Physiological Needs** – Food and nutrients, other vital body physiological processes, bodily comforts like health, shelter and clothing.
  - **Safety and Security Needs** – Predictability, free from harm, need to feel safe and secure.

- **Love and Sense of Belonging** – The need to be accepted by others and have strong ties to one's family, friends, colleagues, etc.
- **Esteem Need** – The feeling of satisfaction with oneself, gain approval and recognition by others.
- **Self-Actualization** – The need to achieve growth and development and thereby find self-fulfillment and attain one's perceived goals in all areas of life.

## 2. **Brief analysis of Maslow's Theory of human needs:** In 1943

Abraham Maslow observed and concluded, among others, that:

- Needs are hierarchical in nature; i.e. each need has a specific ranking.
- People's response to these needs is in progressive order from simplest physiological needs (survival needs) to more complex needs (secondary needs).
- Lower level needs must be satisfied before higher level needs are activated sufficiently to drive a person's behaviour.
- When one set or level of needs is satisfied, it ceases to be a motivator for behaviours.
- There are more ways to satisfy higher level needs than there are for lower level needs.

## 3. **The role of food in sustaining human life:** The functional definition of food is necessary here, to begin with. Food is any substance (be it of plant or animal origin, including liquid drinks) which when consumed will perform the following functions in the body:

- Provide the body with materials it needs for energy.
- Provide materials to allow growth, maintenance, repair or reproductive processes.
- Supply substances, which regulate energy generation, growth, repair or reproduction.

Food contains nutrients, which perform the above specific functions in the body. Proper amount of each of these nutrients must be consumed, as poor nutritional habits precipitate specific deficiency diseases. In fact good health is not achievable without adequate nutrition, and food availability is necessary to sustain life. Food availability poses a steady and monstrous challenge to certain parts of the world, referred to as developing countries, including Nigeria.

Food scarcity is often the resultant of certain factors such as unfavourable geo-climatic conditions (e.g. drought, rocky or desert areas), lack of informed agricultural practices, inefficient agricultural

implements, non-availability of farm inputs (e.g. fertilizer to boost yields, pesticides to kill obnoxious pests, herbicides to control weeds, etc). Exotic seeds and animal breeds that are resistant to local diseases as well as high yielding varieties are often in very short supply. Food wastage due to postharvest spoilage and losses, and poor storage practices all contribute to food insecurity in the family (Duyff 2000).

#### **4. Analysis of programmes available for meeting food needs in Nigeria.**

Several programmes by the Federal Government of Nigeria or in conjunction with international donor agencies have been put in place to promote food security in the family. They include:

- \* Boosting food supply e.g. ‘Operation Feed the Nation (OFN) of Obasanjo, when he was a military head of state (1976-1979), ‘Green Revolution’ of Shagari’s regime (1979-83) and similar programmes were designed to motivate farmers, particularly in the rural areas.
- \* Tractor hiring services at the State and Local Government levels are on-going programmes.
- \* Highly subsidized fertilizer distribution to farmers by Federal Government through the states.
- \* Agricultural Research Institutes (both for plant and animal foods) were set up by the Federal Government to identify and seek to solve problems confronting the agricultural sector.
- \* Extension programmes through the mainstream Ministries of Agriculture, and state-sited Agricultural Development Projects (ADP) are means of bringing modern agricultural practices to the rural and grassroots’ level.
- \* Agricultural loan schemes whereby farmers’ co-operatives can access financing of agricultural operations.
- \* Remedying poor food selection, thereby preventing gross deficiency of certain nutrients among the Nigerian population, e.g. by Micronutrients Deficiency Control (MDC) involving food fortification with certain nutrients is an intervention programme put in place by joint actions of Federal Government and UNICEF – e.g. fortification of vegetable oils, flour and sugar with Vitamin A and fortification of table salt with iodine.

## UNIT 6 BASIC HUMAN NEEDS II

### Unit Structure

- 6.1 Introduction
- 6.2 Intended Learning Outcomes
- 6.3 Basic Human Needs II
  - 6.3.1 Health Needs
    - 6.3.1.1 Programme Approach to Meeting Health Needs
    - 6.3.1.2 Governmental and Non-Governmental Illness Prevention Activities
  - 6.3.2 Shelter Needs
    - 6.3.2.1 Family Life Cycle and Changing Housing Needs
    - 6.3.2.2 Programme Approach to Meeting Shelter Needs
  - 6.3.3 Clothing Needs
    - 6.3.3.1 Importance of Clothing
    - 6.3.3.2 Points to Consider when Planning for a Wardrobe
    - 6.3.3.3 Programme Approach to Meeting Shelter Needs
- 6.4 Summary
- 6.5 References/Further Readings/Web Resources
- 6.6 Possible Answers to Self-Assessment Exercise(s)



### 6.1 Introduction

In the last unit (Unit 5), the five (5) major Basic Human Needs were identified, and we proposed to consider in this course only the physiological needs such as food, health, shelter and clothing. Food needs have been examined in that last unit. In this unit 6, we shall consider the other 3 human physiological needs, i.e. health, shelter and clothing, along with the programme approach to meeting each of them in the Nigerian context.



### 6.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss why health need is of primary importance to meeting other basic human needs.
- explain the programme approach to meet health needs in Nigeria.
- analyse governmental and non-governmental illness prevention activities in Nigeria

- analyse family life cycle and changing housing needs
- discuss programme approach to meeting shelter needs
- discuss briefly the points to consider when planning a wardrobe.



## 6.3 Basic Human Needs II

### 6.3.1 Health Needs

The scope of health goes beyond the absence of disease or infirmity, but embraces, according to World Health Organisation (WHO), physical, mental and social dimensions of a human being. The wealth of a nation is her healthy and vibrant citizenry who are providing buoyant work force which goes to promote good family living, the ultimate foundation of the human society.

A healthy population, therefore, will be that of individuals possessing physical fitness at its best (physical well-being), having feelings and attitudes that make one comfortable with himself and others, a mind that grows and adjusts, in self-control and free from serious stress (mental health), and having a sense of responsibility to, caring for and healthy interactions with others (social health).

When health needs are not met, a great threat not only to the quality of human functions is posed, but to the entirety of human existence. It is obvious that when health needs, as explained here, are met, it begins to open up avenues to meeting the other four (4) basic human needs and goes beyond to meet the higher needs we referred to in Unit 5 as secondary needs of justice, equity, peace, etc.

#### 6.3.1.1 Programme Approach to Meeting Health Needs

At the national and international levels, programmes are being implemented by healthcare agencies to meet the health needs of the Nigerian people, through health promotion and illness prevention strategies. Health promotion and illness prevention are closely related concepts, and they overlap to some extent in practice. Basically, health promotion activities motivate people to embark on actions that help them to attain the goals of acceptable and stable states of health. Examples of **health promotion activities** in Nigeria include:

- \* **Statutory policy of fortification of table salt with iodine** to enhance adequate iodine consumption in the diet of the Nigerian populace, as well as vitamin A fortification of vegetable oil, floor and sugar.

- \* **Nutrition education** on food selection through Home Economics extension workers and Community Health agents.
- \* **Smoking cessation and weight control programs** by Governmental and Non-Governmental Organization (NGOs).
- \* **Imposition of sanitation days** to maintain clean living environments.

Illness prevention activities, on the other hand, motivate people to avoid decline in their health status. The goal is to decrease person's vulnerability to diseases or to diagnose and promptly treat those who are at risk of developing complications or to institute activities which minimise effect of a permanent disease or disability and to avert further disability or reduced function.

### 6.3.1.2 Governmental and Non-governmental Illness Prevention Activities in Nigeria

Examples are as follow:

- \* **Expanded National Programme on Immunisation (NPI)** – a programme put in place to prevent the 5 most common killer childhood diseases in Nigeria. These are whooping cough, diphtheria, measles, polio and chicken pox. There are vaccinations for the generality of the populace against yellow fever, small pox, covid 19, etc.
- \* **Health education** such as breastfeeding of babies, administering Oral Rehydration Therapy (ORT) and suitable weaning diets to prevent or reduce infant and child mortality.
- \* **Instituted Mother and Child Health (MCH)** centres at the Local Government Levels to check maternal and child morbidity and mortality.
- \* **Quarantine of suspects or agents of diseases** e.g. the avian influenza and covid 19 pandemic that recently broke out in many parts of the world, including Nigeria.
- \* **Screening centres for HIV/AIDS, tuberculosis infections, leprosy, etc** and consequent subsidized or free drug intervention.
- \* **Institution of rehabilitation centres** for the disabled e.g. the Stella Obasanjo Trust Fund Centre in Abuja, Nigeria.

#### Self-Assessment Exercise(s) 1:

1. Discuss why health need is of primary importance to meeting other basic human needs.
2. Discuss the programme approach to meet health needs in Nigeria.
3. Analyse some governmental and non-governmental illness prevention activities in Nigeria



### 6.3.2 Shelter Needs

Shelter is one of the basic needs of man. Every man requires shelter as a place of abode for both physical protection and as a home base that provides emotional security. Shelter is provided through housing. The quality of family housing can influence development, health, comfort and happiness of family members. Choosing a suitable housing and setting up a house involves important decision in the family and entails a chunk of the family finances. Supply of necessary furnishings and their proper maintenance also have to be considered.

#### 6.3.2.1 Family life cycle and changing housing needs

As family moves from one stage of the family cycle, housing needs also change. Below are examples of family housing needs of different stages of the family cycle.

- **Beginning family housing requirements**

This stage is called as a period of Establishment. The new couple join to form a family through marriage. Husband and wife alone make up the family. Husband and wife alone make up the family.

#### **Housing Requirements**

Requirements of housing are relatively simple as the family size is small. They need affordable private dwelling usually rented or their own, located where they can develop visible independence away from parental supervision. The house may have two or three rooms along with a private bath and a study.

- **Expanding family housing requirements**

#### Expanding Family

It starts with the birth of the first child until the last child leaves home. Family begins to expand in approximately one and half to three years after marriage.

#### Housing Requirements

More space is needed for work-oriented activities of every individual. A bedroom is needed for same-sex children. Safe play space is needed for children. Accommodation should have the basic amenities, free from serious disrepair, dampness and moulds. As children grow older, better housing can be searched for.

- **Contracting family housing requirements**

**Contracting Family**

This stage starts with change in family size due to vocational adjustment of children and marriage of first to last child. Family income is at peak of both parents.

**Housing Requirements**

Housing needs shrink like that of family income and physical energy. Elders may rent out a big portion for making additional income or may opt to move to a small house.

**6.3.2.2 Programme approach to meeting shelter needs**

Housing has not received as much attention as food and health sectors. In the past, following the style of the British colonial masters' administration, housing programme had been primarily for civil servants – i.e. those working in the public sector. Development of slums as a result of urban drift has been the order of the day. This is a departure from the traditional rural housing scheme, whereby housing provision is made for each household member, however poor and not durable the building materials may be.

However, during the Obasanjo-Atiku administration (1999 - 2007), awakening to meet housing needs of Nigerians was aroused. Mortgage banks to provide loans for family houses were revived, Federal Government's housing loans to civil servants was instituted, and erection of numerous housing estates by both Federal and State Governments were embarked upon, with the intent of allocating such houses to civil servants on "owner occupier" basis, and outright sales of others to private prospective owners.

**6.3.3 Clothing Needs**

Clothing is one of the basic human needs. Early man was known to have made clothing of leaves, animal skins and furs. For thousands of years, man depended on natural fibres obtained from plants and animal for his clothing. Let us examine why clothing is a basic human need.

**6.3.3.1 Importance of clothing**

- \* **Protection** – we wear cloths to protect our body from harsh weather condition e.g. cold, rain, heat, wind, e.t.c. Clothes also protect the body from animal and insects bites and stings.
- \* **Appearance** – we wear cloth for beauty and aesthetic reasons.
- \* **Decency** - clothes cover our naked body and make us look decent and modest.
- \* **Emotions** - It reveals emotional feelings, at a particular period and occurrence, e.g. mourning cloths.
- \* **Uniforms** - clothing shows our roles or duty or profession. Uniforms are worn by professionals for identity e.g. nurses, police, military, etc.
- \* **Culture and tradition:** Wearing cloths shows the culture of a group of people e.g. Yorubas are known for Buba and Iro, Hausas wear babariga and kaftan, etc.
- \* **Status in the society** - clothes help to identify status of people in the society e.g. clothes for Emirs, Oba, Attah, Ejes, etc. and military personnel who wear their ranks with their uniform.
- \* **Identity** - clothing provides a source of information about the identity of the wearer e.g. the type of head tie or clothes tells the type of person he or she is. e.g. a school boy in the school uniform or a Muslim sister covering herself in hijab.

### 6.3.3.2 Points to consider when planning for a wardrobe

- \* **Family taste or standard:** - Some make do with a few clothes or a type of colour.
- \* **Weather Conditions:** - Some periods are colder and some are warmer.
- \* **Affluence** – Level of wealth of individuals determines the nature of their wardrobe.
- \* **Colour Plan:** - some people stuff their wardrobe with a large variety of clothing and diversity of colours.
- \* **Suitability for different activities** e.g. sports, outdoor activities, gardening, etc.
- \* **Suitability for different occasions** e.g. work clothes, special occasions, leisure, night gowns, parties, religious activities, etc..

### 6.3.3.3 Programme Approach to Meeting Clothing Needs

There are no organized programmes to meet clothing needs in Nigeria. However, there abound activities that seek to meet clothing needs of Nigerians:

- \* **Private entrepreneurs** conduct exhibitive programmes focusing on selection, designing, construction and care of clothing.
- \* **Institutions** such as Women Development Centres, where traditional textile design and dyeing, knitting and construction of garments are learnt as a means of capacity building and empowerment of women.
- \* **Provision of clothing** to the destitute, orphanages and institutionalised homes by Non-Governmental and Religious Organisations.

Health, shelter and clothing are some of the physiological human needs, which when made available contribute to the total survival and satisfaction of the human individual and family. Programmes have been put in place by Nigerian Government (at various levels of government), through collaboration with international agencies, or by Non-Governmental Organisations, religious bodies and private entrepreneurs.

#### Self-Assessment Exercise(s) 2:

1. Analyse family life cycle and changing housing needs
2. Discuss programme approach to meeting shelter needs
3. Discuss the points to consider when planning a wardrobe.



#### 6.4 Summary

In this unit, we have examined how each of health, shelter and clothing has posed as a basic human need. We have also attempted to examine ways programme approach has been employed as a means of meeting these needs.



#### 6.5 References/Further Readings/Web Resources

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## 6.6 Possible Answers to Self-Assessment Exercise(s)

### Self-Assessment Exercise(s) 1

#### 1. Why health need is of primary importance to meeting other basic human needs.

The scope of health goes beyond the absence of disease or infirmity, but embraces, according to World Health Organization (WHO), physical, mental and social dimensions of a human being. The wealth of a nation is her healthy and vibrant citizenry who are providing buoyant work force which goes to promote good family living, the ultimate foundation of the human society.

A healthy population, therefore, will be that of individuals possessing physical fitness at its best (physical well-being), having feelings and attitudes that make one comfortable with himself and others, a mind that grows and adjusts, in self-control and free from serious stress (mental health), and having a sense of responsibility to, caring for and healthy interactions with others (social health).

When health needs are not met, a great threat not only to the quality of human functions is posed, but to the entirety of human existence. It is obvious that when health needs, as explained here, are met, it begins to open up avenues to meeting the other four (4) basic human needs and goes beyond to meet the higher needs we referred to in Unit 5 as secondary needs of justice, equity, peace, etc.

#### 2. Programme approach to meet health needs in Nigeria

At the national and international levels, programmes are being implemented by healthcare agencies to meet the health needs of the Nigerian people, through health promotion and illness prevention strategies. Health promotion and illness prevention are closely related concepts, and they overlap to some extent in practice. Basically, health promotion activities motivate people to embark on actions that help them to attain the goals of acceptable and stable states of health. Examples of **health promotion activities** in Nigeria include:

- \* **Statutory policy of fortification of table salt with iodine** to enhance adequate iodine consumption in the diet of the Nigerian populace, as well as vitamin A fortification of vegetable oil, floor and sugar.

- \* **Nutrition education** on food selection through Home Economics extension workers and Community Health agents.
- \* **Smoking cessation and weight control programs** by Governmental and Non-Governmental Organization (NGOs).
- \* **Imposition of sanitation days** to maintain clean living environments.

Illness prevention activities, on the other hand, motivate people to avoid decline in their health status. The goal is to decrease person's vulnerability to diseases or to diagnose and promptly treat those who are at risk of developing complications or to institute activities which minimize effect of a permanent disease or disability and to avert disability or reduced function.

**3. Analysis of some governmental and non-governmental illness prevention activities in Nigeria Expanded National Programme on Immunization (NPI)** – a programme put in place to prevent the 5 most common killer childhood diseases in Nigeria. These are whooping cough, diphtheria, measles, polio and chicken pox. There are vaccinations for the generality of the populace against yellow fever, small pox, covid 19, etc.

- \* **Health education** such as breastfeeding of babies, administering Oral Rehydration Therapy (ORT) and suitable weaning diets to prevent or reduce infant and child mortality.
- \* **Instituted Mother and Child Health (MCH)** centres at the Local Government Levels to check maternal and child morbidity and mortality.
- \* **Quarantine of suspects or agents of diseases** e.g. the avian influenza and covid 19 pandemic that recently broke out in many parts of the world, including Nigeria.
- \* **Screening centres for HIV/AIDS, tuberculosis infections, leprosy, etc** and consequent subsidized or free drug intervention.
- \* **Institution of rehabilitation centres** for the disabled e.g. the Stella Obasanjo Trust Fund Centre in Abuja, Nigeria.

#### **Self-Assessment Exercise(s) 2:**

- 1. Analysis of family life cycle and changing housing needs:** As family moves from one stage of the family cycle, housing needs also change. Below are examples of family housing needs of different stages of the family cycle.
  - **Beginning family housing requirements:** This stage is called a period of Establishment. The new couple joins to form a family through marriage. Husband and wife alone make up the family. Housing Requirements - are relatively simple as the family size is

small. They need an affordable private dwelling place, usually rented or their own, located where they can develop visible independence. away from parental supervision. The house may have two or three rooms along with a private bath and a study.

- **Expanding family housing requirements:** Expanding Family starts with the birth of the first child and continues until the last child leaves home. Family begins to expand in approximately one and half to three years after marriage. Housing Requirements - More space is needed for work-oriented activities of every individual. A bedroom is needed for same-sex children. Safe play space is needed for children. Accommodation should have the basic amenities, free from disrepair, dampness and moulds. As children grow older, better housing can be searched for.
  - **Contracting family housing requirements:** Contracting Family stage starts with change in family size due to vocational adjustment of children and marriage of first to last child. Family income is at peak of both parents. Housing needs shrink like that of family income and physical energy. Elders may rent out its big portion for additional income or may move to a small house.
2. **Programme approach to meeting shelter needs:** Housing has not received as much attention as food and health sectors. In the past, following the style of the British colonial masters' administration, housing programme had been primarily for civil servants – i.e. those working in the public sector. Development of slums as a result of urban drift has been the order of the day. This is a departure from the traditional rural housing scheme, whereby housing provision is made for each household member, however poor and not durable the building materials may be.

However, during the Obasanjo-Atiku administration (1999 - 2007), awakening to meet housing needs of Nigerians was aroused. Mortgage banks to provide loans for family houses were revived, Federal Government's housing loans to civil servants was instituted, and erection of numerous housing estates by both Federal and State Governments were embarked upon, with the intent of allocating such houses to civil servants on "owner occupier" basis, and outright sales of others to private prospective owners.

### 3. **Points to consider when planning a wardrobe:**

**Family taste or standard:** - Some make do with a few clothes or a type of colour.

**Weather Conditions:** - Some periods are colder and some are warmer.

**Affluence** – Level of wealth of individuals determines the nature of their wardrobe.

**Colour Plan:** - some people stuff their wardrobe with a large variety of clothing and diversity of colours.

**Suitability for different activities** e.g. sports, outdoor activities, gardening, etc.

**Suitability for different occasions** e.g. work clothes, special occasions, leisure, night gowns, parties, religious activities, etc.

## 6.7 Glossary

Actualization is to make real or given the appearance of reality

Adolescence: State of being between puberty and adulthood; being of the age between 13 through 19 years

Adulthood: State and responsibility of a person who has attained maturity; state of full development

Balance is a state of equilibrium; equality of distribution; harmonious arrangement or relation of parts or elements within a whole, as in a design.

Childhood: The state of a child between infancy and adolescence

Cognitive: of or being or relating to or involving cognition, which is the psychological result of perception, learning and reasoning

Communication: The activity of conveying or disseminating information

Development is a state of improving by expanding or enlarging or refining

Diet is the usual food and drink consumed by an organism (human or animal); a prescribed selection of foods

Education: The process of acquiring knowledge by learning and instruction; activities of instructing; activities that impart knowledge or skill

Emotion: An expression or show of any strong feeling such as anger, fear, joy, sadness, etc.

Extension is a state or an act of expanding in scope; making more widely available



Extension service is an instructional or a learning opportunity provided by institutions to people who need the information or knowledge to enhance the operation or performance

Flexibility: The quality of being adaptable or variable

Food is any substance that is used as source of nourishment for the body or that can be metabolized by an organism to give energy and build body tissue

Food guide pyramid is an illustration of how different categories of food should be proportionately combined to obtain a balanced diet

Growth is a progression from a simpler to a more complex form

Infancy: Early stage of growth or development; the earliest state of immaturity

Language: A systematic means of communication by the use of sounds or conventional symbols

Mental: Of or relating to intellectual process; involving the mind

Mental health is the psychological state of someone who is functioning at a satisfactory level of emotional and behavioural adjustment

Milestone is a significant event in life or a project

Motor: Causing or able to cause motion or movement

Need: Anything that is necessary but lacking; the psychological feature that arouses an organism to action toward a desired goal; the reason for an action; that which gives purpose and direction to behaviour

Nutrition is the scientific study of food and drink; the organic process of nourishing or being nourished; a source of material to nourish the body

Nutritional health: Good health or wellness that is derived from eating balanced diet or good food

Principle: A rule or law concerning a natural phenomenon or the function of a complex system

Sanitation is state of being clean and conducive to health

Self-actualization

Sensory: Involving or derived from the senses; relating to or concerned with sensation

Social: Living together or enjoying life in communities or organized groups

Social health is the wellness that is derived from living together in a community or an organized group; relating well with people or members of a group.

**MODULE 6**

Unit 1	Careers in Home Economics I
Unit 2	Careers in Home Economics II
Unit 3	Women in Agriculture I
Unit 4	Women in Agriculture II

**UNIT 1: CAREERS IN HOME ECONOMICS I****Unit Structure**

- 1.1 Introduction
- 1.2 Intended Learning Outcomes
- 1.3 Careers in Home Economics I
  - 1.3.1 Careers in Food and Nutrition
  - 1.3.2 Careers in Clothing and Textiles
- 1.4 Summary
- 1.5 References/Further Readings/Web Resources
- 1.6 Possible Answers to Self-Assessment Exercise(s)

**1.1 Introduction**

The unique scope of training in Home Economics is to nurture and develop a dynamic Home Economics programme that is capable of producing the versatile graduates who can occupy various positions in the workforce both home in Nigeria and globally. In order to begin, you may wish to revise previous units in this course that deal with the philosophy, objectives and scope of Home Economics, bearing in mind that it will not be difficult to comprehend the vast careers that are available to a Home Economist.

In this unit and the next, we shall consider various career opportunities (though not exhaustively) in Home Economics. We shall consider career options for specialists in Food and Nutrition as well as in the area of Clothing and Textile in this particular unit.

**1.2 Intended Learning Outcomes**

By the end of this unit, you will be able to:

- describe career opportunities in Food and Nutrition for a Home Economist.
- discuss career opportunities in Clothing and Textiles for a Home Economist.



## 1.3 Careers in Home Economics I

### 1.3.1 Careers in foods and nutrition

A graduate, who has mastered the basic knowledge and skills in Foods and Nutrition, will possess specific competencies and abilities to pursue careers in areas as described below:

- nutritionist/dietitian in hospitals, clinics and other health facility centers
- community/public Health Nutritionist in the Ministries, Department and Agencies of Health
- Nutritionist in Food Industries
- self-employed caterer or community nutritionist
- catering personnel in Food Service and industries, and in institutions such as hostels, hotels, prisons, barracks, etc.
- extension worker in Ministries of Agriculture or Media (both electronic and print) communication
- Home Economics representative in the central bodies for planning and administration of policies on Food and Nutrition of the State or Federal Governments
- instructor who is engaged in teaching at various educational levels, as administrators in education or as contributor to curriculum development and new teaching strategies of Home Economics
- researcher in Home Economics and other related fields (Esugwu 1991)

Others include:

- **Nutritional aide** who ensures that patients in a healthcare setting receive the correct food portions and special dietary requests. They prepare and distribute food on trays and then clear them away after the meal. Nutritional aides are expected to follow the correct safety procedures, report any hazards and provide compassionate interaction with patients.
- **Food service associates** that work in a variety of business settings that offer cafeterias and cafes. They typically complete food transactions and assist with the preparation and serving of meals. Working in a food services environment means you may also help with dishwashing and delivering food.
- **Nutrition assistants** work with patients to implement nutritional goals and develop nutrition-based programs. They may help dietitians with patient assessment forms and any other tasks delegated to them. Assistants work in a variety of settings and

roles, which have them preparing meals, ordering supplies or helping with athlete education.

- **Caterer:** The caterer's role includes meal preparation, transportation and serving of food at special occasions like company meetings, weddings and birthday celebrations. Caterers typically prepare the meals offsite after they've met with clients to discuss their special menus and budget. They know how to plate food items in an appealing way and pay special attention to the amount of food used, as well as the way it is transported to avoid damage.
- **Chef:** A chef's responsibility encompasses many areas of the kitchen. Besides preparing and cooking food, chefs often manage the kitchen staff and perform administrative work like budgeting, ordering and receiving food supplies. A chef is also responsible for ensuring that safety and sanitation standards are followed.
- **Health coach** has the responsibility of making sure people reach their nutritional and exercise goals. Health coaches must be energetic, well-organised and good problem-solvers that can manage multiple clients at once and keep them motivated to follow their health plans.
- **Health educators** implement and manage community outreach programs and youth development programs to help create awareness of healthy living. They also prepare informative guides, exercise programs and activities for specific target demographics that support the programs. Once they've collected data related to the programs, they can put together reports for funding sources.
- **Freelance nutrition** writers often become well-versed on the topic of food and diet. Many writers receive experience in the field by writing health-related feature articles for magazines and newspapers, then move on to jobs that focus solely on nutrition.
- **Nutritionists** are healthcare professionals who can assess the health status of a patient and recommend changes in dietary needs. Many patients need help with losing weight, managing a disease or alleviating painful symptoms. Nutritionists work with patients to create a wellness plan supported by nutritious meals and continued documentation of progress to help them maintain a healthy lifestyle.
- **Food technologists** are responsible for designing and organising shelf-life studies, industrial trials and sensory testing throughout the food development process. They research to learn how to improve food and drink products and ensure the ingredients and finished goods meet special regulatory requirements.
- **Dietitians** possess a specialised certification that sets them apart from nutritionists, though their jobs are very similar in scope. They help patients get well by assessing and diagnosing

problems, then devising and implementing a nutritional health plan.

- **Naturopaths** help patients seeking an alternative approach to medicine. They have a focus on natural remedies and treatment plans that often include nutritional supplements, botanical medicine and diet therapy to help heal the body.

### 1.3.2 Careers in clothing and textiles

The graduate, who has acquired basic knowledge and skills in Clothing and Textiles, is qualified to become an entrepreneur and employer of labour or gain lucrative employment as:

- Garment producer for local and international customers.
- Self-employed and employer of labour or employee in textile industry in the area of Textile design.
- Fashion designer and proprietor/proprietress of fashion houses.
- Clothing retailer/wholesaler/distributorship.
- Teaching of clothing and textile in institutions at various levels of the educational system.
- Researcher in academic areas that are concerned with clothing and textiles.

Others include natural careers in the fashion industry. The industry is diverse with many different roles – a fashion job can be anything from running exotic photo shoots in far-flung corners of the world, to managing a trend-spotting blog in the fashion media. Listed below are ten top fashion industry jobs:

- Garment technologist is an innovative job, working on the design and development of new materials through testing new combinations of yarns, textiles and fibres. Technologists also look at ways to improve production techniques to be more efficient. Quality control and investigative work is central to the role.
- Fashion Designers: One of the highest profile roles in the industry are designers who are the creative genius. They work on the design of clothing and fashion ranges. Designers can work in any specialism, from handbags to sportswear, to children's wear etc. Fashion designers work across a large number of settings, including large retail brands, boutique labels and freelance.
- Retail buyers who are the brains behind those whose products or garments are sourced and stocked in advance of a coming season for retail outlets. Purchasing decisions for the company are based on customers' demand, market and seasonal trends, store brand and budget.

- Fashion illustrators who work with designers to create conceptual sketches and illustrations of fashion products, including clothing, shoes and accessories, etc. Also, illustrators produce advertising copies and images of materials in print and online for promotional purposes.
- Merchandisers work closely with the buying team to make sure that products appear in store, in the right quantities at the right time. To do this effectively requires accurate forecasting and close monitoring of sales performance. The role of merchandiser is closely tied to the profitability of the store each season, and involves organising sales and promotions.
- Fashion stylists take a photographer or art director's vision for a photo shoot or film and bring it to life. This is a very creative role – fashion stylists will work with many media organisations, including editorial print, advertising, film and online.
- Textile designers that create 2D designs for patterns to be used in printed, woven and knitted textiles. There are two major fields in the industry: interiors (carpets and upholstery), and fabrics for clothing.
- Personal stylists usually work in a retail setting with persons to advise on personal style and clothing. This role has obvious appeal for the die-hard fashionista, and is a job that requires excellent communication and service skills.
- Fashion Public Relations (PR) roles have a glamorous appeal, and the job is very people-focused. PRs work with fashion labels and retailers to build a strong brand profile and public image, and assist with the media coverage of new product launches.
- Fashion writers often work alongside Fashion PRs and produce editorial copy for the extensive fashion media industry. Fashion writers work for newspapers, magazines, fashion websites or blogs and television.

Career opportunities in Food and Nutrition are numerous, ranging from self-employment in catering and food services, private community nutritionist to teaching and researching in educational institutions. Other career openings can be found as employee in hospitals and other health institutions, as an extension worker, as a partner in planning and administration among bodies that are concerned with Food and Nutrition policies.

Careers in Clothing and Textile include opportunities in entrepreneurship and employment in fashion and textile designing, garment production and marketing, teaching and researching at various educational levels, etc. in disciplines of Clothing and Textiles.

**Self-Assessment Exercise(s):**

1. Discuss career opportunities in Food and Nutrition for a Home Economist.
2. Discuss career opportunities in Clothing and Textiles for a Home Economist.

**1.4 Summary**

Careers in the two areas of Food and Nutrition, and Clothing and Textiles, of Home Economics have been summarily listed and described. Although the list is not exhaustive, it gives a highlight and an overview of the numerous career opportunities in these specialties of Home Economics.

**1.5 References/Further Reading**

Esugwu, S. O. (1991). *Foundation of Vocational Home Economics*. Calabar: Century Press Ltd.

**1.6 Possible Answers to Self-Assessment Exercise(s)****Self-Assessment Exercise(s):**

1. **Career opportunities in Food and Nutrition for a Home Economist:** They include
  - **Nutritionist/dietitian** in hospitals, clinics and other health facility centers community/public. **Health Nutritionist** in the Ministries, Department and Agencies of Health, Nutritionist in Food Industries
  - **Self-employed caterer or community nutritionist.** Catering personnel in Food Service and industries, and in institutions such as hostels, hotels, prisons, barracks, etc.
  - **Extension workers** in Ministries of Agriculture or Media (both electronic and print) communication
  - **Home Economics representative** in the central bodies for planning and administration of policies on Food and Nutrition of the State or Federal Governments
  - **Instructor** who is engaged in teaching at various educational levels, as administrators in education or as contributors to



curriculum development and new teaching strategies of Home Economics

- **Researcher** in Home Economics and other related fields (Esugwu 1991)

Others include:

- **Nutritional aide** who ensures that patients in a healthcare setting receive the correct food portions and special dietary requests. They prepare and distribute food on trays and then clear them away after the meal. Nutritional aides are expected to follow the correct safety procedures, report any hazards and provide compassionate interaction with patients.
- **Food service associates** that work in a variety of business settings that offer services to cafeterias and cafes. They typically complete food transactions and assist with the preparation and serving of meals. Working in a food services environment means you may also help with dishwashing and delivering food.
- **Nutrition assistants** work with patients to implement nutritional goals and develop nutrition-based programs. They may help dietitians with patient assessment forms and any other tasks delegated to them. Assistants work in a variety of settings and roles, which have them preparing meals, ordering supplies or helping with athlete education.
- **Caterer:** The caterer's role includes meal preparation, transportation and serving of food at special occasions like company meetings, weddings and birthday celebrations. Caterers typically prepare the meals offsite after they've met with clients to discuss their special menus and budget. They know how to plate food items in an appealing way and pay special attention to the amount of food used, as well as the way it is transported to avoid damage.
- **Chef:** A chef's responsibility encompasses many areas of the kitchen. Besides preparing and cooking food, chefs often manage the kitchen staff and perform administrative work like budgeting, ordering and receiving food supplies. A chef is also responsible for ensuring that safety and sanitation standards are followed.
- **Health coach** has the responsibility of making sure people reach their nutritional and exercise goals. Health coaches must be energetic, well-organised and good problem-solvers that can manage multiple clients at once and keep them motivated to follow their health plans.
- **Health educators** implement and manage community outreach programs and youth development programs to help create awareness of healthy living. They also prepare informative guides, exercise programs and activities for specific target demographics that support the programs. Once they've collected

data related to the programs, they can put together reports for funding sources.

- **Freelance nutrition writers** often become well-versed on the topic of food and diet. Many writers receive experience in the field by writing health-related feature articles for magazines and newspapers, then move on to jobs that focus solely on nutrition.
- **Nutritionists** are healthcare professionals who can assess the health status of a patient and recommend changes in dietary needs. Many patients need help with losing weight, managing a disease or alleviating painful symptoms. Nutritionists work with patients to create a wellness plan supported by nutritious meals and continued documentation of progress to help them maintain a healthy lifestyle.
- **Food technologists** are responsible for designing and organising shelf-life studies, industrial trials and sensory testing throughout the food development process. They research to learn how to improve food and drink products and ensure the ingredients and finished goods meet special regulatory requirements.
- **Dietitians** possess a specialised certification that sets them apart from nutritionists, though their jobs are very similar in scope. They help patients get well by assessing and diagnosing problems, then devising and implementing a nutritional health plan.
- **Naturopaths** help patients seeking an alternative approach to medicine. They have a focus on natural remedies and treatment plans that often include nutritional supplements, botanical medicine and diet therapy to help heal the body.

## 2. Career opportunities in Clothing and Textiles for a Home

**Economist:** They include

- Garment producer for local and international customers.
- Self-employed and employer of labour or employee in textile industry in the area of Textile design.
- Fashion designer and proprietor/proprietress of fashion houses.
- Clothing retailer/wholesaler/distributorship.
- Teaching of clothing and textile in institutions at various levels of the educational system.
- Researcher in academic areas that are concerned with clothing and textiles.
- Garment technologist is an innovative job, working on the design and development of new materials through testing new combinations of yarns, textiles and fibres. Technologists also look at ways to improve production techniques to be more efficient. Quality control and investigative work is central to the role.

- Fashion Designers: One of the highest profile roles in the industry are designers who are the creative genius. They work on the design of clothing and fashion ranges. Designers can work in any specialism, from handbags to sportswear, to children's wear etc. Fashion designers work across a large number of settings, including large retail brands, boutique labels and freelance.
- Retail buyers who are the brains behind those whose products or garments are sourced and stocked in advance of a coming season for retail outlets. Purchasing decisions for the company are based on customers' demand, market and seasonal trends, store brand and budget.
- Fashion illustrators who work with designers to create conceptual sketches and illustrations of fashion products, including clothing, shoes and accessories, etc. Also, illustrators produce advertising copies and images of materials in print and online for promotional purposes.
- Merchandisers work closely with the buying team to make sure that products appear in store, in the right quantities at the right time. To do this effectively requires accurate forecasting and close monitoring of sales performance. The role of merchandiser is closely tied to the profitability of the store each season, and involves organising sales and promotions.
- Fashion stylists take a photographer or art director's vision for a photo shoot or film and bring it to life. This is a very creative role – fashion stylists will work with many media organisations, including editorial print, advertising, film and online.
- Textile designers that create 2D designs for patterns to be used in printed, woven and knitted textiles. There are two major fields in the industry: interiors (carpets and upholstery), and fabrics for clothing.
- Personal stylists usually work in a retail setting with persons to advise on personal style and clothing. This role has obvious appeal for the die-hard fashionista, and is a job that requires excellent communication and service skills.
- Fashion Public Relations (PR) roles have a glamorous appeal, and the job is very people-focused. PRs work with fashion labels and retailers to build a strong brand profile and public image, and assist with the media coverage of new product launches.

**UNIT 2: CAREERS IN HOME ECONOMICS II****Unit Structure**

- 2.1 Introduction
- 2.2 Intended Learning Outcomes
- 2.3 Careers in Home Economics II
  - 2.3.1 Careers in Child Care and Family Relations
  - 2.3.2 Careers in Consumer Education
  - 2.3.3 Careers in Family Health
  - 2.3.4 Careers in Housing and Utilities
- 2.4 Summary
- 2.5 References/Further Readings/Web Resources
- 2.6 Possible Answers to Self-Assessment Exercise(s)

**2.1 Introduction**

In our previous unit (i.e. Unit 1) of this Module 6, the fact was expressed that vast career opportunities exist in Home Economics. In that unit, careers in the areas of Foods and Nutrition as well as Clothing and Textiles, were highlighted. In this unit, we shall examine Home Economics professionalism in its multifarious sub-divisions of Home Management. We shall specifically consider the following areas: Careers in Child Care and Family Relations, Consumer Education, Family Health as well as Housing and Utilities.

**2.2 Intended Learning Outcomes**

By the end of this unit, you will be able to:

- explain career opportunities in Child Care and Family Relations.
- discuss career opportunities in Consumer Education.
- describe career opportunities in Family Health.
- discuss career opportunities in Housing and Utilities.

**2.3 Careers in Home Economics II**

### 2.3.1 Careers in Child Care and Family Relations

The Home Economist who has received training in child development and psychology/family relations has the qualification and skills to operate as:

- Manager/proprietor of pre-school and nursery institutions.
- Managers in institutions such as orphanages and rehabilitative homes for the young.
- Managers in old people's home.
- Personnel (particularly in an advisory capacity) in Ministries and Organisations that engage in social welfare for children or families.
- Researcher/teacher in child development and psychology as well as areas of relationships among family members.

There are other career opportunities for Child Care and Family Relations expert. Highlights of their work descriptions are as follow:

- Planning and Counseling
- Social Welfare
- Rehabilitation
- International Financial Development
- Administration of Human Services

### 2.3.2 Careers in Consumer Education

Home Economists as professionals, who had their training in Consumer Education, can effectively and efficiently taken up positions as:

- Columnists and programme presenters, in the print and electronic media, educating the society on how, when and where to access and manage limited family finances and other resources.
- Workers with government and non-governmental agencies concerned with Rural and Community Resource development.
- Contributors and administrators in co-operative societies (Hartzler (1987)).

Others sectors where consumer education experts are readily employed are in educational institutions. They include:

- Secondary Education
- Occupational Education
- Cooperative Extension
- Communications and Journalism
- Vocational Education
- Adult Education

### Self-Assessment Exercise(s) 1

1. Discuss career opportunities in Child Care and Family Relations.
2. Discuss career opportunities in Consumer Education.

#### 2.3.3 Careers in Family Health

Home Economists, though not trained to be health workers specifically, but because of their scope of training, which includes basic training in Family Health, and due to the scarcity of trained health workers, find roles as resource persons, particularly in primary healthcare among the rural and grassroots' populations of this country. Primarily engaged as extension workers, they are seen during this period to function and perform in the following areas as Home Economist agent in:

- Communicating government policies on health to their clients and the families.
- Helping their clients benefit from health related facilities from agencies, by acting as intermediaries.
- Educating families on activities to prevent home accidents.
- Educating families on First Aids for emergencies in the home.
- Providing nutrition education that are health promoting for the entire family.
- Teaching safe household practices such as personal hygiene and environmental sanitation.
- Working with Community Health Personnel who are monitoring child growth and development.
- Engaged as part of resource persons who are involved in research activities, such as assessment of nutritional status in the community.
- Teacher of Family Health or Health Science at primary and secondary school levels

#### 2.3.4 Careers in Housing and Utilities

Although professionalism of Home Economics in the area of Housing and Utilities is still in its infancy in Nigeria, career opportunities in this area abound. In advanced countries, due to their advancement in housing, home facilities, housekeeping and, especially, their relatively high standard of living, which places much premium on home beauty, work simplification exist for the homemaker. However, more and more Home Economists will be seen to gain livelihood in this area, as housing and living standards in this country improves. Careers in Housing and Utilities include the following:

- House planning with housing agencies workers.

- Interior designing and decoration. experts
- Furniture designer and maintenance expert.
- Working with equipment industry, as a representative of consumers, and testing household equipment by such industries.
- Housekeepers for institutions in the hospitality sector of the economy, such as hotels, hostels, hospitals and special homes.
  - Teachers and researchers in the area of Housing and Utilities.
  - Extension workers helping rural families in the area of housing and improvising household equipment (e.g. smokeless charcoal stove) for the convenience of the family.

The multifarious nature of training in Home Management (a discipline of Home Economics) has provided various career opportunities in the sub-areas of Child Care and Family Relations, Consumer Education, Family Health as well as Housing and Utilities. In almost all the sub-areas, the Home Economist could be self-employed, a phenomenon which is currently being promoted in this country.

### Self-Assessment Exercise(s) 2

1. Discuss career opportunities in Family Health.
2. Discuss career opportunities in Housing and Utilities.



### 2.4 Summary

Professionalism in Home Management has been highlighted in its sub-divisions. These are Child Care and Family Relations, Consumer Education, Family Health, as well as Housing and Utilities. Careers in each of these sub-divisions have been listed.



### 2.5 References/Further Reading

Hartzler, C. E. (1987). *Principles and Philosophy of Vocational Career*. Education, Emporia: Emporia State University Press.



### 2.6 Possible Answers to Self-Assessment Exercise(s)

### Self-Assessment Exercise(s) 1

- 1. Career opportunities in Child Care and Family Relations**
  - Manager/proprietor of pre-school and nursery institutions.
  - Managers in institutions such as orphanages and rehabilitative homes for the young.
  - Managers in old people's home.
  - Personnel (particularly in an advisory capacity) in Ministries and Organisations that engage in social welfare for children or families.
  - Researcher/teacher in child development and psychology as well as areas of relationships among family members.
- 2. Career opportunities in Consumer Education.**
  - Columnists and programme presenters, in the print and electronic media, educating the society on how, when and where to access and manage limited family finances and other resources.
  - Workers with government and non-governmental agencies concerned with Rural and Community Resource development.
  - Contributors and administrators in co-operative societies (Hartzler (1987)).

### Self-Assessment Exercise(s) 2

- 1. Career opportunities in Family Health**
  - Communicating government policies on health to their clients and the families.
  - Helping their clients benefit from health related facilities from agencies, by acting as intermediaries.
  - Educating families on activities to prevent home accidents.
  - Educating families on First Aids for emergencies in the home.
  - Providing nutrition education that are health promoting for the entire family.
  - Teaching safe household practices such as personal hygiene and environmental sanitation.
  - Working with Community Health Personnel who are monitoring child growth and development.
  - Engaged as part of resource persons who are involved in research activities, such as assessment of nutritional status in the community.
  - Teacher of Family Health or Health Science at primary and secondary school levels
- 2. Career opportunities in Housing and Utilities:**
  - House planning with housing agencies workers.
  - Interior designing and decoration experts.



- Furniture designer and maintenance experts.
- Working with equipment industry, as a representative of consumers, and testing household equipment by such industries.
- Housekeepers for institutions in the hospitality sector of the economy, such as hotels, hostels, hospitals and special homes.
- Teachers and researchers in the area of Housing and Utilities.
- Extension workers helping rural families in the area of housing and improvising household equipment (e.g. smokeless charcoal stove) for the convenience of the family.

## UNIT 3: WOMEN IN AGRICULTURE I

### Unit Structure

- 3.1 Introduction
- 3.2 Intended Learning Outcomes
- 3.3 Women in Agriculture I
  - 3.3.1 Traditional Position of Women Farmers
  - 3.3.2 Constraints to Women Farmers
  - 3.3.3 Need for the Establishment of Women in Agriculture (WIA)
  - 3.3.4 Scope of Women In Agriculture (WIA)
- 3.4 Summary
- 3.5 References/Further Readings/Web Resources
- 3.6 Possible Answers to Self-Assessment Exercise(s)



### 3.1 Introduction

Essentially, Women in Agriculture (WIA) is a programme geared towards achieving full participation of women farmers in agricultural activities. In other words, it is a forum for translating field knowledge into specific action for improving women's productivity in the agricultural sector of the economy.

This unit and the next focus on WIA. Specifically, in this unit, we shall explore the traditional position of Nigerian Women in Agriculture, the constraints to women's full participation in agriculture, the need for an intervention – i.e. the need for establishment of WIA, the establishment of WIA in historical perspective, and the scope of WIA. In the next unit (i.e. Module 6 Unit IV), we shall consider the objectives of WIA, its organisation, contribution and constraints to its operations.



### 3.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- describe the meaning of WIA.
- discuss the role of Nigerian Women in Agriculture.
- explain the challenges faced by women farmers.
- justify the need for establishing WIA.
- analyse the scope of WIA in terms of spread, activities and stakeholders.



### 3.3 Women in Agriculture I

#### 3.3.1 Traditional position of women farmers

In Nigeria, women play a dominant role in agricultural activities. In fact, they form the backbone of subsistence agriculture. These include the following major roles:

- Food crop production, such as yams and other root crops, cereals, seeds, like melon, and legumes, where they compete side by side with their male counterparts in land preparation, cultivation, planting, tending and harvesting.
- Domestic animal production – this is an area found to be almost exclusively dominated by women. It is not uncommon to find around the house, especially, in the rural setting, roaming goats, sheep, chicken, duck and other domestic animals reared by women in small holdings.
- Food processing – post-harvest processing of farm produce is regarded as exclusively the women's role, whereby they handle processing activities. These include cassava processing into garri, flour or akpu; threshing and milling of grains; vegetable preservation such as in case of peppers, okro and many leafy vegetables and animal products, such as fish, milk and meat.
- Transportation and marketing of farm produce and products are activities of the women farmers – head-carrying their products on market days, or at best seen to be loaded together with their wares in open vans. They survey where, when and how to sell.
- Storage of food products, not intended for immediate sales or consumption by the family, becomes the responsibility of the woman farmer. The management of these stores is also their prerogative.

Women generally perform these laborious and time – consuming tasks alongside their gender specific chores of cooking, housekeeping and child rearing. In spite of this extensive participation of women in agriculture, they are often almost always excluded from family decision making processes that could favor them or their children.

#### Self-Assessment Exercise(s) 1

1. Discuss the meaning of WIA.
2. Discuss the role of Nigerian Women in Agriculture.

### 3.3.2 Constraints to Women Farmers

The following factors have been identified as inhibiting women from full participation in agriculture:

- In Nigeria, women farmers are often voiceless, when it comes to influencing or accessing agricultural policies and projects.
- Gender inequality makes access to agricultural land a tasking venture due to traditional land inheritance system and cultural norms.
- Sex discrimination in the crop type to be cultivated traditionally; some crops are recognised as strictly for women cultivation while some others, especially cash crops, such as cocoa, coffee and palm crops are traditionally in the domain of male farmer. In most cultures, women are restricted to food crops, which are only meant for subsistence livelihood.
- Use of obsolete and inefficient technology, management and farming methods.
- Lack of access to modern agricultural inputs such as improved seeds, fertilizers and exotic animal breeds.
- Inadequate involvement of women in agricultural extension services.
- Women hardly have any collateral, or are even traditionally assessed as high risks unless as guaranteed by the male and therefore are barred from accessing capital or credit facilities from finance houses.
- Having to obtain their husbands' permission for any engagement or embankment on journeys related to agricultural activities, such as workshops, seminars and symposia.
- Restrictions imposed by some cultures of disallowing women from working with male extension agents.
- Child rearing and having to be in possession of their babies reduce their efficiencies as farmers.

### 3.3.3 Need for the establishment of WIA

We have seen the position of the Nigerian female farmers as that of an unpaid family worker with limited access to land under the biased land ownership system. Women are marginalized in obtaining credit facilities, and are restricted by tradition and dearth of information in their quest to produce cash crops. WIA is considered, therefore, as giving voice to the voiceless female farmers.

Findings of a study financed by the United Nations Development Programme (UNDP) revealed that women make up 60-80 percent of the agricultural labour force in Nigeria. Despite this dominant role played by women in agricultural activities, widespread assumptions that men,

and not women, are the main force of agricultural have continued to prevail. As a result, agricultural extension services in Nigeria have traditionally been focused on the male farmers, neglecting the female production force. Most extension activities targeted at women emphasized their domestic role as in child care, family health and nutrition etc.

The state Agricultural Development Projects (ADPs) were created in the 1970s with funding assistance from the World Bank, with the main objective of increasing production of both food and cash crops by stimulating agricultural production at the small farmer's level. The ADPs contain Home Economics wings in its organization, which continued to address only home-related women's activities.

The WIA program was launched with UNDP funds, as a pilot study, seeking to improve agricultural extension services to women farmers through the existing home economics agents, who were re-trained in agriculture and extension methodologies, with emphasis on women's agricultural activities.

### **3.3.4 Scope of WIA**

WIA resource persons are female extensionists who are skilled and knowledgeable in agricultural activities, and charged with the responsibility of passing information on improved technologies and farm inputs to rural women farmers, including those that would ordinarily not be reached by male extension workers (World Bank 2000). WIA covers all aspect of agricultural production including gender – specific activities such as crop processing and utilisation, fish processing and preservation, as well as other income generating activities. Each ADP in each state of Nigeria conducts its WIA initiatives.

However, stakeholders in planning, implementation monitoring, evaluation and re-planning include officials of FACU (Federal Agriculture Coordinating Unit) now PCU (Project Coordinating Unit), national and state Agriculture and Rural Development Ministries, Departments and Agencies; World Bank agricultural staff as well as local-level stakeholders such as extension agents, women key leaders elected by the women farmer groups.

Scope of activities of WIA makes women in agriculture to access resources which were hitherto for the exclusive preserve of the men folk. These include:

**Access to information and training:** Women participation in farmer training is low due to the lack of awareness, society barriers, and transportation facilities. Cultural norms restrict women from accessing ICT. However, through the activities of WIA, women are exposed to more information and training.

**Access to financing:** In Nigeria, women farmers receive less than 10% of the credit offered to small-scale farmers. Women farmers are deterred from applying for formal loans because of the complexity of the administrative process, unsuitable loan sizes and credit rates. Typically, women are not found in farmer clusters. According to the National Bureau of Statistics, in 2007, some 20,098 men accessed loans compared to 8,550 women. But with the activities of WIA, women are having greater access to financing.

WIA (Women in Agriculture) is a forum for translating field knowledge into specific action for improving the Nigerian women's productivity in agriculture. Women have been known to play a dominant role in agriculture in Nigeria, but despite this, their productivity has been hampered by many factors. Such factors include gender biased discrimination, and also by their exclusion from agricultural extension services, unlike their male counterparts.

Research studies conducted by UNDP led to the creation of WIA. WIA operates through the Home Economics wing of each state ADPs, where Home Economics extension agents have been retrained in agriculture and extension methodologies, especially women farmers in rural areas. WIA encompasses all areas of agricultural activities and exists in each state ADP throughout the Federation. The stakeholders include PCU, representatives of Federal and State Department of Agriculture and Rural Development, the World Bank, female extension workers from each ADP, as well as the rural women farmers as represented by their elected women group leaders.

### **Self-Assessment Exercise(s) 2**

1. Analyse the challenges faced by women farmers.
2. Discuss the need for establishing WIA.
3. Analyse the scope of WIA in terms of spread, activities and stakeholders.



### **3.4 Summary**

In this unit, WIA as a programme, has been defined. We have explained the traditional position of the Nigerian women farmers, the constraints to women farmers, the need for an intervention to relieve these constraints

– i.e. establishment of WIA. We have also examined the scope of WIA in terms of its geographical spread, activities and stakeholders.



### 3.5 References/Further Readings/Web Resources

The World Bank. (2000). *Source Book – Participatory Experiences. Nigerian Women in Agriculture.*

<http://www.worldbank.org/wbi/sourcebook/sb0212.htm>

World Bank. (1999). *Source Book. WIA Project, Nigeria.*

<http://www.worldbank.org/wbi/sourcebook/sbxwo701.htm>. Washington DC.



### 3.6 Possible Answers to Self-Assessment Exercise(s)

#### Self-Assessment Exercise(s) 1

1. **The meaning of WIA:** WIA means Women In Agriculture. It is a programme geared towards achieving full participation of women farmers in agricultural activities. In other words, it is a forum for translating field knowledge into specific action for improving women's productivity in the agricultural sector of the economy.
2. **The role of Nigerian Women in Agriculture:** In Nigeria, women play a dominant role in agricultural activities. In fact, they form the backbone of subsistence agriculture. These include the following major roles:
  - Food crop production, such as yams and other root crops, cereals, seeds, like melon, and legumes, where they compete side by side with their male counterparts in land preparation, cultivation, planting, tending and harvesting.
  - Domestic animal production – this is an area found to be almost exclusively dominated by women. It is not uncommon to find around the house, especially, in the rural setting, roaming goats, sheep, chicken, duck and other domestic animals reared by women in small holdings.
  - Food processing – post-harvest processing of farm produce is regarded as exclusively the women's role, whereby they handle processing activities. These include cassava processing into garri, flour or akpu; threshing and milling of grains; vegetable

preservation such as in case of peppers, okro and many leafy vegetables and animal products, such as fish, milk and meat.

- Transportation and marketing of farm produce and products are activities of the women farmers – head-carrying their products on market days, or at best seen to be loaded together with their wares in open vans. They survey where, when and how to sell.
- Storage of food products, not intended for immediate sales or consumption by the family, becomes the responsibility of the woman farmer. The management of these stores is also their prerogative.

### **Self-Assessment Exercise(s) 2**

#### **1. Analysis of the challenges faced by Nigerian women farmers:**

The challenges faced by Nigerian women farmers from full participation in agriculture are -

- In Nigeria, women farmers are often voiceless, when it comes to influencing or accessing agricultural policies and projects.
- Gender inequality makes access to agricultural land a tasking venture due to traditional land inheritance system and cultural norms.
- Sex discrimination in the crop type to be cultivated traditionally; some crops are recognized as strictly for women cultivation while some others, especially cash crops, such as cocoa, coffee and palm crops are traditionally in the domain of male farmer. In most cultures, women are restricted to food crops, which are only meant for subsistence livelihood.
- Use of obsolete and inefficient technology, management and farming methods.
- Lack of access to modern agricultural inputs such as improved seeds, fertilizers and exotic animal breeds.
- Inadequate involvement of women in agricultural extension services.
- Women hardly have any collateral, or are even traditionally assessed as high risks unless as guaranteed by the male and therefore are barred from accessing capital or credit facilities from finance houses.
- Having to obtain their husbands' permission for any engagement or embarkment on journeys related to agricultural activities, such as workshops, seminars and symposia.
- Restrictions imposed by some cultures of disallowing women from working with male extension agents.
- Child rearing and having to be in possession of their babies reduce their efficiencies as farmers.



## **2. The need for establishing WIA**

We have seen the position of the Nigerian female farmers as that of an unpaid family worker with limited access to land under the biased land ownership system. Women are marginalized in obtaining credit facilities, and are restricted by tradition and dearth of information in their quest to produce cash crops. WIA is considered, therefore, as giving voice to the voiceless female farmers.

Findings of a study financed by the United Nations Development Programme (UNDP) revealed that women make up 60-80 percent of the agricultural labour force in Nigeria. Despite this dominant role played by women in agricultural activities, widespread assumptions that men, and not women, are the main force of agricultural have continued to prevail. As a result, agricultural extension services in Nigeria have traditionally been focused on the male farmers, neglecting the female production force. Most extension activities targeted at women emphasized their domestic role as in child care, family health and nutrition etc.

The state Agricultural Development Projects (ADPs) were created in the 1970s with funding assistance from the World Bank, with the main objective of increasing production of both food and cash crops by stimulating agricultural production at the small farmer's level. The ADPs contain Home Economics wings in its organization, which continued to address only home-related women's activities.

The WIA program was launched with UNDP funds, as a pilot study, seeking to improve agricultural extension services to women farmers through the existing home economics agents, who were re-trained in agriculture and extension methodologies, with emphasis on women's agricultural activities.

## **3. Analysis of the scope of WIA in terms of spread, activities and stakeholders.**

WIA resource persons are female extensionists who are skilled and knowledgeable in agricultural activities, and charged with the responsibility of passing information on improved technologies and farm inputs to rural women farmers, including those that would ordinarily not be reached by male extension workers (World Bank 2000). WIA covers all aspect of agricultural production including gender – specific activities such as crop processing and utilization, fish processing and preservation, as well as other income generating activities. Each ADP in each state of Nigeria conducts its WIA initiatives.

However, stakeholders in planning, implementation monitoring, evaluation and re-planning include officials of FACU (Federal Agriculture Coordinating Unit) now PCU (Project Coordinating Unit), national and state Agriculture and Rural Development Ministries, Departments and Agencies; World Bank agricultural staff as well as local-level stakeholders such as extension agents, women key leaders elected by the women farmer groups.

Scope of activities of WIA makes women in agriculture to access resources which were hitherto for the exclusive preserve of the men folk. These include:

**Access to information and training:** Women participation in farmer training is low due to the lack of awareness, society barriers, and transportation facilities. Cultural norms restrict women from accessing ICT. However, through the activities of WIA, women are exposed to more information and training.

**Access to financing:** In Nigeria, women farmers receive less than 10% of the credit offered to small-scale farmers. Women farmers are deterred from applying for formal loans because of the complexity of the administrative process, unsuitable loan sizes and credit rates. Typically, women are not found in farmer clusters. According to the National Bureau of Statistics, in 2007, some 20,098 men accessed loans compared to 8,550 women. But with the activities of WIA, women are having greater access to financing.

## UNIT 4: WOMEN IN AGRICULTURE II

### Unit Structure

- 4.1 Introduction:
- 4.2 Intended Learning Outcomes
- 4.3 Women in Agriculture (WIA) II
  - 4.3.1 Establishment of WIA – Historical Perspective
  - 4.3.2 Objectives of WIA
  - 4.3.3 Organisation of WIA
  - 4.3.4 Gains of WIA
  - 4.3.5 Constraints of WIA
- 4.4 Summary
- 4.5 References/Further Readings/Web Resources
- 4.6 Possible Answers to Self-Assessment Exercise(s)
- 4.7 Glossary



### 4.1 Introduction

In the previous Unit (Module 6 Unit 3), we started to consider the topic on WIA (Women in Agriculture). We have already defined WIA as a programme geared towards achieving full participation of women farmers in agricultural activities. We have examined the position of Nigerian women farmers, constraints they face, the need for an intervention programme, WIA, and the scope of WIA.

In this unit, we shall consider the historical perspective of the establishment of WIA, the objectives of WIA, its organisation, gains and the present constraints of its operations.



### 4.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss the history of WIA programme in Nigeria.
- analyse the objectives of WIA.
- analyse the gains of WIA programme.
- discuss the constraints of WIA activities.



## 4.3 Women in Agriculture II

### 4.3.1 Establishment of WIA – Historical perspective

It became clear that despite many years of World Bank assistance in developing Nigeria's agricultural extension services, women were receiving minimal benefits from extension agents. This fact, coupled with the research findings of the UNDP (United Nations Development Programme) of 1987, in which women were found to make up 60-80 percent of the agricultural labour force in Nigeria and that they produced two thirds of the food crops, caught the attention of the then Head of FACU (Federal Agricultural Coordinating Unit) and the World Bank division chief on agriculture in the West African Region.

They were both committed to proffering a solution to the plight of Nigerian women farmers. In 1988, therefore, their support led to the creation of Women in Agriculture (WIA) programme. WIA was established within each of the already existing State Agricultural Development Projects (ADPs) with a charge to address the gender – related deficiencies of the existing extension program. You will recall from the last Unit that ADPs were created in the 1970s in each state of the Federation through funding assistance of the World Bank, having as its main objective increasing food and cash crop production at the small farmer level.

Up till this point, the ADPs had contained only a Home Economics division responsible for home-related women activities. WIA was launched as a pilot programme with UNDP funds, seeking to improve agricultural extension services for women. Existing home economics extension agents were retrained. Pilot research project was launched (with World Bank staff and with FACU) in order to develop guidelines for assisting women farmers.

During the pilot programmes, local ADP staffs were used to assess different approaches to meeting the needs of women farmers. About a year later, accounts from each state of different WIA initiatives that appeared to be occurring in sporadic and ad-hoc manners were revealed. Some ADPs were making tremendous progress while others were not doing anything at all. This led to the first National Planning Workshop of July 1989 to take stock of various WIA initiatives nationwide, share experiences and develop a three year action plan for each state.

This workshop was an all stakeholders conference comprising FACU, Federal and State Agricultural Development Officials, World Bank agricultural staff and women extension agents (heads of WIA units) who

represented the interests of their rural women clients. Eighteen months after the first workshop, a second National Workshop of the WIA programme was convened to take stock of the implementation of the action plans of the first workshop, identify problem areas, re-plan, make mid-course modifications and set new annual targets for the WIA programme. The same groups of stakeholders were brought together. By this time, all states had ongoing WIA programmes. There was report of increased demands from the women for information and new technology and this had stimulated response from WIA units and FACU.

The WIA programme as we have it today emerged from several of such workshops. It has developed as a system in which WIA agents work with groups of women in their area of agricultural operation, with a multidisciplinary approach.

#### **4.3.2 Objectives of WIA**

We have repeatedly defined WIA as a programme geared towards achieving full participation of Nigerian women farmers in agricultural activities. It is observed that WIA has the following objectives through its operations:

- Orientate and create awareness in the rural women of their possible role in agriculture, such as helping them to select the type of projects they would want to engage in.
- The extension of modern agricultural technologies and inputs to women workers.
- Introduction of simple and effective farm equipment and implements that can easily be operated and maintained by women.
- Initiate and execute projects with existing women organizations in which members are already pursuing a specific goal such as credit facility or communal work.
- Helping, through WIA agents, to organize women into blocks or cells or registered cooperative societies so that they can receive ADP assistance or qualify for obtaining credit facility or farm inputs.
- Through the ADP system use NGOs (Non-Governmental Organizations) to identify women beneficiary groups.
- Provide first hand working knowledge of the situation and good working relations with the women farmers.
- Adopt a multidisciplinary approach, during planning and implementation of sub-projects. For example block extension supervisors, technical specialists and other resource persons from ADP field offices advise or provide technical inputs and monitor their progress on regular basis.

**Self-Assessment Exercise(s) 1:**

1. Discuss the history of WIA programme in Nigeria.
2. Analyse the objectives of WIA.

**4.3.3 Organisation of WIA**

As afore-mentioned, WIA programme is housed within the decentralized ADP structure. Each state ADP has field offices staffed by local extension agents, with FACU (now PCU), an Agricultural Planning and Control Parastatal of the Federal Ministry of Agriculture and Rural Development, playing a coordinating role from the Federal Capital. Hence the structure of WIA itself is decentralised and integrated into the extension services of the ADP, with female extension workers at the head of every level of operation, from the state headquarters down to the villages.

The structure of WIA can be represented by the following organogram and job specifications:

<b>Level of Administration and Operation</b>	<b>Rank of Officer and Job Specification</b>
State ADP Headquarters	<b>Deputy Director</b> is responsible for overall planning and implementation of WIA activities.
Zonal Level	<b>Subject Matter Specialist:</b>  <ol style="list-style-type: none"> <li>1. Assists Deputy Director in supervising and monitoring implementation of WIA at zonal level.</li> <li>2. Interacts with research and technology institutions by participating in problem identification and field training.</li> <li>3. Provides support to block extension agents.</li> </ol>
Block Level	<b>Block Extension Agents:</b>  Works directly with women farmers, identifying and organizing women groups into cell blocks, and registering WIA women groups into cooperative societies.

At the headquarters, the WIA Head holds the rank of Deputy Director within the state ADP. Subject matter specialists are specialists in a type of project – e.g. cassava processing, ground nut oil production, animal fattening operation, etc. A sizeable fraction of Nigerian women belong to cooperative societies, or other locally organised associations, whose members are united by common age, religion, trade or economic activity. Several thousands of such groups are said to be in existence already. The functions of such groups include rotating credit and savings, sharing labour, group farming or borrowing money through cooperatives.

Each women group elects four key leaders: president, secretary, treasurer and adviser. Issues of decision making rest squarely with the group and their leaders. The women participate in all aspects of the project, from identification to planning and implementation – a phenomenon referred to as participatory approach.

WIA agents, at the different levels, are government staff that are assigned to the ADPs from state Ministries of Agriculture and other relevant parastatals; hence the project does not incur salary payment. WIA, through its agents and operations, seek to perform the objectives listed in this unit.

#### **4.3.4 Gains of Women in Agriculture**

Several positive results have been shown to emanate from WIA programmes – these include the following:

- The number of female extension agents doubled between the first two workshops.
- There was a tremendous increase in the number of female farmers in contact with workers of extension services.
- Better identification of female gender needs was being undertaken.
- Male extension workers were being trained in women – related activities.
- Female extension agents succeeded in introducing male extension workers to women farmers
- Registration of women's groups as cooperatives with legal status, had aided their access to bank credits and farm inputs.
- Increase in women participation in agricultural activities had been recorded.
- Empowering women leading to alleviating poverty at the family level and, hence, adding value to general family living.

- Gaining understanding of women's constraints at the local level before any recommendations for policy reform were embarked upon.

#### **4.3.5 Constraints to WIA operation**

The main constraint at the takeoff of WIA was reported to be those of mobility and lack of appropriate technologies. Although many states had an increased number of women agents, they were still not reaching their targets due to different levels of access to transportation, as men tended to monopolise the available vehicles and male extension agents were given preference. There was lack of appropriate tools and equipment to relieve women farmers of their basic labour and energy constraints.

Other challenges included the fact that the effectiveness of women farmers as participants in high-level decision forum as desirable and expected was hampered by factors such as dearth of reliable means of public transport, majority of the rural women had never traveled outside their villages, many would have to travel with their babies, and obtaining permission from their husbands to travel posed yet another obstacle.

Thus the female extension agents would have to serve as the women's proofs- this might not always be very reliable representation. Because the female extensionists have to live in the same areas as the women farmers, in order to have firsthand knowledge of the situation as well as being in good working relations with the women farmers, the WIA staffs have to be attracted and motivated by better conditions of service than their Ministerial counterparts.

Research findings of the UNDP of 1987 which revealed that women dominated the Nigerian agricultural labour force, coupled with the fact that women were receiving minimal benefits from agricultural extension agents caught the attention of the then Head of FACU (now PCU) and the World Bank division Chief on agriculture in the West African Region. Their support led to the creation of WIA (Women in Agriculture). WIA is situated within each already existing state ADP, with a charge to address gender-related deficiencies of the existing extension program and thereby improve agricultural productivity by women. This aim was to be realised through certain specific objectives.

WIA, as a wing in each state ADP, is organised in such a way that there are three tiers of staffing – the headquarters at the state ADP, the zonal level and the Block level in the rural areas. Each tier is headed by a female extension worker who is charged with different responsibilities,



and with PCU (FACU) agents remaining as being in charge of the coordination of activities, with the participatory involvement of female extension agents and women farmers, who are normally formed into working groups. The World Bank provides funds and inputs. Several gains have been recorded since the inception of WIA, though not without a few constraints to its activities.

### Self-Assessment Exercise(s) 2

1. Analyse the gains of WIA programme.
2. Discuss the constraints of WIA activities.



#### 4.4 Summary

In this unit, we have examined the establishment of WIA in a historical perspective, the objectives of WIA, the activities of WIA as concerns its organization, administration, stakeholders and activities. We have also described the challenges to its effectiveness.



#### 4.5 References/Further Reading

The World Bank. (2000). *Source Book - Participatory Experiences. Nigerian Women in Agriculture*  
<http://www.worldbank.org/wbi/sourcebook/sb0212.htm>.

World Bank. (1999) .*Source Book. WIA Project, Nigeria.*  
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#### 4.6 Possible Answers to Self-Assessment Exercise(s)

##### Self-Assessment Exercise(s) 1

1. **The history of WIA programme in Nigeria:** It became clear that despite many years of World Bank assistance in developing Nigeria's agricultural extension services, women were receiving minimal benefits from extension agents. This fact, coupled with the research findings of the UNDP (United Nations Development Programme) of 1987, in which women were found to make up 60-80 percent of the agricultural labour force in Nigeria and that they produced two thirds of the food crops, caught the attention of the then Head of FACU (Federal Agricultural Coordinating

Unit) and the World Bank division chief on agriculture in the West African Region.

They were both committed to proffering a solution to the plight of Nigerian women farmers. In 1988, therefore, their support led to the creation of Women in Agriculture (WIA) programme. WIA was established within each of the already existing State Agricultural Development Projects (ADPs) with a charge to address the gender – related deficiencies of the existing extension program. You will recall from the last Unit that ADPs were created in the 1970s in each state of the Federation through funding assistance of the World Bank, having as its main objective increasing food and cash crop production at the small farmer level.

Up till this point, the ADPs had contained only a Home Economics division responsible for home-related women activities. WIA was launched as a pilot programme with UNDP funds, seeking to improve agricultural extension services for women. Existing home economics extension agents were retrained. Pilot research project was launched (with World Bank staff and with FACU) in order to develop guidelines for assisting women farmers.

During the pilot programmes, local ADP staffs were used to assess different approaches to meeting the needs of women farmers. About a year later, accounts from each state of different WIA initiatives that appeared to be occurring in sporadic and ad-hoc manners were revealed. Some ADPs were making tremendous progress while others were not doing anything at all. This led to the first National Planning Workshop of July 1989 to take stock of various WIA initiatives nationwide, share experiences and develop a three year action plan for each state.

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The WIA programme as we have it today emerged from several of such workshops. It has developed as a system in which WIA agents work

with groups of women in their area of agricultural operation, with a multidisciplinary approach.

## **2. Analysis of the objectives of WIA**

We have repeatedly defined WIA as a programme geared towards achieving full participation of Nigerian women farmers in agricultural activities. It is observed that WIA has the following objectives through its operations:

- Orientate and create awareness in the rural women of their possible role in agriculture, such as helping them to select the type of projects they would want to engage in.
- The extension of modern agricultural technologies and inputs to women workers.
- Introduction of simple and effective farm equipment and implements that can easily be operated and maintained by women.
- Initiate and execute projects with existing women organisations in which members are already pursuing a specific goal such as credit facility or communal work.
- Helping, through WIA agents, to organise women into blocks or cells or registered cooperative societies so that they can receive ADP assistance or qualify for obtaining credit facility or farm inputs.
- Through the ADP system use NGOs (Non-Governmental Organisations) to identify women beneficiary groups.
- Provide first hand working knowledge of the situation and good working relations with the women farmers.
- Adopt a multidisciplinary approach, during planning and implementation of sub-projects. For example block extension supervisors, technical specialists and other resource persons from ADP field offices advise or provide technical inputs and monitor their progress on regular basis.

### **Self-Assessment Exercise(s) 2**

#### **1. Analysis of the gains of WIA programme**

Several positive results shown to emanate from WIA programmes include the following:

- The number of female extension agents doubled between the first two workshops.
- There was a tremendous increase in the number of female farmers in contact with workers of extension services.
- Better identification of female gender needs was being undertaken.

- Male extension workers were being trained in women – related activities.
- Female extension agents succeeded in introducing male extension workers to women farmers
- Registration of women’s groups as cooperatives with legal status, had aided their access to bank credits and farm inputs.
- Increase in women participation in agricultural activities had been recorded.
- Empowering women leading to alleviating poverty at the family level and, hence, adding value to general family living.
- Gaining understanding of women’s constraints at the local level before any recommendations for policy reform were embarked upon.

## **2. The constraints of WIA activities.**

The main constraint at the take off of WIA was reported to be those of mobility and lack of appropriate technologies. Although many states had an increased number of women agents, they were still not reaching their targets due to different levels of access to transportation, as men tended to monopolise the available vehicles and male extension agents were given preference. There was lack of appropriate tools and equipment to relieve women farmers of their basic labour and energy constraints.

Other challenges included the fact that the effectiveness of women farmers as participants in high-level decision forum as desirable and expected was hampered by factors such as dearth of reliable means of public transport, majority of the rural women had never traveled outside their villages, many would have to travel with their babies, and obtaining permission from their husbands to travel posed yet another obstacle.

Thus the female extension agents would have to serve as the women’s proofs- this might not always be very reliable representation. Because the female extensionists have to live in the same areas as the women farmers, in order to have firsthand knowledge of the situation as well as being in good working relations with the women farmers, the WIA staffs have to be attracted and motivated by better conditions of service than their Ministerial counterparts.

Research findings of the UNDP of 1987 which revealed that women dominated the Nigerian agricultural labour force, coupled with the fact that women were receiving minimal benefits from agricultural extension agents caught the attention of the then Head of FACU (now PCU) and the World Bank division Chief on agriculture in the West African Region.

## 4.7 Glossary

**Agriculture** is the practice of cultivating the land to grow crops or raise livestock for food.

**Career:** A particular occupation for which someone is trained.

**Caterer:** Someone that undertakes meal preparation, transportation and serving of food at special occasions like company meetings, weddings and birthday celebrations.

**Chef:** A manager of the kitchen staff who also performs administrative work like budgeting, ordering and receiving food supplies, preparing and cooking food.

**Clothing:** A covering designed to be worn on a person's body.

**Dietitians** are professionals who help patients get well by assessing and diagnosing problems, then devising and implementing a nutritional health plan for them.

**Extension (or extension service):** An educational or instructional opportunity provided by an institution to people who are not enrolled as regular students; act of expanding in scope; making more widely available.

**Fashion Designers:** One of the highest profile roles in the industry are designers, who are the creative genius. They work on the design of clothing and fashion ranges.

**Fashion illustrators** are those who work with designers to create conceptual sketches and illustrations of fashion products, including clothing, shoes and accessories, etc. Also, they produce advertising copies and images of materials in print and online for promotional purposes.

**Fashion Public Relations (PR)** roles have a glamorous appeal, and the job is very people-focused. PRs are workers with fashion labels retailers to build a strong brand profile and public image, and assist with the media coverage of new product launches.

**Fashion stylists** take photographs or art director's visions for a photo shoot or film and bring it to life. They work with media organisations, including editorial print, advertising, film and online.

Fashion writers are workers, alongside Fashion PRs, who produce editorial copies for the extensive fashion media industry. They work for newspapers, magazines, fashion websites or blogs and television.

Food service associates work in a variety of business settings that offer cafeterias and cafes.

Food technologists are responsible for designing and organising shelf-life studies, industrial trials and sensory testing throughout the food development process.

Food: Any substance that can be metabolised by an organism to give energy and build tissue; any substance (either solid or liquid) that is used as a source of nourishment.

Freelance nutrition writers often become well-versed on the topic of food and diet. Many writers receive experience in the field by writing health-related feature articles for magazines and newspapers, then move on to jobs that focus solely on nutrition.

Garment technologist is an innovative worker, working on the design and development of new materials through testing new combinations of yarns, textiles and fibres.

Health coach has the responsibility of making sure people reach their nutritional and exercise goals.

Health educators implement and manage community outreach programs and youth development programs to help create awareness of healthy living.

Merchandisers work closely with the buying team to make sure that products appear in stores, in the right quantities at the right time.

Naturopaths help patients seeking an alternative approach to medicine. They have a focus on natural remedies and treatment plans that often include nutritional supplements, botanical medicine and diet therapy to help heal the body.

Nutrition assistants work with patients to implement nutritional goals and develop nutrition-based programs.

Nutrition: The scientific study of foods and drinks; (physiology) the organic process of nourishing or being nourished; the processes by which an organism assimilates food and uses it for growth and maintenance; a source of materials to nourish the body.

Nutritional aide ensures that patients in a healthcare setting receive the correct food portions and special dietary requests.

Nutritionists are healthcare professionals who can assess the health status of a patient and recommend changes in dietary needs.

Personal stylists are workers in a retail setting with persons to advise on personal style and clothing.

Retail buyers who are the brains behind those whose products or garments are sourced and stocked in advance of a coming season for retail outlets.

Textile designers are creators of two dimensional (2D) designs for patterns to be used in printed, woven and knitted textiles. There are two major fields for them in the industry: interiors (carpets and upholstery), and fabrics, for clothing.

Textile: Artifact made by weaving or felting or knitting or crocheting natural or synthetic fibers.