

PART II

HUMAN ECOLOGY AND FAMILY SCIENCES

TEXTBOOK FOR CLASS XII

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FOREWORD

The *National Curriculum Framework* (NCF) 2005 recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and creates a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

This initiative can succeed only if all stakeholders—school principals, parents and teachers—encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. We also must remember that a prescribed textbook is only one of the learning resources for a child, and the teacher another. Her/his home and her/his environment, her/his life and her/his peers, all these are resources and sites of learning. Inculcating creativity and initiative is possible if we perceive and treat children as the chief agents of their learning, not as receivers of a fixed body of knowledge. These beliefs imply a considerable change in school routines and mode of functioning.

The book in your hand at present is an example of how a textbook can be. It is based on NCERT's resolve to reconstruct knowledge in all areas from the perspective of the learner and the dynamic socio-economic realities of contemporary India. The National Focus Group on Gender Issues in Education, appointed under the auspices of NCF-2005, emphasises the urgency of incorporating women's perspective for epistemologically redefining conventionally defined subjects like home science. We hope that the present textbook will make this subject free of gender bias and capable of challenging young minds and teachers for creative study and practical work.

NCERT appreciates the hard work done by the Textbook Development Committee responsible for this book. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development, for their valuable time and contribution and the sub-committee (National Review Committee) for Human Ecology and Family Sciences (HEFS) for their contribution in reviewing the textbook.

As an organisation committed to systemic reform and continuous improvement in the quality of its products towards quality learning for all, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi
February 2016

H.K. Senapaty
Director
National Council of Educational
Research and Training

PREFACE

The textbooks on Human Ecology and Family Sciences (HEFS), hitherto known as 'Home Science', have been developed based on the vision and principles of the *National Curriculum Framework – 2005* of the NCERT. Globally, the field of Home Science is known by newer nomenclatures but encompasses basically five domains, namely, Food and Nutrition, Human Development and Family Studies, Fabric and Apparel, Resource Management, and Communication and Extension. Each of these domains or specialisations (as referred to in various colleges and universities) have grown and matured with expanding horizons, keeping in tune with the changing needs of individuals, families, industry and society. Consequently these domains have developed newer thrusts in view of the evolving job market, and in many universities have been renamed to represent their current status and scope in a better way.

All these domains have their specific content and focus that contribute to the Quality of Life (QOL) of individuals, families and communities in the global, socio-cultural and socio-economic contexts. Every person is entitled to a good QOL, and this creates a demand for professionals who can positively contribute to different areas and needs of personal and social life – ranging from basic sanitation, housing, health care for physical and mental well-being, safety, environmental promotion and protection, clothing, finance and a host of myriad allied aspects of living, from micro to macro levels. This obviously creates a challenge for educationists and educational institutions to train persons to deliver the multifarious services. In this context, HEFS provides numerous avenues with interdisciplinary perspectives. These include opportunities to work in industry/corporate sector, teaching at various levels, research and development, various cadres in public sector, regional, national and international organisations that work with and for communities as well as entrepreneurial ventures.

The academic fraternity, professionals working for community development and those from industry are constantly interacting and shaping the education and training in these fields. Thus educational programmes offered under HEFS (Home Science/ Family and Community Sciences) are geared towards development of professionals who not only have knowledge and skills, but are also sensitised to the challenges, needs and concerns related to quality of life, productivity and sustainable development.

This textbook takes a holistic approach to address the pertinent issues related to work, employment and careers, keeping quality of life in perspective, individually and collectively. Hence, the first unit and chapter is focussed on life skills for livelihood, attitudes to work, work challenges, creativity, performance and productivity, social responsibility and volunteerism. The importance of flexibility, diversity, adaptation, balance between work, rest and recreation, enhanced job satisfaction, and importance of occupational health and safety are dwelt upon.

Entrepreneurship versus employment is discussed, especially bringing to the fore the opportunities that entrepreneurship provides for those interested in initiating innovation and change. While change is desirable, it is important not to forget our rich traditional heritage of knowledge and skills. Many of the traditional occupations, when coupled with innovation, modern perspectives and good marketing, have tremendous economic potential.

The other chapters and units describe the five salient domains of HEFS. Within each domain, there are several fields that offer ample professional opportunities and occupational avenues. The syllabus and textbook attempt to bring to focus the scope and significance of each domain in the present day scenario, with inputs on knowledge and skills to be acquired and honed, including use of ICT for not only gathering information but also as part of practicals, activities and projects in order to be a 'valued' professional.

The practicals have been designed to enable learners to gain insights and also have a bird's eye view of the tasks and challenges inherent in the various professional careers and avenues. Considerable emphasis is laid on 'construction of knowledge' through field exposure and first-hand experiences. The exercises and projects would help to encourage critical thinking, develop analytical and writing skills and eventually inculcate the 'passion to learn'. Many insights and 'seeds' of information have been 'sown'. Students and teachers in partnership can explore, think about, discover and discuss a variety of topics and issues. Further learning is encouraged through select exercises and review questions at the end of each unit. Some of the issues of current concern that have been addressed, could not only be thought provoking, but also foster sensitivity and social responsibility in the users of this textbook. Exercises in understanding region-specific opportunities and available resources have been included to encourage students (with guidance from their teachers) to understand, appraise and appreciate their own socio-cultural ethos and locales.

Objectives

The Human Ecology and Family Sciences (HEFS) textbook for Class XII has been framed to enable the learners to:

1. understand the scope and significance of each domain within HEFS.
2. appreciate the importance of life skills for work, livelihood and careers.
3. become sensitive to the nuances of work vis-à-vis age and gender.
4. appreciate the potential of entrepreneurship and other varied professional opportunities.
5. make informed career choices.

A feedback questionnaire is given at the end. We will appreciate your comments and views about various aspects of this textbook. You may use the given questionnaire or write to us on a plain paper/send e-mail. Your feedback will help us to improve further reprint editions.

A NOTE TO THE TEACHER

Dear Teachers,

You must have noted the radical changes in the organisation of these textbooks, compared to the conventional way in which Home Science education was earlier designed and delivered. However, the contents and the focus of the domains within Home Science (now called HEFS in the context of the revised NCERT syllabus), essentially remain undiluted. In fact, in the syllabus and textbook organisation, care has been taken to cover the basics and go further, to expose students to the newer and emerging horizons of the five domains – Food and Nutrition or Human Development and Family Studies, Fabric and Apparel or Resource Management and Communication and Extension. This deliberate departure from the earlier convention is to dispel the misconception about the discipline being limited in focus and scope to domestic science, and art and craft. It is also to create an interest in the field for its varied, multidisciplinary strengths, both in terms of quality education and potential for professional avenues.

In each chapter from Unit 2 onwards, the textbook has been designed to inform the learners about the significance and scope of each domain, the multiple thrusts that exist and are emerging. Each unit spells out the basic concepts, requisite knowledge and skills in each thrust area and delineates the career avenues and the preparation required for them in order to make informed career choices.

Unit 1 is about work, life skills, careers and livelihoods. It starts with a description about meaningful work and moves on to point out the need to balance work with rest and recreation, to ensure a good standard of living and quality of life. Further, the chapter elaborates on success and happiness in work life resulting from wholesome attitudes and approaches to work. An attempt has been made therein to introduce and sensitise youth to ethics, social responsibility, volunteerism and dignity of labour. In this context, it is pertinent to discuss the rich heritage of traditional occupations of India, with a view to informing the students that with creativity and innovation, there are immense opportunities for a satisfying career. The immense potential of entrepreneurship as a challenging career avenue is brought to focus to further the interests of the youth, especially for those who would like to be their own masters, to create employment for others while being gainfully self-employed. The unit also delves into the importance of a healthy work environment and the need to sustain good occupational health, while being aware of occupational hazards and safety measures required. It is felt that youth of today need to understand current issues including work in the context of age (child labour and engaging senior citizens) and gender (women and work). In this context, it is felt that the school(s) could invite 'guest faculty or experts' to interact with the students to enable them to obtain first hand realistic information.

Teachers should note that considerable theoretical inputs are required for students and learners to gain deeper understanding and appreciation of the different areas in each domain. Therefore, some basic theoretical information has been included in each unit. This theory-based content should provide adequate material for testing students' achievement in acquisition of knowledge. Further, based on student interest and capability, and region-specific resources and facilities, teachers may motivate and help students to obtain more information in areas and issues of their interest. The inclusion of review questions, activities, exercises, practicals, field visits and reporting, are envisaged as opportunities for students to develop reading and writing skills as well as critical and analytical thinking. Gathering and processing information is important *per se*. However, students should be encouraged to think and discuss the various issues and topics delineated in this textbook as a means of helping youth to think, construct knowledge and articulate. All these experiences have been deliberately introduced so that learning may be meaningful and enjoyable.

It may be noted that in the units, the authors have included several activities and exercises, which are suitable and would enhance learning as well as relieve the tedium of classroom instruction. It is expected that teachers and students would decide upon the number of activities and exercises they can honestly complete within the academic year. Teachers may encourage students to do as many as possible in and outside the classroom to 'fan the flame' of curiosity and joyful learning. Use of ICT has been recommended in these textbooks for seeking information, for making power point presentations, designing educational and promotional materials. In all units, wherever possible, teachers are advised to ensure that the students have exposure and practice with ICT for various purposes.

In addition, a number of inter-disciplinary projects have been included. Every student should have an opportunity to participate in any one project, and it is expected that students would have an opportunity to participate in the chosen project either in groups or in pairs. Since the learners may be relatively unfamiliar with conducting projects, it is essential that the project be guided by the teacher throughout, from the planning stage to execution and report writing.

The syllabii for all chapters delineated in further detail are given herein. In the process of developing the textbook, the teams have expressed the need for highlighting and including and deleting some selected issues. Thus, some modifications have emerged that are indicated in a tabular form.

Class XII Syllabus printed in Class XI textbook	Modifications in the Class XII textbook
<p>Unit I: Work, livelihood and career; Preparation, choices and selection</p> <ul style="list-style-type: none"> • Work, age and gender • Occupational heritage of India • Career options • Entrepreneurship and self employment • Life skills for career building 	<p>Unit I: Work, Livelihood and Career</p> <ul style="list-style-type: none"> • Quality of Life • Social Responsibility and Volunteerism • Traditional Occupations of India • Work, Age and Gender • Attitudes and Approaches to Work • Life Skills and Quality of Work Life • Work and Work Environment • Entrepreneurship
<p>Unit II: Career Opportunities</p> <p>Scope of Human Ecology and Family Sciences in higher education and careers</p> <p>Major concepts, relevance and skills in the following areas</p>	<p>Career Opportunities</p> <p>Scope of Human Ecology and Family Sciences in higher education and careers</p> <p>Major Concepts, Relevance and Skills in the Following Units</p>
<p>A. Nutrition, Food Science and Technology</p> <p>Specific Careers and Areas</p> <ul style="list-style-type: none"> • Clinical nutrition and dietetics • Public nutrition and health • Catering and food services management • Food processing and technology • Food quality and food safety 	<p>Unit II: Nutrition, Food Science and Technology</p> <p>Specific Careers and Areas</p> <ul style="list-style-type: none"> • Clinical Nutrition and Dietetics • Public Nutrition and Health • Catering and Food Services Management • Food Processing and Technology • Food Quality and Food Safety

Class XII Syllabus printed in Class XI textbook	Modifications in the Class XII textbook
<p>B. Human Development and Family Studies</p> <p>Specific Careers and Areas</p> <ul style="list-style-type: none"> ● Early childhood care and education ● Guidance and counselling ● Special education and support services ● Support services for children in difficult circumstances ● Management of institutions and programmes for children, youth and elderly 	<p>Unit III: Human Development and Family Studies</p> <p>Specific Careers and Areas</p> <ul style="list-style-type: none"> ● Early Childhood Care and Education ● Guidance and Counselling ● Special Education and Support Services ● Management of Support Services, Institutions and Programmes for Children, Youth and Elderly
<p>C. Fabric and Apparel</p> <p>Specific Careers and Areas</p> <ul style="list-style-type: none"> ● Care and maintenance of fabrics in institutions ● Design for fabric and apparel ● Retailing and merchandising ● Production and quality control in garment industry ● Museumology and textile conservation 	<p>Unit IV: Fabric and Apparel</p> <p>Specific Careers and Areas</p> <ul style="list-style-type: none"> ● Design for Fabric and Apparel ● Fashion Merchandising ● Production and Quality Control in Garment Industry ● Textile Conservation in Museums ● Care and Maintenance of Fabrics in Institutions

Class XII Syllabus printed in Class XI textbook	Modifications in the Class XII textbook
<p>D. Resource Management</p> <p>Specific Careers and Areas</p> <ul style="list-style-type: none"> ● Human Resource Management ● Hospitality management ● Designing of interior and exterior space ● Event management ● Consumer services 	<p>Unit V: Resource Management</p> <p>Specific Careers and Areas</p> <ul style="list-style-type: none"> ● Human Resource Management ● Hospitality Management ● Ergonomics and Designing of Interior and Exterior Spaces ● Event Management ● Consumer Education and Protection
<p>E. Communication and Extension</p> <p>Specific Careers and Areas</p> <ul style="list-style-type: none"> ● Management of development Programmes. ● Development communication and journalism ● Media management and advocacy ● Media, design and production ● Corporate communication and public relations 	<p>Unit VI: Communication and Extension</p> <p>Specific Careers and Areas</p> <ul style="list-style-type: none"> ● Development Communication and Journalism ● Advocacy ● Media Management, Design and Production ● Corporate Communication and Public Relation ● Management of Development Programmes

PRACTICALS AND PROJECTS

Class XII Syllabus printed in Class XI textbook	Modifications in the Class XII textbook
Nutrition, Food Science and Technology <ol style="list-style-type: none"> 1. Qualitative tests on food adulteration 2. Development and preparation of supplementary foods for nutrition programmes 3. Planning messages for nutrition, health and life skills using different modes of communication for different focal groups 4. Preservation of foods using traditional and / or contemporary methods 5. Packaging and study of shelf life of the prepared products 	Nutrition, Food Science and Technology <ul style="list-style-type: none"> ● Qualitative tests on food adulteration ● Development and preparation of supplementary foods for nutrition programmes ● Planning a menu for a school canteen or midday meal scheme ● Modification of a normal diet to soft diet for elderly person ● Design, Preparation and Evaluation of a processed food product
Human Development and Family Studies <ol style="list-style-type: none"> 6. Preparation and use of teaching aids, using indigenous and locally available material to communicate socially relevant messages for children, adolescents and adults in the community 7. Conducting mock sessions among peers in career guidance, nutrition counselling and personal counselling under supervision 	Human Development and Family Studies <ul style="list-style-type: none"> ● Preparation and use of teaching aids, using indigenous and locally available material to communicate socially relevant messages for children, adolescents and adults in the community ● Conducting mock sessions among peers in career guidance, nutrition counselling and personal counselling under supervision

<p>Fabric and Apparel</p> <ol style="list-style-type: none"> 8. Preparation of articles using applied textile design techniques: tie and dye/ batik/block printing 9. Application of quality control techniques in garment industry: <ol style="list-style-type: none"> a. Fabric inspection b. Quality of seams and notions c. Size labels d. Packaging 10. Care and maintenance of fabric products: <ol style="list-style-type: none"> a. Mending b. Cleaning c. Storage 	<p>Fabric and Apparel</p> <ul style="list-style-type: none"> ● Preparation of articles using applied textile design techniques: tie and dye/batik/ block printing ● Developing a female fashion figure ● Application of quality control techniques in garment industry: <ol style="list-style-type: none"> a. Fabric inspection b. Quality of seams and notions c. Size labels ● Care and maintenance of fabric products: <ol style="list-style-type: none"> a. Mending b. Cleaning
<p>Resource Management</p> <ol style="list-style-type: none"> 11. Open an account in bank/ post office. Learn basic banking operations (Mock exercises in the lab with real bank forms) 12. Application of traditional/ contemporary techniques of home decorations: <ol style="list-style-type: none"> a. Floor and wall decorations b. Flower arrangement c. Other forms of local decorations 	<p>Resource Management</p> <ul style="list-style-type: none"> ● Observe and critically analyse any event on the basis of the specified criteria. ● Make a leaflet or a pamphlet for consumer education (any one of the following): <ol style="list-style-type: none"> a. CPA (Consumer Protection Act) b. Consumer responsibilities c. Consumer organisations d. Consumer problems ● Evaluate an advertisement

Extension and Communication	Communication and Extension
<p>13. Analysis and discussion of print, radio, and electronic media with reference to: focus, presentation, technology and cost</p> <p>14. Communicating with groups on any one of the following themes:</p> <ol style="list-style-type: none"> Social messages- gender equality, AIDs, female foeticide, child labour, rights abuse and other such themes Scientific fact / discovery Any significant incident/ event 	<ul style="list-style-type: none"> ● Analysis and discussion of <ul style="list-style-type: none"> – print – radio – electronic media with reference to: focus, presentation, technology and cost

Class XII Syllabus printed in Class XI textbook	Modifications in the Class XII textbook
<p>Projects</p> <p>Any one of the following may be undertaken and evaluated:</p> <ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a. Analysis of traditional occupations prevalent in one's local area, their beginnings, present status and challenges faced b. Analysis of gender roles, entrepreneurial opportunities, and future careers and family participation 2. Documentation of any public/mass campaign being implemented in own area, with reference to: <ol style="list-style-type: none"> a. Purpose of campaign b. Focal group c. Modalities of implementation d. Stakeholders involved e. Media and methods used <p>Comment on the relevance of the campaign.</p> 3. Study of an integrated community based programme being implemented in own area, with reference to: <ol style="list-style-type: none"> a. Programme objectives b. Focal group c. Modalities of implementation d. Stakeholders involved 	<p>Projects</p> <p>Note: Any one of the following projects may be undertaken and evaluated:</p> <ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a. Analysis of traditional occupations prevalent in one's local area, their beginnings, present status and challenges faced b. Analyse gender roles, entrepreneurial opportunities and future careers and family participation 2. Documentation of any public/mass campaign being implemented in own area, with reference to: <ol style="list-style-type: none"> a. Purpose of campaign b. Focal group c. Modalities of implementation d. Stakeholders involved e. Media and methods used <p>Comment on the relevance of the campaign.</p> 3. Study of an integrated community-based, nutrition/health programme being implemented in own area, with reference to: <ol style="list-style-type: none"> a. Programme objectives b. Focal group c. Modalities of implementation d. Stakeholders involved

<p>4. Visit to the neighbouring areas and interviews with two adolescents and two adults regarding their perception of persons with special needs.</p> <p>5. Profile any one person with special needs, child or adult: to find out their diet, clothing, activities, physical and psychological needs.</p> <p>6. Observe and document any event in your school/ home or neighbourhood. Evaluate the same with respect to:</p> <ol style="list-style-type: none"> Relevance Resource availability and mobilisation Planning and execution of the event Financial implications Feedback from stakeholders <p>Suggest modifications for the future.</p>	<p>4. Visit to the neighbouring areas and interviews with two adolescents and two adults regarding their perception of persons with special needs.</p> <p>5. Profile any one person with special needs, child or adult: to find out their diet, clothing, activities, physical and psychological needs.</p> <p>6. Plan and execute any event in your school. Evaluate the same with respect to:</p> <ol style="list-style-type: none"> Its relevance Resource availability and mobilisation Planning and execution of the event Financial Implications Feedback from stakeholders Suggest modifications for the future. <p>7. Planning messages for nutrition, health and life skills using different modes of communication for different focal groups.</p> <p>8. Market survey of processed foods, their packaging and label information.</p>
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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

CONTENTS

PART – II

	Foreword	<i>iii</i>
	Preface	<i>v</i>
	A Note to the Teacher	<i>vii</i>
Unit IV	Fabric and Apparel	211
Chapter 11	Design for Fabric and Apparel	215
Chapter 12	Fashion Design and Merchandising	234
Chapter 13	Production and Quality Control in the Garment Industry	248
Chapter 14	Textile Conservation in Museums	267
Chapter 15	Care and Maintenance of Fabrics in Institutions	279
Unit V	Resource Management	295
Chapter 16	Human Resource Management	298
Chapter 17	Hospitality Management	313
Chapter 18	Ergonomics and Designing of Interior and Exterior Spaces	328
Chapter 19	Event Management	343
Chapter 20	Consumer Education and Protection	361
Unit VI	Communication and Extension	379
Chapter 21	Development Communication and Journalism	382
Chapter 22	Advocacy	394
Chapter 23	Media Management, Design and Production	402
Chapter 24	Corporate Communication and Public Relations	419
Chapter 25	Management of Development Programme	433
Appendix	Projects	443-458
	Feedback Questionnaire	459

CONTENTS OF PART – I

Unit I	Work, Livelihood and Career: Preparation, Choices and Selection
Chapter 1	Work, Livelihood and Career: Preparation, Choices and Selection
Unit II	Nutrition, Food Science and Technology
Chapter 2	Clinical Nutrition and Dietetics
Chapter 3	Public Nutrition and Health
Chapter 4	Catering and Food Service Management
Chapter 5	Food Processing and Technology
Chapter 6	Food Quality and Food Safety References
Unit III	Human Development and Family Studies
Chapter 7	Early Childhood Care and Education
Chapter 8	Guidance and Counselling
Chapter 9	Special Education and Support Services
Chapter 10	Management of Support Services, Institutions and Programmes for Children, Youth and Elderly References
Appendix	Syllabus

PROJECTS

NOTE : Any one of the following projects may be undertaken and evaluated.

PROJECT 1: ANALYSIS OF TRADITIONAL OCCUPATIONS

Analysis of traditional occupations prevalent in one's own local area, their beginnings, present status and challenges faced. Analyse gender roles, entrepreneurial opportunities, future careers and family participation.

Content of the Project

Identify the traditional occupations prevalent in your region. Interview some craftsmen about their beginnings, present status, and problems and challenges that they face.

Purpose of the Project

You have read in Unit 1 about traditional occupations in India. Doing this project will give you insights into the origin and history of the craft, the changes that have emerged in the modern context, its marketability and the challenges faced by craftsmen. You may also learn about how some of them have become entrepreneurs. It is intended that this will enable you to think of entrepreneurial possibilities in the modern context.

Procedure

1. Teacher to initiate brainstorming session in the class by asking students to identify different occupations prevalent in their region or state.
2. List all the occupations on the black board. For example,
 - (i) Occupations related to food industry — pickles, jams, snacks, sweets, traditional festival specialty cuisines etc.
 - (ii) Occupations related to garment industry — weaving, stitching, embroidery, knitting etc.
 - (iii) Occupation related to handicraft industry — carpet making, pottery, bamboo art, traditional paintings, paper art, assessor making etc.
 - (iv) Any other occupation prevalent in the local area.

3. The class can be divided into groups consisting of not more than 5 students per group.
4. Each group will identify a specific traditional craft or art or product.
5. Each group will identify artisans/craftsmen practising the selected craft/art.
6. Develop an interview format based on the list of points given below under 'Discussion Points'.
7. Students will interact with approximately 2-3 such persons and discuss with them the following points:

Discussion Points

- i. Origin of the specific art or craft, if they know any historical perspective
- ii. Types of products made, raw materials used, the source of raw materials, process of manufacture and skills required at various stages, training acquired, any formal training required
- iii. Costing and profitability
- iv. Production per month and approximate earnings, customers, profitability
- v. Changes that have occurred in the modern setting and challenges or problems faced
- vi. Remedial actions and support required, if any
- vii. Government or private schemes available and availed of
- viii. Gender aspects in relation to (a) type of products made (b) specific tasks assigned for production (c) family support and participation including children (d) payment to males and females
- ix. Marketing strategies adopted
- x. Assistance, support and funds required
- xi. Self-employment and entrepreneurship possibility

Responses of the persons interviewed should be recorded and a project report prepared.

Each group will then draw conclusions in relation to entrepreneurial possibilities and gender roles in the modern context as well as child labour.

Each group will make a presentation to the class, which will be evaluated by the teacher(s).

Outline for project report — Introduction to the profession, job description and skills required, etc., followed by presentation and discussion.

PROJECT 2: DOCUMENTATION OF ANY PUBLIC/MASS CAMPAIGN

Documentation of any public/mass campaign being implemented in own area, with reference to:

- (a) Purpose of campaign
- (b) Focal group
- (c) Modalities of implementation
- (d) Stakeholders involved
- (e) Media and methods used
- (f) Comment on the relevance of the campaign.

Content of the Project

Documentation of a public or mass campaign implemented in your own area.

Purpose of the Project

You have learnt about the use of media for various purposes. This project will enable you to gain firsthand experience in how campaigns are conducted.

Procedure

The class is divided into four groups. Class should identify and select two public or mass campaigns that have been or are being conducted in their locality or region. For each campaign, one group should interview some members of the organising committee and the other group should interview some members of the focal or target group.

1. Each group should prepare a file which contains the record of the event in detail.
2. Record should be kept of the interviews regarding the following details:
 - Purpose of the campaign

- Focal or target group intended to be covered
- Methods of implementation
- Media used
- Methods of communication
- Duration of the campaign
- Persons/organisations involved in planning and implementation (stakeholders)
- Actual coverage of focal and target group in terms of number or geographic areas/age groups
- Amount and type of planning required
- Sources of funds
- Responses to the campaign
- Evaluation done by the organisers

Each group should present their observations in brief to the class. Teacher and students can discuss in classroom whether the purpose has been served and whether any aspect could have been dealt with differently.

PROJECT 3 : STUDY OF AN INTEGRATED COMMUNITY - BASED PROGRAMME

Study of an integrated community - based nutrition/health programme being implemented in own area, with reference to:

- (a) Programme objectives
- (b) Focal group
- (c) Modalities of implementation
- (d) Stakeholders involved

Content of the Project

Study of a community-based nutrition/health programme being implemented in your own area.

Purpose of the Project

You have read that there are several nutrition problems that the country has to tackle. This practical will enable you to gain some knowledge and insight into programme(s) that are currently being implemented.

Procedure

Divide the class into 4-5 groups. Each group should study one of the following programmes/schemes:

- ICDS
 - Mid-day Meal Programme
 - Pulse polio programme
 - Programme for reproductive and child health
 - Programme for safe/clean water and sanitation
 - Any other programme that is being implemented in the area
1. Each group should prepare a file which contains the record of the programme in detail.
 2. Each group should visit the site where the programme is being implemented and interact with the persons in charge e.g., Child Development Project Officer (CDPO) in ICDS, the field workers (e.g., anganwadi *sevika*/worker), observe the activities that are going on and interact with the participants/beneficiaries.
 3. Observations, understanding of the manner in which the programme is implemented, number of participants/beneficiaries, services given and benefits perceived by participants, suggestions of participants for improvement of programme.

Note to Teachers

It should be ensured that students are guided to cover and understand details regarding programme objectives, partners/stakeholders involved, focal group/target group and strategies of implementation, source of support(financial) costs and benefits, total coverage.

4. Each group should make a presentation to the class and give their comments and suggestions as to how they can contribute to the programme.

PROJECT 4 : PERCEPTION OF ADOLESCENTS AND ADULTS REGARDING PERSONS WITH SPECIAL NEEDS

Visit to the neighbouring areas and interviews with two adolescents and two adults regarding their perception of persons with special needs.

Content of the Project

Identify two adolescents and two adults in the neighbourhood and interview them, using the given interview schedule, about their perceptions of persons with special needs.

Purpose of Project

You have read that one of the career options that you can take up after specialising in the Human Development/Child Development stream is working with children and adults with disabilities. Doing this Project (and the next one) will help you to develop some ideas of this career option. Specifically, this Project will help you to understand what people in general think about persons with disabilities. Talking with people may also cause you to introspect about your own beliefs and perceptions. You may find that there are many similarities in your thinking. Think about whether you need to change some of your beliefs.

Key Concepts in the Project/Learning Points in the Project

Some important terms in this area include — adolescents, adults, neighbourhood, interview, interview schedule. We can say that these are the key concepts that we want you to understand through the Project. Why are you being asked to interview adolescents and adults? Why in the neighbourhood? And what is an interview and how is it different from talking to a person? You know:

1. That adolescence is the time when the person starts to focus on the self and others in a very deliberate and conscious manner. Recall your reading about the Development of Self in Class XI. The ability for abstract thinking makes it possible for the person to think of various possibilities. This is also the time when many values are in the process of being formed. The adolescent's values and beliefs regarding diversity in humanity is important as it shapes everyday interaction.

2. That adults often have well established opinions and beliefs — all of which may not necessarily be humane and just. Adults are also the ones who shape the attitude of children by their words and actions, directly and indirectly. Knowing their beliefs is important.
3. That you have been asked to interview adolescents and adults in your neighbourhood rather than interview people by visiting a centre or institution for people with disabilities. This means that persons with disabilities are a part of the society and we expect that most people would have some experience of interacting with people with disabilities. Therefore, we are asking you to interview people in the neighbourhood — we are not asking you to go to special places to look for people who would have interacted with people with disabilities.
4. You have to find out perceptions by interviewing the people — not simply by talking to them. What is the difference between an interview and a talk? Interview is a major method of collecting information or 'data' and doing this Project provides you exposure in this. Talking is an informal interaction between people. An interview is a conversation which is planned to some extent by the person who conducts the interview. The person doing the interview follows some rules in directing the talk. There is a certain way in which the interview should be conducted as well as there are ethics of an interview. We shall discuss these aspects in detail a little later.
5. To conduct a good interview so that you get all the information that you want, you need to have some advance preparation. You need to think of the questions that you will ask. These are written out in the form of an interview schedule. While for now we are providing you the schedule that you will use to conduct the interview, in another section, we will talk about the guidelines for developing interview schedules. This will help you to understand why we have constructed the interview schedule the way we have.

Preliminary Activities for the Project

1. Read the relevant section in the textbook of Class XII. You should be familiar with the persons with special needs.
2. Locate one adolescent and one adult. It would be good if you can identify one male and one female.
3. Become familiar with the interview schedule we have provided which you will use to collect the required information for this Project.

The Interview Schedule

Instructions: Read out the instructions before starting the questions.

Introduction: I am a student of Class XII. We are conducting interviews with the public regarding their views about persons with disability. Please assist by answering the questions below:

1. Have you met or heard about anyone with a special need or disability? Yes or No? If Yes, who and where? Describe the problems.
2. Can you describe what you felt when you met or saw this person?
3. What did you first notice about the person?
4. What do you think were the abilities the person had?

Note to the Teacher

Conduct a guided discussion in the class on:

- I
 - a) Interviewing
 - b) Recording the answers given by interviewees
 - c) Why was this activity done in your neighbourhood?
 - d) Activities towards disability

- II Report from the students should have:
 - a) answers to interview
 - b) concluding points

PROJECT 5: PROFILING A PERSON WITH SPECIAL NEEDS

Profile any one person with special needs, child or adult, to find out their diet, clothing, activities, physical and psychological needs.

Content

Profile any one person with special needs, child or adult, to find out his/her:

- (i) diet
- (ii) clothing
- (iii) activities
- (iv) physical needs
- (v) psychological needs

Procedure

Identify a child (11-18 years) or an older person who has a disability. Ensure that the child/adult is willing to be a participant and can answer your questions; alternatively his/her caregiver/family member can answer on his/her behalf.

Develop a set of questions in the form of an interview schedule that can elicit information in the areas listed above.

Note: Include questions, and ask them in a manner that you do not make the child/adult feel awkward, excluded or being labelled.

Conclusion

Draw up a brief profile of the child/adult, focussing on how he/she is similar to children/people who do not have a disability.

Note for the Teacher

This project is expected to develop in students the ability to frame relevant questions, plan and conduct an interview and also write up a case profile.

PROJECT 6: PLANNING AND EXECUTING AN EVENT IN SCHOOL

Plan and execute any event in your school. Evaluate the same with respect to:

- (a) Its relevance
- (b) Resource availability and mobilisation
- (c) Planning and execution of the event

- (d) Financial implications
- (e) Feedback from stakeholders
- (f) Suggest modifications for the future.

Purpose: To enable students to plan an event efficiently.

Procedure: Using your knowledge about team members required for an event, plan and allocate duties to different personnel in the team. Make three columns and discuss duties such as, pre-event, during-event and post-event activities.

1. Plan and allocate work to different team members for an event you wish to plan in future. List the pre-event, during-event and post event activities.

After doing this activity you will be able to allocate duties to different personnel involved in organising the event for successful execution.

2. Divide the students into groups.
3. Assign groups the following tasks :
 - Designing an invitation card
 - Making copies of invitations and distribution
 - Choose a theme for the event (if desired)
 - Decide on a budget
 - Decide on a menu for refreshments
 - Make decisions about the decorations of the venue
 - Choose the music, activities etc. to happen during the event (Programme)
 - Conduct the event
 - Record of income and expenses
4. Post-event evaluation to be done using the following points:

Name of Event	
Date	Location
Type of Event	

 - Did you enjoy the event? If no, then please state the reason.
 - What did you like most in the event?

- What did you like least in the event?
- What are the problems you faced during the event?
- What could have been done to make this event better?
- How do you rate the various services provided by us (please tick one option):

	Excellent	Good	Average	Poor
Hospitality:				
Catering:				
Transportation:				
Management Staff behavior:				
Management Staff Services:				

Would you like to participate in our next event?

Note: Collect invitations of ten different events and understand the programme schedule in detail. Based on the information gathered, design the invitation card

For card evaluation or design, students can use the following checklist to ensure that all critical attributes are included.

S.No.	Attributes of the invitation card	Present/ Absent	Good	Average	Poor
1.	Text				
a.	Venue				
b.	Location map				
c.	Landmarks				
d.	Time duration				
e.	Programme details				
2.	Layout of information				
3.	Appeal of the card				
4.	Clarity of information				
5.	Theme of the event				
6.	Expectation from guests				
7.	New design concept				

S.No.	Attributes of the invitation card	Present / Absent	Good	Average	Poor
8.	Organising team and their contact numbers				
9.	Any other				

Note to Teachers

Teacher can ask students to bring invitation cards for different events and discuss the aspects important in card designing like —

- Relevant text such as, the venue and its location map or the significant landmarks, time, occasion, programme details, etc.
- Layout of information
- Appeal of the card
- Clarity in information
- Theme of the event and expectation from guests
- New design concept
- Organising team and their contact numbers

PROJECT 7: PLANNING MESSAGES FOR NUTRITION, HEALTH AND LIFE SKILLS

Planning messages for nutrition, health and life skills using different modes of communication for different focal groups.

Content

1. Identification of a target group for education
2. Identification of needs and problems that are specific to the selected group
3. Planning a suitable message to educate the group
4. Selecting a mode of communication
5. Developing the educational material.

Purpose

This practical is intended to enable the students to plan suitable messages for health and nutrition education of different groups of the community and to select an appropriate mode of communication to deliver the message.

Procedure

1. The class can be divided into groups of 4-5 students in each group.
2. The first task is to identify the focal/target group for whom the message is to be made. The different focal groups could be — adolescents, school children, pregnant mothers, adults.
3. Once the focal/target group is selected, identify the nutritional problem or a topic about which you would like to educate the group.
4. Identify a suitable message (aimed at the selected group) which will help in improving the nutrition and health profile of the selected group. This will depend on the needs and the existing problems specific to each group. For example, the message to be delivered to pregnant mothers could be improvement in their diet during pregnancy. For adults it could be increasing physical activity to maintain weight, and enhance fitness and well being.
5. Select a suitable mode of communication to deliver the message. A variety of modes are available like poster, charts, flipbooks, puppet stories and short skits to convey the message. The learners can select any one depending on the availability of time and resources.
6. Each group should discuss about the target group they want to select and the message that they want to deliver. They are assisted by the teacher in this process. Then they decide as to how they will deliver the message. Once the plan is finalised, the group works on the message and develops the final product.
7. Each group will present its product to the teachers and classmates.
8. Group Evaluation of the product and presentation.

PROJECT 8 : MARKET SURVEY OF PROCESSED FOODS

Content

Market survey of processed foods, their packaging and label information

Purpose

This practical is intended to familiarise students with the variety of processed foods available in the market, create awareness about the different types of packaging materials used for processed foods and to generate interest in the study of label information.

Procedure

The students will work in groups comprising 4-5 students in each group.

1. Each group will go to a different market and collect information on the following:
 - A:** Availability of the following foods:
 - Cereal foods like breakfast foods, noodles, atta.
 - Dairy products – milk, cheese, butter, ghee, ice-cream.
 - Preserves – jams, pickles, squashes, ketchup, sauces.
 - Snacks – chips, bhujias, biscuits,
 - Nutrition Supplements such as Complan, Bournvita, Horlicks, Milo, Boost and other branded products.
 - Beverages – fruit juices, carbonated soft drinks, bottled water.
 - B:** Note the packaging material used for these products.

2. Make a table comparing the types of packaging materials used for different types of foods.

Name of product	Packaging materials used	Label information					
		Date of packaging	Best before date	Weight	Certification mark (e.g. Agmark/FPO/ISI)	Nutrition Information	Remarks, if any

3. Compare costs of different packaging for the same product (if available).

Result/Conclusion: The collected information to be tabulated on a chart and displayed. The findings can be discussed in a classroom session where the teacher can point out the relative merits and demerits of the different packaging materials used.

NOTES

FEEDBACK QUESTIONNAIRE

(HUMAN ECOLOGY AND FAMILY SCIENCES TEXTBOOK)

Please give your comments on the textbook by filling this feedback questionnaire. You may please send the questionnaire by post, or through email, to Dr. Tannu Malik, *Assistant Professor*, Department of Education in Social Sciences, NCERT, Sri Aurobindo Marg, New Delhi-110016. Email: tannu_malik@rediffmail.com

We welcome feedback from teachers, students, parents and any other user of the textbook. *You may attach a separate sheet as per your requirement.*

Teacher/Student/Parent/Any other (please specify)

Name _____

School address _____

1a. Is the cover page and printing of the textbook attractive? Yes/No

1b. If not, please specify

1c. Do you find the language simple and easy to understand? Yes/No

1d. Mention the chapters/pages where the language is difficult to understand.

Chapter No	Page No.	Lines
_____	_____	_____
_____	_____	_____

2a. Do you find the content of the textbook adequate to meet the requirements of the syllabus? Yes/No

2b. Mention the chapters which are lengthy.

2c. Mention the chapters which are too sketchy.

3a. Does the textbook explain the scope and significance of each domain of HEFS? Yes/No

3b. If no, please specify.

4a. Certain practical and activities have been suggested in the textbook. Which of them have you undertaken in your class? Mention those which you found useful, engaging and enriching.

4b. Mention difficulties, if any, faced while organising/doing these practical/ activities.

5a. Do you find the illustrations helpful in understanding the content? Yes/No

5b. Mention the illustrations which are not helpful in understanding the content.

Chapter No.

Page No.

Figure No.

6. Mention the printing errors, if any.

Chapter No.

Page No.

Line

7. Any specific comments/suggestions for overall improvement of the textbook.

UNIT IV

FABRIC AND APPAREL

INTRODUCTION

Textile materials are among the oldest materials known to the human world. Fabrics made from fibres like cotton, wool, linen and silk have been used from pre-historic times for apparel and household articles, and also for fishing and hunting nets, ropes, sails for ships, among others. To these lists of natural fibres, the last century saw the addition of manufactured and synthetic fibres. Textile materials have also provided a suitable medium for human creativity, producing items of arts and artifacts. These items are valued for their aesthetic appeal apart from their versatility of usage.

From your knowledge of Class XI, the various facets of Fabric and Apparel study you can recall:

- Knowledge of basic textile materials and their properties, which make the selection suitable for the specific need and for their appropriate care and maintenance
- Significance of clothing and apparel in terms of:
 - social, psychological and economic aspects
 - geographical, cultural and religious needs
 - age and physical growth of the person
 - purely aesthetic or decorative aspects
- Appreciation of the rich heritage of Indian textiles and its importance to India's economy.

Let us now see how individuals with appropriate education can make careers in these areas. From the vast range of possible options, we will discuss some selected areas which are promising avenues for career development and/or entrepreneurial ventures, which are therefore gaining importance in formal study. Foremost in this section are those related to **Design**.

Design is a term commonly used to describe the appearance and appeal of any article. It may be used for the cut and style of a dress, or the colour and print of a fabric. However, it is not mere decoration. It is the planning and creation of an article for a specific purpose. You have learnt in the Class XI that the process of manufacturing and application of special treatments on all fibres have made it possible to have fabrics and materials suitable for specific use. This would be a good example of Textile Designing.

Clothes are an important part of our life. They become part of our memories as we remember some of our special occasions by what we were wearing. Over a period of time we develop a special style. Very often we look for a designer who can provide us that consistent look and also adapt current trends. They are referred to as Fashion Designers.

The areas that are discussed in this Unit are:

- Design in Fabric and Apparel—Understanding the Fundamentals of Design
- Fashion Design and Merchandising—The design industry is a vibrant, varied and dynamic creative sector that plays a powerful and important role in many areas of our lives. Fashion design as a subject can introduce and prepare students to know how the fashion business operates and what to expect while working in it.
- Production and Quality Control in the Garment Industry—The Garment Industry of India is an important part of Indian economy. It provides an increasing avenue of jobs in view of the popularity and wider usage of technology in this field.
- Conservation of textile products, particularly in Museums which are resource centres for revival and preservation of heritage, for reproduction and development and for creating awareness.
- Care and Maintenance of Fabrics in Institutions—This provides opportunities for entrepreneurship and professional enterprises, be it services rendered at the domestic/household level through commercial laundries to special care of fabrics in institutions included in the hospital and hospitality sectors.

The subject of Fabric and Apparel has been part of all erstwhile Home Science courses. In different Universities and colleges, it is referred to by different nomenclatures like Textiles and Clothing or Clothing and Textiles, Textiles and Fashion Study or Fashion and Textile Science, Textile Science and Apparel Design. These courses are taught as after-school-courses, as degree programmes / diplomas in Home Science Colleges, Polytechnics teaching Textile Design and Fashion Design, and Art and Design Institutes. There is also in-house training in many institutes catering to special vocations and professions at all levels. Each of these institutes may focus on a specific aspect. Home Science Colleges which offer P.G. degrees attempt to give a more comprehensive knowledge covering all aspects.

NOTE FOR THE TEACHERS

- The schools should have a fabric library, which has additions regularly. The fabrics collected would be the common ones, purchased from the local market, so that the students identify with them.
- Outside sources to be included are brochures, advertisement leaflets, pattern books and the latest information from internet.
- Brain storming with students prior to activities would bring in better flow of ideas.
- In practicals, demonstration by the teacher is very necessary.
- If possible some field trips should be organised – exhibitions, artisans at work, museums, garment production unit (even if it is at small level).

DESIGN FOR FABRIC AND APPAREL

LEARNING OBJECTIVES

After completing this section the learner will be able to:

- discuss the concepts of design
 - recognise the elements that constitute design
 - explain the application of design principles for fabric and apparel
 - discuss how a student can prepare for a career in the field.
-

INTRODUCTION

The word 'design' is a popular contemporary term which has different connotations and meanings assigned to it. Very often it is used for high fashion dress and its accessories. In fabrics it is associated with the colour scheme, or more specifically, the print on it. However, it does not give the complete picture. Design is not mere decoration. The most aesthetically pleasing object cannot be considered well designed if it is not functional or not appropriate to its usage. Design has several meanings. In the broadest sense, it can be described as harmony in form. The most important aspect of design, however, lies in the meaning and use of the designers' creative urge and expression and therefore, the greatest harmony is achieved only when the aesthetic aspect of *good design* is truly integrated with the utility of the object which has been created. Thus, we can say that "Design is the

human power to conceive, plan, and realise products that serve human beings in the accomplishment of any individual or collective purpose.” A good design is more than aesthetically pleasing. It is the right use of materials to give what people expect in price, colour and service.

BASIC CONCEPTS

Design Analysis: Design is an arrangement according to a plan for creation of a desired object. It goes one step further than the functional part of planning and produces a result which gives aesthetic satisfaction. It is studied in two aspects, viz. *Structural* and *Applied*.

Structural design is that which depends on form and not superimposed ornamentation. In fabric production, it takes into account the basic processing of fibre, types of fibres and yarns, variations of weaving, knitting etc. and the stages at which colour is added. In dress, it refers to the basic cut or silhouette of the garment. *Applied* design is the part of the design which has been super imposed on the basic structure. On fabric finishes, dyeing and printing, embroidery and fancy needle-work can change the appearance. On garments, it includes trims and notions (fasteners) which add to the value of the final product. Fabric Design and Dress Design are as much an Art as Architecture, Painting or Sculpture, thus the same Grammar of Art is applicable.

Design consists of two main factors: *Elements and Principles*.

Elements of Design are the tools of the Art. These are colour, texture, and line, shape or form. The elements of design are manipulated to create harmony, balance, rhythm, proportion and emphasis. These are the *Principles of Design*.

ELEMENTS OF DESIGN

Colour: Colour is all around us in many forms. It is one of the most important aspects of all textile materials – be it for apparel, household, commercial or institutional use. The identity of the product is most often attributed to colour. Everyone responds to colour and has definite preferences. Colour reflects the season, events and the spirit of people. The choice is affected by culture, tradition, climate, season, occasion or purely personal reason. Colour is an important part of Fashion. Designers carefully choose fabric colours to make a definite statement.

Colour Theory: Colour can be defined as reflection of light striking the surface of an object. It is the visual sensation resulting from reflection of visible light rays that strike the retina and stimulate cells in the nerves of the eye. The nerves send a message to the brain, which produces a sensation of a specific kind, and we see colour. The colour that is observed by the brain is dependent on the particular wave length or combination of wave lengths of the light source. To see colour on any material, light must be reflected from the object to be seen by the eye. When all light rays are reflected, the object appears white; when none are reflected it is black.

Understanding Colour

Study of colour is dependent on light. Light is a form of radiant energy and forms a part of electro-magnetic radiation spectrum. Sunlight is the radiant energy reaching the Earth from Sun by light waves. Light falling on raindrops are scattered to produce the spectrum of seven colours –VIBGYOR – (Violet, Indigo, Blue, Green, Yellow, Orange and Red). Sunlight rays are thus composed of these seven visible colours along with ultra-violet and infra-red rays.

Light rays of short wavelengths are grouped as *receding or restful colours* — green, blue green, blue and purple. Longer wave lengths have red orange and yellow, which are *advancing or stimulating colours*. Because light is composed of different wavelengths, colour is seen in different values and intensities.

Colour is specified in three aspects: *Hue, Value and Intensity or Chroma*.

Hue is the common name of the colour. Spectrum specifies the seven colours as VIBGYOR. To understand colour from a design point of view, reference is made to the Munsell's Colour Wheel. This divides colours as;

- *Primary* colours : These cannot be produced by mixing any other colour. These are red, yellow and blue (refer circles in the Fig.11.1).
- *Secondary* colours : These are made by mixing two primary colours – orange, green and violet (squares in the Fig.11.1).

- *Tertiary or intermediates:* These are made by mixing one primary and one secondary colour, lying adjacent to each other on the colour wheel. Thus we have red-orange, yellow-orange, yellow-green, blue-green, blue-purple and red-purple (the small triangles in the Fig. 11.1).

Apart from these there are the groups known as *neutral* colours such as white, black, grey, silver and metallics. These are called **achromatics**, i.e., colours without colour.

The common colour wheel shows colours in their purest form and fullest intensity.

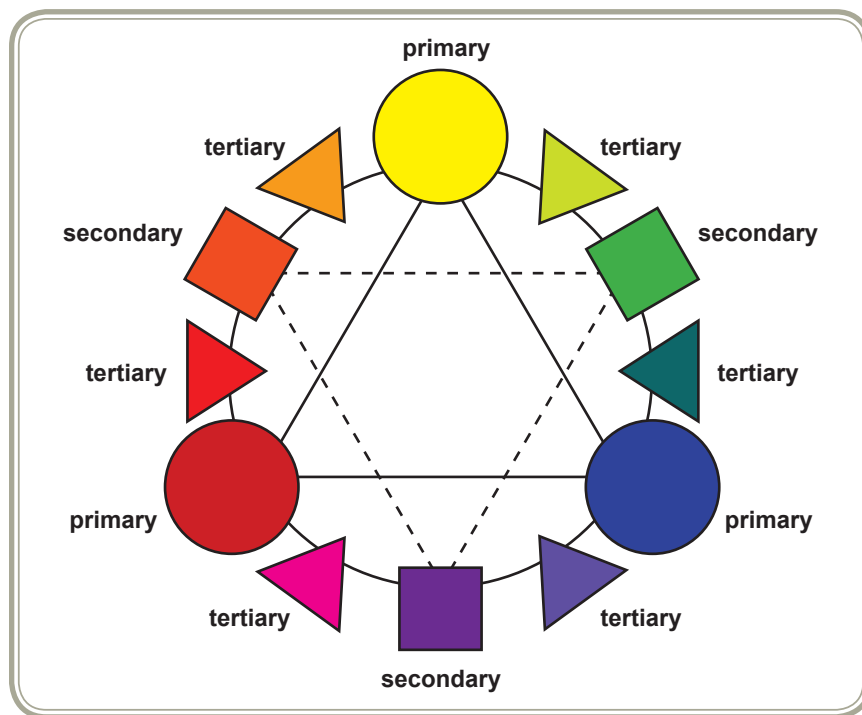


Fig. 11.1: Colour Wheel

Value describes lightness or darkness of a hue, which is referred to as *tint* or *shade*. White has maximum value, while black has the least. Grey Scale and Value Chart are 11 (0-10) grades scale for judging value. It shows 0 for black, 10 for white and 5 as the mid value for grey or hue. When the hue approaches white, it is a tint; when it approaches black it is a shade. Grey Scale also helps us to judge the equivalent value of any hue.

0	1	2	3	4	5	6	7	8	9	10
BLACK					GREY					WHITE
S	H	A	D	E	HUE	T	I	N	T	S

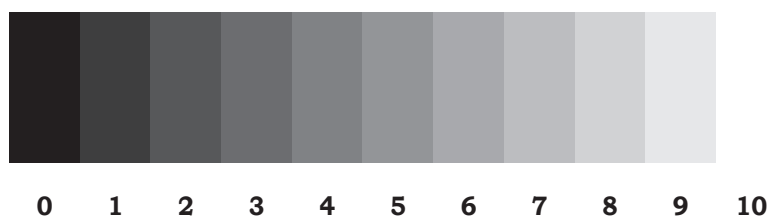
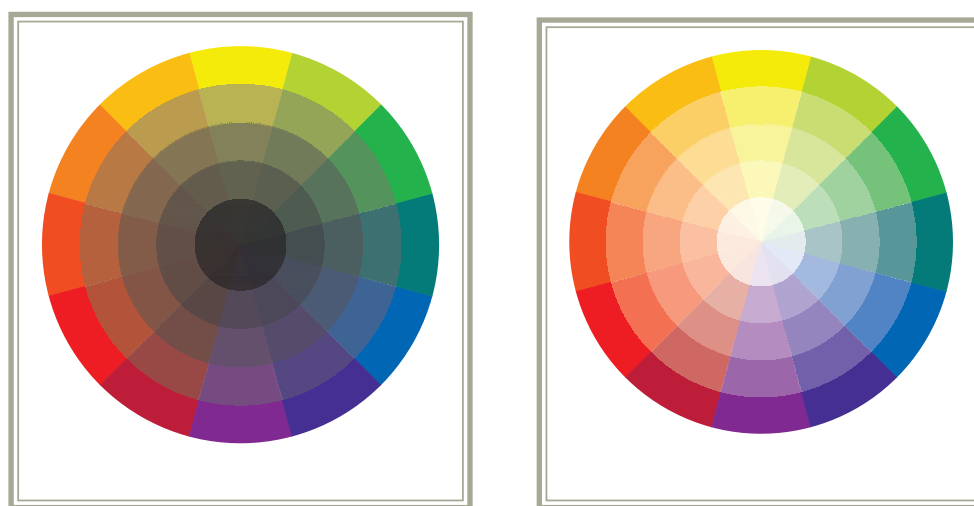


Fig. 11.2: Grey Scale



Shades (0 – 5) Dark Value

Tints (10-5) Light Value

Fig. 11.3: Colour Shades & Tints

Chroma or intensity is the brightness or purity of colour. Dullness results when the colour is blended with other colour, specifically with the colour opposite to it on colour wheel.

Recognising colour : Most of us with normal eyesight are able to distinguish between values and intensities of different hues and give them names (e.g., brick red, blood red, tomato red, ruby red, carrot red, etc.). Colour names are derived from natural sources—flowers, trees, woods; food, fruits, vegetables, spices; birds, animals, fur; stones and metals,

minerals earth; pigments and paints; among many others. In each group you may be able to see reds and pinks, yellows and orange, purples and violet, blues, greens, browns and greys. Names often have regional flavour. Thus a name of one area may not mean the same to the people of another area. In today's world, when there is international trade in a large number of goods, (especially Textile Products) a system of using numbers along with names has been devised. The *Pantone Shade Card* shows (Fig. 11.4) all possible hues, tints and shades in varying intensities. Each has been given a code number, which is recognised internationally. This helps in Fashion Forecasting and when orders for products are given in foreign lands.



Fig. 11.4: Pantone Shade Card

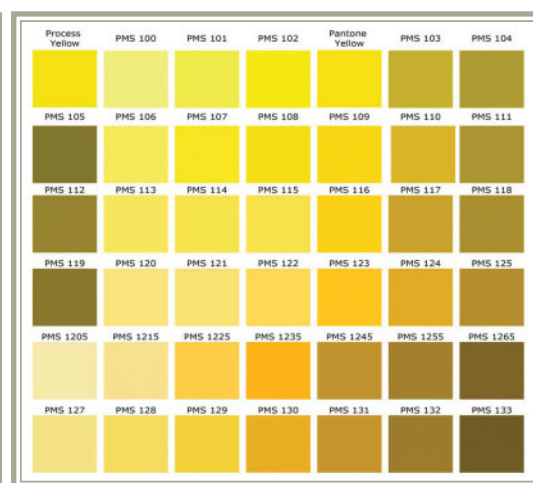


Fig. 11.5: Pantone Color Chart (for a specific order)

Colour in Fabric: Colour can be seen in fabrics in various design forms. We see fabrics which have uniform one solid colour, others where the colour seems to follow the yarn interlacing and still others may have colour in any shape. Stages of fabric production when colour is added give a vast range of designs.

- Dyeing is very rarely done at the *Fibre stage*, because it proves to be the most expensive process. However it is resorted to for some manufactured fibres which are not easily dyed or if the design requirement is for a yarn with multicoloured fibres.



Fig. 11.6: Pantone colours in pens

- Dyeing done at *Yarn stage* helps to create multifarious designs. Woven stripes, checks, plaids, or even simple chambrays are common designs produced. Brocade and Jacquard patterning is produced by weaving dyed yarns. When yarns are tie-dyed it results in beautiful *Ikat* patterns.
- Dyeing at *Fabric stage* is the most common method. It may be done to produce simple single coloured fabrics and also as designed materials through tie and batik.
- Colour can also be added at the fabric stage by painting, printing, embroidery and patch or appliqué work. Here the colour application can be in any shape and form.

Textile designers need to have a sound knowledge of the dyeing properties of different fibres and fabrics. Depending upon the requirements of the final product, they decide the stage and technique of colour application.

Colour Schemes or Colour Harmonies

Certain basic colour schemes are used as guides for combining colours. A colour scheme merely suggests the hues that can be combined; the values and intensities of the hue and the quantities of each to be used are the decisions taken by the designer or the consumer. Colour schemes are best studied with reference to the Colour Wheel.

Colour Schemes can be discussed in two groups: Related and Contrasting

Related schemes have at least one hue in common. These are:

- *Monochromatic harmony* which means a harmony based on one hue. This single hue may be varied in value and/or intensity.
- *Achromatic harmony* uses only neutrals such as a combination of black and white.
- *Accented neutral* utilises one hue and a neutral or an achromatic colour.
- *Analogous harmony* refers to a color combination using two or three hues that lie side by side on the colour wheel. Use of four or more hues may create a jumble unless each one is in very small quantity.

Contrasting schemes can be the following:

- *Complementary harmony* refers to a harmony using two hues that lie directly opposite to one another on the Colour Wheel.
- *Double complementary* has two pairs of complements, generally neighbours on the Colour Wheel.

- *Split complementary* harmony is a three color combination utilising a hue, its complement (directly across on the Colour Wheel) and neighbor. It may also use a hue and two neighbors of its complement.
- *Analogous complementary* is a combination of analogous and complementary schemes, a complement selected for dominance in a group of neighbouring colours.
- *Triadic Harmony* is a combination of three hues that lie equidistant from one another on the Colour Wheel.

ACTIVITY 1

Collect samples of fabric, printed paper, illustrations of dresses, illustrations of interiors of rooms etc. Analyse the colour harmonies, specifying hue, value and intensity.

Texture: Texture is the sensory impression of sight and touch and refers to the tactile and visual qualities of the material. Each material has a distinctive texture (whether textile or otherwise). Texture can be described in terms of -

How it looks – shiny, dull, opaque, dense, transparent, translucent, glossy;

How it behaves – hangs limp, stiff, sticking out, clinging, flowing out;

How it feels – soft, crisp, harsh, smooth, rough, coarse, grainy, pebbly.

In the chapter ‘Fabrics Around Us’ of the Class XI book, we learnt that it is mainly the textile materials that bring texture in our daily life. You may also recall the factors which determine the texture in textile materials. These can be summarised as -

- Fibre content – fibre type (natural or man-made), its length and fineness and its surface characteristics;
- Yarn processing and yarn type – method of processing, twist inserted during processing, fineness of the yarn and yarn type (simple, complex, novelty or textured);
- Fabric construction technique – weaving (type of weave and its compactness), knitting, felting, braiding, lace-making etc.;
- Fabric finishes – stiffening (starching, sizing or gumming), ironing, calendaring and tentering, napping, fulling;
- Surface ornamentation – tufting, flock printing, embroidery, and stitched effects.

The main purpose of texture in dress design is to create interest and to enhance the desirable features of the person. Textures used should have a pleasing relationship to each other to achieve harmony. In dress, the texture used should be appropriate to figure, personal characteristics, silhouette or form of costume, and occasion.

ACTIVITY 2

Collect samples of textile materials showing different textures. Try to describe their texture in suitable terms (shiny, stiff, smooth, etc.) Analyse the factors due to which the texture has been achieved.

Note for the Teacher

Supplementary classroom material can include different textile products, types of wood, stones, minerals, metals, sand, etc., to be used for touch and visual characteristics.

Line

Line is defined as a mark that connects two points; it has a beginning and an end. It can also be formed as the outline of an object, shape or form. Line is used to define the shape or different parts of a silhouette of a design. As an element of design it indicates the shape of things, provides movement and determines direction. Line and shape are two elements, which together create the pattern or plan of every design. Every decorative detail on all articles we see or use is a combination of lines and shapes.

Types of Line: There are two basic types of line - the straight line and the curved line.

Straight Lines: The straight line is a rigid unbroken line. Straight lines create different effects depending on their direction. They can also express mood.

- Vertical lines stress up and down movement, emphasise height and give the effect that is severe, dignified and reserved.
- Horizontal lines stress side to side movement and create an illusion of width. Since they repeat the ground line, they give a stable and placid effect.
- Oblique or diagonal lines increase or decrease width and height depending on the degree and direction of angle. They can create an active, startling or dramatic effect.

Curved Lines: The curved line is one with any degree of roundness. The curved line can be a simple arc or a complicated free hand curve. The degree of roundness determines the curve. A slight degree of roundness is called a restrained curve; a great degree of roundness gives a circular curve. Certain objects are associated with these curves and named as such, for example, parabola, scroll, meander, hairpin, whiplash, or serpentine, figure of 8, ogee, etc.

- Long and flowing curved lines appear most graceful and rhythmic.
- Large rounded curves lend a dramatic touch and tend to exaggerate size.
- Tiny, puffy curves are youthful and gay.

Line expresses visual meaning; straight lines indicate force, strength and rigidity, whereas, curved lines appear soft and graceful when used in design. If straight lines are more dominant, the design effect is masculine. Curved lines give the impression of femininity and daintiness.

Shapes or Forms: These are made by connecting lines. Shapes can be two dimensional, as a drawing or a print on paper or fabric. They can be three dimensional as an object that can be viewed from three or more sides, like a human body or the garments on it. Since shapes are formed by connecting lines, the characteristics of the lines used will determine the characteristics of the shape. If only straight lines are used the shape will be different than if only curved lines are used. By using different types of lines in different combinations, numerous varieties of shapes can be created. There are four basic groups of shapes:

- *Natural shapes* are those that copy nature or common shapes of man-made objects.
- *Stylised shapes* are simplified or modified natural shapes. They may have some part distorted or exaggerated.
- *Geometric shapes* are those that can be mathematically formed, or gives a similar impression. They can be formed by using rulers, compasses, or other measuring instruments.
- *Abstract shapes* are free-form. They do not resemble any specific object but, may represent different things to different people because of personal association.

Shape and form in fabric refer to the fall or drape of the material; to the shape of ornamentation and motifs; and the type of placement or repeat i.e. the final pattern formation. In apparel it represents the silhouette, cut, and final detailing

Patterns: A pattern is formed when shapes are grouped together. This grouping may be all of one shape or a combination of two or more types of shapes. The arrangement of these shapes can also be natural, stylised, geometric or abstract.

PRINCIPLES OF DESIGN

The development of a successful design depends on the understanding of basic design principles. Principles of design are the rules that govern how design elements are mixed in the most appropriate way. These include proportion, balance, emphasis, rhythm and harmony. Although each principle is a separate entity, combining them successfully produces an appealing product.

Proportion: Proportion concerns the relation of one part of an object to another. A good design does not permit easy dissection. The elements are so skillfully blended that where one leaves off and the other one begins is not really apparent. This relationship may be created in size, color, shape and texture. All these need to be pleasingly related to each other and to the whole. This is generally based on the proportion of golden mean which is represented by ratios like 3:5:8 to 5:8:13 and so on. The smaller part 3 has the same relationship to the larger part 5 as the larger part 5 has to the whole 8. The garment is horizontally divided into 3:5, 5:8 or 8:13 section. These sections appear at the waist line, yoke and hemline. A dress appears pleasing if the blouse, skirt and total body represents the ratio of 3:5:8.

For example, in a skirt and blouse dress, the blouse represents 3, the skirt should represent 5, and combined effect represents 8; similarly, in a shirt-pant dress, the shirt should represent 5 and pant should represent 8 and combined effect created is 13.

Proportion of colour: Different colours can be worn as shirt and pant to create proportion of colour by using the golden mean.

Proportion of texture: This is achieved when various textures of material used for making a dress increase or decrease the size of the person wearing the garment e.g., heavy and bulky textures appear overpowering on a thin and petite person.

Proportion of shape and form: The size and positioning of motifs or print in a dress are in proportion to the size of the wearer. Width of the figure, length of waist or torso, length of legs may differ from the classic ideal figure. Clothing modifies the figure and creates proportion in awkward body proportions in a pleasing way. For example, a high waist bodice used in maternity clothes camouflages the fullness of the abdomen.

Equal divisions make a person look shorter and wider, whereas unequal horizontal division makes a person look slimmer.

Balance: It is defined as equalling the distribution of weight from the central point of the garment. A garment needs to be balanced both vertically (from centre line) and horizontally (from top to bottom). It can be achieved in three ways—formal, informal and radial. The elements of design—line, form, color, texture—all are considered while creating a balance in a dress.

Formal Balance: An average human body is symmetrical, which means the body appears to be the same on each side of a central vertical line. Two arms, two eyes, two legs are seen on either side of the central axis; but actually slight differences still occur. If the body differs noticeably on one side, carefully designed clothes can minimise the difference. Formal vertical balance is the least expensive and most expected type of design, found on less expensive garments. Formal balance gives a feeling of stability, dignity and formality but tends to get monotonous. *Horizontal Balance* is basically used to correct figure problems by using various elements of design, for example, dark hue for big size.

Emphasis: The emphasis or focal point of the garment is the area that first attracts the viewer's eye. It adds interest to the garment and may be created by the use of colour, design lines, detailing or accessories. Emphasis creates centers of interest by focussing the viewers' attention on a specific area of the garment. Details that focus on the face are particularly effective because the face is the focal point of beauty in our culture. A beautiful embroidered yoke or a contrasting colour blouse further emphasises the face. People with figure problems can emphasise or camouflage their figure problems for example, woman with small waist can wear a bright and contrasting belt to emphasise the positive part of her figure, whereas a woman with large hips, wearing a hip belt or other design details at the hip area would highlight it further. Emphasis can be created by using contrasting colours, different unusual shapes, lines and textures.

Rhythm: Rhythm is repeating of lines, colours, other elements of design or details to create a pattern by which the eye can flow through the material or article/ garment. Rhythm can be created by use of lines, shapes, colours and textures in such a way that it gives visual unity. It can be created by:

- Repetition of embroidery laces, buttons piping, colour, etc. at necklines, sleeves and hemlines.

- Cordation by gradual increase or decrease in size of motifs, lines, buttons, colours and textures.
- Radiation where eyes move in an organised way from a central point e.g., gathers in waist, yolk or cuffs, etc.
- Parallelism where elements lie parallel to each other e.g., tucks in a yoke or knife pleats in a skirt. Bands of colour also create a rhythm effect in a dress.

Harmony: Harmony or unity is created when all elements of design come together to give a pleasing harmonious effect. It is a critical factor in producing marketable (publicly acceptable) designs. *Harmony by shape* is created when all areas of a garment reflect the same shape. The collar, cuff and hem are curved and it square pockets are given they would interrupt the continuity of the design. Harmony by texture can be created by using the right kind of texture for a dress when dress is in several pieces as in salwar kurta and dupatta. A silk kurta and salwar will show bad harmony by use of cotton dupatta.

PREPARING FOR A CAREER

The field of Design for Fabric and Apparel has expanded and has become so vast that it can actually be considered as two specialisations. Fabric has found usage in numerous things other than apparel and household; and apparel is using material other than just fabric. Each use has specific requirements in terms of appearance and durability, and the cost allocations. The fabric designer, thus, has to have a thorough knowledge of fibre characteristics, its advantages and limitations and its processing, which can help achieve the desired results. He/s must have a sound knowledge of the dyeing properties of different fibres and fabrics. Depending upon the requirements of the final product, he/s decides the stage and technique of colour application. He/s also understands the principles of design.

Various institutes offer both long and short term courses leading to a certificate, a diploma, an associate, or a bachelors degree in this field. Your choice depends upon a number of factors that take into consideration the unique qualities of each degree programme.

SCOPE

Design industry is a vibrant, varied and dynamic creative sector that plays a powerful and important role in several areas of our lives. Working in textile or fabric design demands awareness of the changing trends and styles and an ability to produce designs that are fresh, current or even ahead of the fashion curve. Textile designs for apparel fashion tend to have a quicker turnaround than designs for furnishing. Textile designers work in industry– researching and producing designs for textiles companies or fashion houses – but they might also work for a design agency or as freelancers.

KEY TERMS

Design, structural and applied design, elements of design, colour, texture, line form/shape and pattern, principles of design, harmony, proportion, rhythm, balance, emphasis, hue, value, intensity, spectrum, VIBGYOR

REVIEW QUESTIONS

1. What do you understand by the term ‘design’?
2. What are the factors that affect the texture of a fabric during its manufacture?
3. How does the application of colour during the different stages of fabric manufacture affect the design in fabric?
4. What are the different types of lines and shapes? How do they create different effects and moods?
5. How do you achieve rhythm and harmony in dress?

PRACTICAL 1

Theme: Preparation of articles using applied textile design technique (**Tie and Dye**)

Task: Learning the different techniques of tie and dye

Theory: The oldest form of designing with colour is resist dyeing. The resist material could be thread, pieces of fabric, or substances such as clay and wax that offer physical resistance. The most common method of resist is tying with thread. **Tie and dye** is the name of a technique in which the areas to be in pattern are resisted by means of tightly wound thread. When dipped into dye, the resisted areas retain the original colour of the ground. You may recall from Class XI, *Bandhani*, *chunari*, *laheria* are some of the names of materials in which the pattern is created by tie-dyeing the fabric after it is woven. A typical tie and dye design is *bandhej* where the patterns comprise of innumerable dots; another is the *laheria* type where the pattern is in the form of diagonal stripes. Gujarat and Rajasthan are the homes of this type of fabrics.

Purpose

1. To learn the concept of tie and dye
2. To learn the process of tie and dye through various techniques

Conducting the Practical

As a modern day craft, numerous techniques of tying are employed to get variegated effects. Resist can be offered by using threads of different thicknesses, or by the material itself through knotting, crumpling or folding and then tying over it. Some of the techniques are described below:

Knotting: It is one of the easiest and quickest ways of producing the design. Knots can be tied in several ways depending on the size, shape and grain of the fabric. The best results are achieved on fine fabric. It creates shaded circular patterns.

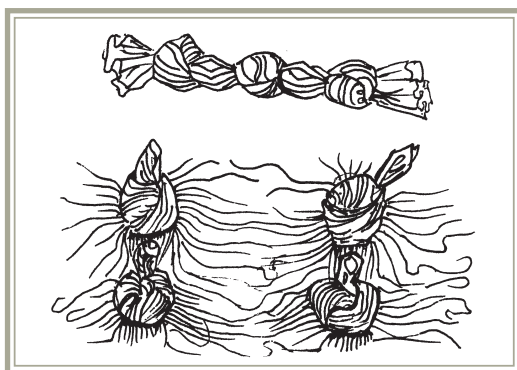


Fig. 11.7: Knotting

Marbling: This effect can be achieved in two ways. The material is gathered and turned into a ball and tied in all directions until it becomes solid mass. The fabric can also be twisted and coiled length wise and tied to create marbling effect. This method gives variegated and irregular cloud like effects. It is thereafter generally dyed in light colours, and may be repeated in two or more colours. It helps to create a multicoloured background, which can later be tie-dyed in a more definite pattern.

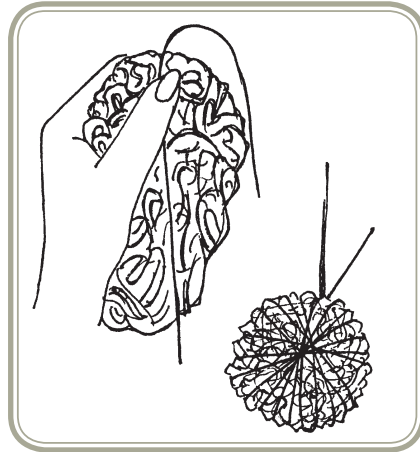


Fig. 11.8: Making a Ball

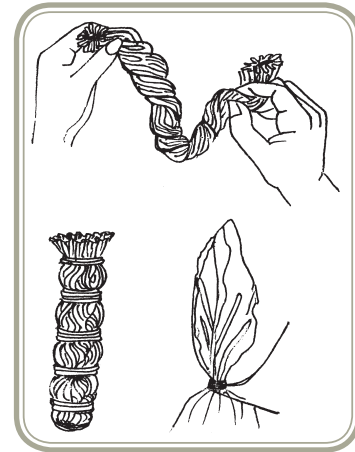


Fig. 11.9: Coiling

Binding: Certain parts of fabric are bound very tightly with thread before dyeing. Binding can be done in the form of a dot, a band, line, criss-cross or spiral. Designs are like stripes – straight or diagonal (*lehria*), circles or spots (*bandhej*).

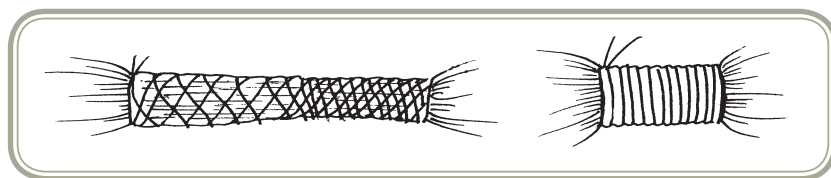


Fig. 11.10: Binding

Tritik or sewing: The fabric is sewn with a needle using simple tacking stitches along a definite pattern. A strong thread is used with a large knot in the beginning. It is pulled so that cloth is gathered closely; and finished with a knot again to hold the gathers together. The patterns created are pleasing bands of dotted textures of various shapes.

Folding: The fabric is folded in different forms, like pleats, squares, triangles. To hold the folds together binding or clipping is done using thread or clips respectively. The pattern created is in the form of symmetrical stripes, bands, squares etc. Best effects are achieved on thick materials because the fabric itself forms the resist. These patterns can be later used as background for block printing and embroidery.

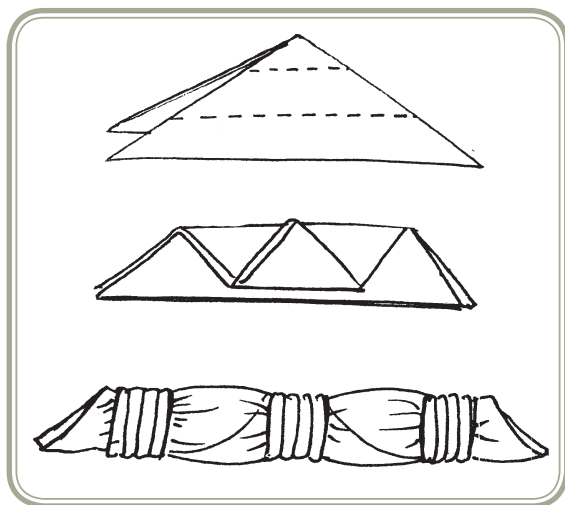


Fig. 11.11: Folding

In the class make the above designs on small samples of white cotton cloth.

After tying, dye the cloth by simple dyeing method.

Note

Before tying the cloth, design the fabric by washing in hot soapy water so that the dye is absorbed evenly by the fabric

PRACTICAL 2

Theme: Preparation of articles using applied textile design technique: **(Batik)**

Task: Learning the technique of Batik

Theory: Batik is a form of resist printing, where the resist is obtained by applying wax on the fabric in design. Dyeing is then carried out in cold to avoid melting of wax, thus confining the colouration to the unwaxed area. Further, selective application of wax and re-dyeing allows variety of colourings. The beauty of batik is to get cracks in the wax during dyeing and allowing colour to enter through these cracks.

Purpose

1. To learn the concept of batik
2. To learn the process of batik by preparing an article

Conducting the Practical

Make the fabric for batik totally free from dirt and grease. Then stretch it on a frame for ease in drawing of design and application of wax. Two main types of wax are used i.e. light, easily removed type essentially consisting of paraffin wax and a darker more adhesive type consisting essentially of bees wax. To get various types of cracks take both paraffin and bees wax in varied proportions

Application of wax: The most commonly used tools are brushes of various widths and sizes. The brushes should have natural hair bristles (not of nylon or thermoplastic substances). Apply wax onto the fabric with any of the following techniques/ methods.

- Painting i.e. painting the design area with wax
- Outlining i.e. painting the outline of the design/ motif with wax.
- Dry brushing i.e. application with a flat brush, which is free of excess wax and carried along the design lines to give a shaded effect
- Scratching i.e. covering a part of the fabric with wax and then scratching the design line with the back of a pin or brush.

Melt the wax in small container and apply onto the material with brush in a pre-determined pattern using any of the above techniques. The wax should reach both sides of the material and may have to be applied both on the face and back of the fabric.

Dyeing: After the application of wax, dye the fabric. Dyeing is carried out by any of the dyes that are applied at temperatures below 35°C. The

dyes used are commonly known as ice colours or batik colours. Multiple colour effects are obtained by subsequent wax application/removal of wax and additional wax application and then dyeing in another colour.

Removal of Wax: Dry the fabric after dyeing. Fold and pack in water proof packet and freeze it. Remove and crush the frozen wax to reduce it to dust. Remove the remaining wax by hot pressing between layers of absorbent paper and finally soaping it at boil.

PRACTICAL 3

Theme: Preparation of articles using applied textile design technique (**Block Printing**)

Task: Learning the technique of block printing and creating patterns using blocks

Theory: One of the oldest methods for application of design onto fabric is block printing. In block printing, a separate block is required for each different colour in the finished design. The blocks are constructed so that the design area is raised, and the background area, which is not to be printed, is carved away. The majority of the blocks are made of wood, but metal may be used to reinforce parts of the design. The blocks may have single motif patterns, border patterns or all-over patterns

Purpose

1. To learn the concept of block printing
2. To learn the process of block printing

Conducting the practical

Colours for fabric printing and wooden block printing are available in the market. Begin the process of printing with laying the fabric flat on a padded table which is covered with a protective sheet. Care must be taken to attach the fabric firmly to the table so that its movement during printing is prevented. Apply the dye paste in a uniform layer to the raised portion of the block, by lightly pressing the block in the printing tray containing the dye paste on a sponge base. Then press the block on the fabric surface with sufficient pressure to force the colour into the fabric. When using multicoloured blocks, start printing with the outline block in the darkest colour and then print with the filling blocks in lighter colours.

Leave the fabric to dry. Later hot press it from the wrong side.

FASHION DESIGN AND MERCHANDISING

LEARNING OBJECTIVES

After completing this section the learner will be able to:

- explain the significance of fashion design and merchandising in garment industry
 - describe the fundamentals of fashion
 - explain the knowledge and skills required to be in fashion business
 - discuss how a student can prepare for a career in fashion industry
-

INTRODUCTION

Fashion design and merchandising are among the most exciting career options in today's world. In a country like India, where textile industries have been thriving for ages, the recent boom in fashion designing has led to new prospects in the existing domain of garment and accessory design. The fashion industry satisfies both the creative urge and the materialistic needs of people. You hear the term Fashion merchandising many times. Did you ever think what goes into it? Let us understand merchandising from its origin. You can recall from your early history lessons that barter of products and crafts was the start of trading practices. Slowly trading moved to 'what was available was saleable', so there were no complications

in distribution system. However, the year 1920 gave birth to 'ready-to-wear' and soon retailers realised that sale of such garments was big business. In a very short span of time, fashion apparel became the most important type of merchandise in department stores. As a result of the economic opportunities of fashion, a new specialisation came into being – Fashion merchandising.

SIGNIFICANCE

Fashion design and merchandising will enable you to understand how the fashion business works. It includes all the processes involved with producing raw material, apparel and accessories, and the retail stores that sell fashion merchandise to the public. It is a part of the fashion business where you also learn about textiles (fabrics and the fibers used to make them). Fashion merchandising equips to first respond to what, why and when a style becomes a fashion, and then helps to determine its suitability for the particular retail operation and for what length of time. So simply put, it encompasses 'planning, buying and selling'.

Did You Know?

Women did not start wearing jeans until the 1950s.

BASIC CONCEPTS

Fashion today is a big business employing millions of people in design, manufacturing, distribution, marketing, retailing, advertising, communications, publishing and consulting. To understand fashion design, one needs to understand the nature of fashion and how it works. The fundamentals of fashion and the relationships between fashion and the factors that affect it are also essential concepts to be understood.

FASHION TERMINOLOGY

Fashion is a complex subject and certain words and phrases are often used to discuss various aspects of fashion. These should be understood in order to understand the concepts of fashion industry. These include -

- **Fashion** is the style or styles most popular at a given time.
- **Style** is any particular look or characteristic in apparel or accessories. A style may come and go in fashion but the specific style always remains.

- **Fads** or short lived fashions, can come and go in a single season. They lack the design strength to hold consumer attention for long. For example, hot pants, baggy pants and unmatched buttons.
- **Classic** or styles that never become completely obsolete, but instead remain more or less accepted for an extended period. Classic is characterised by simplicity of design, which keeps it from being easily dated. Examples of classics include blazer jackets, polo shirts, and Chanel suit.

FASHION DEVELOPMENT

To understand the working of the fashion industry, one has to have knowledge of Fashion Fundamentals. First in the sequence is to know how the fashion business developed. Thus the history of fashion helps the designers to make decisions for the present day and future fashions. Ideas from the past are often reinterpreted for today's fashion.

Fashion, as we know it, is relatively new. In ancient and medieval times, styles remained practically unchanged for a century at a time. During Renaissance, Western civilisation discovered different cultures, customs and costumes leading to acceleration in fashion change. With the availability of new fabrics and ideas, people yearned for more new things.

FRANCE – THE CENTRE OF FASHION

France's dominance over international fashion began in early 18th century.

Until Industrial Revolution, people belonged to two main classes: wealthy and poor. Only the wealthy could afford fashionable clothes. By the turn of 18th century, King Louis XIV's court members became the trendsetters of taste, making Paris the fashion capital of Europe. Many of the French cities were supplying the court with silk fabrics, ribbons and laces. At this time intricate seaming of fashion required painstaking hand sewing. All the clothes were hand made and custom made i.e. made to fit the customer's exact measurements.

France became the centre of fashion due to support from the royal court and the development of the silk industry there. *Couture* (koo-tour') was the term used for the art of dress making. A male designer was a *couturier* and his female counterpart was a *couturiere*.

The Industrial Revolution marked the beginning of technological advances in textile and apparel production. Due to the developments more fabrics were produced in less time. During this time spinning jenny and power looms were invented. This gave rise to development of American textile

industry. Rapidly increasing trade and industry in return created a middle class with money to spend on the luxuries of life, including better clothing.

The invention of sewing machine turned the handcraft into an industry. This democratised fashion and made it accessible for everyone. In 1859, Issac Singer developed the foot treadle for the sewing machine which left the hands free to guide the fabric. An early use for sewing machines was to make Civil War uniforms.

In 1849, fabric intended for tents and wagon covers was used to make long wearing pants with pockets for tools by a young boy Levi Strauss. Later these became popular and were called denims. This was the beginning of clothes specially made for labourers. This is the only apparel that has remained same for the last nearly 150 years!

Women started wearing separate skirts and blouses in 1880s. This was a step towards manufacture of ready-to-wear clothes for women. Lengths and waistlines could be easily adjusted and this made it possible for the working class to add variety to their wardrobe simply by mixing separates.

By 19th century affordable fashions were made available to the general public through fairs and *bazaars*. The travelling merchants brought clothes to these markets, and both buyers and sellers usually bargained. As large number of people settled in towns, general stores were established to cater to their demands. With the growing demand for a variety of goods, retail stores grew in cities.

FASHION EVOLUTION

Fashion cycle – The way in which fashion changes is usually described as a fashion cycle or a period of time or life span during which the fashion exists, moving through five stages from introduction through obsolescence.

- Introduction of a Style – Designers interpret their research and creative ideas into apparel and then offer the new styles to the public. Designs are created by changing elements such as line, colour, shape, fabric and details, and their relationship to one another.
- Increase in Popularity – As the new fashion is purchased, worn and seen by many people, it may begin to rise in popularity.
- Peak of Popularity - When a fashion is at the height of its popularity, it may be in such demand that many manufacturers copy it or produce adaptations of it at different price levels.
- Decline in Popularity – Eventually so many copies are mass produced that fashion-conscious people tire of the style and begin to look for something new. These declining styles are put on sale racks in the retail stores.

- Rejection of a Style or Obsolescence – In the last phase of the fashion cycle, some consumers have already turned to new looks, thus beginning a new cycle.

FASHION MERCHANDISING

Fashion merchandising refers to the planning required to have the right merchandise, at the right time, at the right place, at the right price and with the right sales promotion. If all these conditions are planned, one can achieve maximum profits.

Fashion Merchandiser is a person who facilitates conversion of inspiration into design, uses technology to conceptualise and address the planning, production, promotion and distribution of products in the fashion industry, to meet the needs and demands of a consumer.

To understand fashion merchandising well, it is important to examine the role that fashion merchandising plays in manufacturing, buying, promoting and selling fashion items. Let us examine the role of the fashion merchandiser in each of these aspects.

In **manufacturing**, a fashion merchandiser makes significant input on the types of fabrics used to make a piece of clothing. Having a strong historical and socio-cultural understanding of the fabrics helps change a designer's vision into reality. By applying the knowledge about fabric and clothing construction, a fashion merchandiser takes a designer's piece and finds the best way to manufacture the item, at the same time taking things like price and target market into consideration.

Buying becomes part of fashion merchandising when a merchandiser buys fashion items to be presented in a store. A fashion merchandiser must be aware of the target market for the fashion item and also be very well-versed in fashion trend analysis and forecasting. This allows for more accurate ordering. A fashion merchandiser working with a designer will once again offer expertise to the designer on textiles and fabrics.

In the event that a fashion merchandiser is working for the designer, **promoting** the designer's product to stores that may want to buy large quantities is a number one priority role. Not only is the fashion merchandiser required to have a creative mind and strong visual merchandising skills,

production skills must be sharp as well. Fashion merchandising promotes a designer's items through the use of fashion shows where creations and visual effects are exaggerated to capture the attention of potential buyers. Additionally, fashion merchandisers seek out the target market for a designer's clothing, such as children's clothing stores, department stores or discount retailers.

The final component of fashion merchandising is **selling**. A fashion merchandiser who works with a designer is responsible for selling fashion items to stores, which then sell to consumers. Again the merchandiser must have an idea about forecasting and market trends to give recommendations regarding production of the item. Creativity is important because a merchandiser must offer suggestions on how to display the items within the store. When a fashion merchandiser works for a retail store, responsibilities include buying and presenting fashion items within the store.

Merchandising takes place at several levels. In fashion industry there are *three* Levels of Merchandising

- *Retail Organisation Merchandising* - It is a specialised management function within the fashion industry. It is the business that moves the fashion world from designers' showroom to retail sales floor and into the hands of consumers. It is achieved by the internal planning that takes place within a retail organisation. It ensures that adequate amount of merchandise are on hand and sold at prices that the consumers are willing to pay to ensure a profitable operation.
- *Buying Agency Merchandising* provides services for goods buying consultancy. Buying agency acts as procurement office for the buyers. Selling through buying agencies is profitable for exporters as it helps in significant cost and time saving. The responsibility of the buying agent is to identify vendors, negotiate costs, check in-process quality, and perform pre-shipment quality inspection. They keep a regular control over quality during production process.
- *Export House Merchandising*-To understand this it is best to understand the role of a merchandiser in an export house. There are two types of merchandisers in an export house—the buyer merchandiser and the production merchandiser. The buyer merchandisers act as a link between the buyer and the manufacturer. They have the responsibility of ensuring that the product is developed as per the requirements of the buyer. So they have the responsibility of sourcing, sampling and communication with the buyer. The production merchants on the other hand, are a link between production and buyer merchants. They have the responsibility of ensuring that the production goes according to the schedule and requirements of the buyer.

Other concepts and requirements in fashion merchandising that one needs to understand are:

Target Market : It is defined as category of consumers one is targeting at for selling the product. It is essential to understand the target market as this will allow the sales department to focus on that category of consumers who are 'most likely' to purchase the offering. It is also to insure the highest return for the marketing/sales expenditures.

This can be done through *Market segmentation*. Market segmentation is a strategy that involves dividing a larger market into subsets of consumers who have common needs and applications for the goods and services offered in the market.

Market can be segmented in various ways-

Demographic Segmentation is on the basis of Population, Age, Sex, Occupation, Education and Income.

Geographic Segmentation is on the basis of cities, states and regions. Climate of various places may vary and it plays an important role as choice of merchandise, especially as selection of clothes is climate dependent.

Psychographic Segmentation is on the basis of lifestyle like social activities, interests, leisure pursuits, needs and wants. People having similar lifestyles can make up a target market group.

Behavioural Segmentation is on the basis of opinion on specific products or services. Many times rating of usage of products and services is done. This helps in improving the service/product and make it different from others.

As a merchandiser one needs to interpret consumer demand also. There is a need to understand what customers' buying motivations are.

Merchandising Rights

Right Merchandise: Retailers must fill their shelves with the merchandise that the customer wants.

At Right Place: The location of the merchandise is of prime importance since it decides accessibility.

At Right Time: Much merchandise is seasonal in nature and must be on hand when it is most needed.

In Right Quantity: This means a profitable balance between volume of sales and amount of inventory.

Right Price: Merchandiser must arrive at a price that is high enough to give the store profit and yet low enough to meet the competition and customers' expectations.

With Right Promotion: Right balance between investment and the appeal created for the customers ensures successful promotion.

Fashion Retail Organisations

Organisational Structure includes a clear understanding of the authority and responsibility for each job to be done. Organisational system differs with the difference in type of merchandise, size of retail firm and target customer.



Small Single-unit Store is a neighbourhood store. These are owner and family operated single stores.

Department Stores consist of separate sections, known as departments, such as clothing, sporting goods, automotive supplies, health and beauty products and electronics equipment. Some department stores may also sell food products.

Chain stores are retail outlets that share a brand and central management, and usually have standardised business methods and practices.

Major Divisions

- *Merchandising division:* buying, merchandise planning and control, selling, fashion coordination.
- *Sales and promotion division:* advertising, visual merchandising, special events, publicity and public relations.
- *Finance and control division:* credit, account payable and inventory control.
- *Operational division:* maintenance of facilities, stores and merchandise protection, personnel, customer service and receiving and marking of merchandise.
- *Personnel and Branch Store Division:* may function separately if the store operations are very large.

ACTIVITY 1

Visit a market place. Observe, identify and list the various types of store in the market.

PREPARING FOR A CAREER

For the reason that this career combines style with business sense, a flair for fashion (alone) will not bring you success. Rather, there are three primary (and divergent) skills that a fashion designer, merchandiser and marketer must possess in order to succeed in this field.

- *Forecasting ability.* The ability to forecast fashion trends is an essential part of this career. This requires a thorough knowledge of past future trends, current future trends (as represented by sometimes minute changes within the fashion industry) and an awareness of how the marketing of an item contributes to these fashion trends. Moreover, they must be able to keep well ahead of these fashion trends to capitalise on them in time.
- *Analytical ability.* Fashion merchandisers and marketers must be able to analyse the 'dollars and sense' part of their jobs. This means that they must keep abreast of the economy as a whole, the economy of their particular companies, and how certain styles will fit into a consumer's budget. They must juggle a complex set of factors to ensure that they make a profit for their employers.

- *Communication ability.* Excellent communication skills are absolutely essential in this field. They must be able to negotiate prices with manufacturers and sell their fashion choices to the public. To this end, they frequently write advertising copy, press releases, and even personalised letters to consumers. All of this takes skilled communication skills.

Fashion designers typically need an associate or a bachelor's degree in fashion design. Some fashion designers also combine a fashion design degree with a business, marketing, or fashion merchandising degree, especially those who want to run their own business or retail store. There are several different degree programmes in fashion design and merchandising. You can earn a certificate, a diploma, an associate's, or a bachelor's degree in this field. Your choice depends upon a number of factors that take into consideration the unique qualities of each degree programme.

- Certificate or diploma degree programmes in fashion merchandising can usually be completed in 6 months to 1 year. The programme duration is so short because the coursework will focus on the actual job of fashion merchandising. A certificate or diploma programme may suit you if you do not have the patience for long-term schooling and if you want to be able to enter the fashion field more quickly.
- Fashion Merchandising related degrees are 2-year Master's programmes that combine a certain amount of liberal arts (or general educational) requirements with fashion and business courses.
- Bachelors' degrees in fashion design or fashion merchandising are 4-year programmes that combine a substantial amount of liberal arts requirements with fashion and business courses. If you have the patience for long-term schooling, the desire for a broad education and yearning for various promotional opportunities, a bachelor's degree may be suitable for you.

SCOPE

Many are attracted to pursue a career in the fashion industry due to lucrative income opportunities. In addition, the idea that you can succeed on your own, further motivates aspirants. As a matter of fact, about one-third of professional fashion designers are self-employed.

In general, fashion designer professionals have innate artistic and creative qualities. They use their creative gifts and artistic talents to create unique design concepts for various fashion applications. Today, fashion

designer professionals are in demand in a variety of industries. Since there is a constant demand for fashion designers specialising in a particular field, most of the aspirants focus their talent in one specialised fashion area like interior designing, merchandise displays, clothing/apparel, theatre sets and many more. You need to always equip yourself with fresh and new ideas since market and fashion trends are constantly changing.

Currently, there are a number of fashion design careers available. Some of the popular fashion design careers that you could consider are as follows:

- **Visual Merchandise Designers:** They are mainly responsible for designing window displays, arranging store merchandise, creating props and accents, organising clothing placement, styling mannequins, and spearheading marketing campaigns.
- **Fashion Designers:** Those working as fashion designer professionals are typically tasked to create designs for clothing and apparel. Some work with popular fashion designers while others manage their own fashion labels.
- **Set Designer:** As the name implies, set designers are primarily assigned to conceptualise designs needed for movies, television and theatre productions. Their styles and designs must always be in line with what the script or the director requires. Some set designers produce unique set designs for trade shows and museums.
- **Interior Designer:** The main goal of interior designers is to perfectly combine form with function. Their primary function is to introduce interior concepts that will increase the beauty, safety and functionality of a particular space or area. Interior designers work in a variety of settings including retail stores, residential homes, offices, hospitals, hotels and many more.

KEY TERMS

Fashion, Style, Fad, Classic, Couture, mass production, Fashion Cycle, Fashion Merchandising, target market, buying houses/agencies, export houses, market segmentation and retail organisations.

REVIEW QUESTIONS

1. Outline the major developments in fashion.
2. Identify and explain the various stages of fashion cycle.
3. What do you understand by the term fashion merchandising?
4. Describe various levels of merchandising?
5. 'To interpret consumer demand one should understand target market and customer motivations'. Elaborate.
6. Enumerate the knowledge and skills that a fashion designer and merchandiser must possess.
7. What advice would you give to your friend who wants to pursue fashion designing and merchandising as a career?

PRACTICAL 1

Theme: Developing a female fashion figure

Task: To learn sketching of a fashion figure and proportions

Purpose: This practical will help students to understand the proportions of different parts of the body to create a figure. This would result in a form, on which they can communicate their design ideas for apparel. Fashion figure is referred to as **croquis** (which means an outline or rough sketch). *Croquis* is constructed using head as the unit of measurement. Fashion figure has 8 ½ to 10 heads as its full size. Multiples of head are taken as the measure for different proportions of different parts of the body. Basic head measurements will vary depending on the fashion look at a particular time.

Requirements: Sketch file and pencils.

Conducting the Practical

Croquis proportions are as follows-

- Shoulders are widest - 1½ heads
- Waist is smallest – head
- Hips are in between the two - 1 heads
- Fashion figure is approximately ½ from top of head to bottom of torso, and ½ from end of torso to ankle

Horizontal guide lines include the following levels -

- Shoulderline
- Bustline
- Waistline
- Hip plane
- End of torso

Vertical guide lines are -

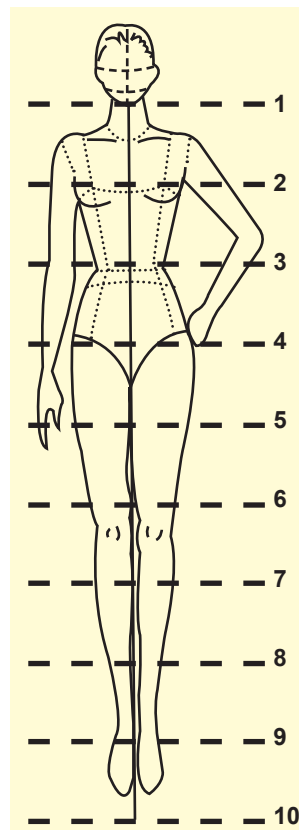
- Centre front
- Armhole
- Princess

Sketching

1. Draw a central line that measures 10 heads, where one head measures 1". This is Centre front line.
2. Divide it in 10 parts as shown in the figure.

Now mark the following at the levels indicated -

3. Eye line - $\frac{1}{2}$ head
4. Shoulder line $1\frac{1}{2}$ heads
5. Bust line - just below 2
6. Waist line - just below 3
7. Hip plane - $3\frac{1}{2}$ head
8. End of torso - bit above $4\frac{1}{2}$ heads
9. Knees - $6\frac{1}{2}$ heads
10. Ankles - above or at 9
11. With a pencil join the levels and develop the form as shown in the figure.
12. The croquis is ready to be used for showing your design ideas.
13. Practice at least 5 croquis with different head measurements.



PRODUCTION AND QUALITY CONTROL IN THE GARMENT INDUSTRY

LEARNING OBJECTIVES

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

- understand the significance of mass production of apparel
 - describe the stages and systems of mass production
 - identify the fabric and garment defects before and after production
 - understand the concept of Quality
 - discuss career options in Garment Manufacturing Industry
-

INTRODUCTION

Textile development and trade have been India's forte since centuries. The last few decades have also seen the growth and development of Clothing or Garment Industry. India's garment industry has achieved worldwide prominence as a source of clothing that combines the latest global fashion trends with exquisite designs, inspired from local culture. Globalisation has helped the trade in many ways.

Garment Industry in India: The Garment Industry of India is a ₹ One trillion industry. Overall about one fourth of the volume of garment

production in India goes into export markets, leaving three fourth for domestic consumption. The industry covers over one lakh units and employs about 60 lakh workers, both directly and indirectly in almost equal proportion. The indirect portion helps to sustain the direct production sector in the shape of items associated with the garment industry production, which includes sewing/embroidery threads, trims, machine parts, cardboard sheets, and packaging material. The organised sector of the garment industry is roughly 20 per cent of the total industry, concentrating chiefly on exports.

As the apparel industry is fashion driven and fashion keeps changing, manufacturing units have to cope with the changing trends. The consumers are now more aware and more demanding with the development of media like television and internet. They have more choices in quality, price and design. This is the reason why apparel chains all over the world are focussing more on improving the quality of the product and offering varied range of fashion designs.

Importance of Mass Production: Imagine trying to buy a shirt with no standard sizing. The consumer or wearer will have to be present at each purchase to try on different sizes of different brands to determine the best fitting piece for himself. Even within the same brand and same size, each piece would have an individual fit and sizing, making purchase extremely time consuming and difficult. Today, you can purchase a shirt anywhere across the world for which you need to know only the collar size (38/40/42 etc.) of the wearer.

World over, the trend of purchase of garments is shifting from customised clothing (tailor made) to readymade clothing. The business of fashion retail depends on volumes or quantities of goods. With standardisation of products and the increase in demand of global brands, the area of production in work and its study has gained importance.

The term *Production* generally refers to a process by which any product can be made in multiples using the same process and ensuring that each product made is identical in all respects. This is also referred to as '*Mass Production*'.

Did you know...

- *The concept of Mass production was first used to make uniforms for the American Civil war and then during World War I;*
- *The sewing machine was invented by Elias Howe in 1833. Issac Merrit Singer, an American engineer, created the first foot treadle*

machine. Today his name is synonymous with sewing machines world over ;

- *Before invention of the sewing machine, all garments were made completely by hand ;*
- *Even today, the most expensive, customised tailoring has hand finishing of hemlines, facings, bindings and trims.*

BASIC CONCEPTS

Stages of Production

Apparel Production is generally done in four stages:

1. Procurement and Inspection of raw material
2. Laying and Cutting of fabric/material
3. Assembly of the product
4. Finishing and Packaging

Besides these, there may be an additional stage of 'Value Addition', which is a term used to indicate any process that adds to the total cost of the product and hence increases the value of the product. The addition is to enhance use and serviceability/functionality of the product and/or its aesthetic appeal. This includes special finishes to yarn and fabric (e.g., special washes to garments like sand wash or enzymes wash for denims) or surface ornamentation (e.g., prints, embroideries, etc.). This becomes specific to the product style and could be done before, during or after assembly of the product.

1. Procurement and Inspection of Raw Material

The process of apparel manufacture begins with the procurement of raw material and inspection or checking of the same. This includes the fabric and trims (zippers, buttons, interlinings, labels, tags etc.). Fabric inspection is done to find faults or defects in the fabric. Ideally 100 per cent of fabric received should be checked before it is cut. However, when the fabric is procured from a reliable source or when the fabric is certified as fault free by the fabric manufacturer, only representative sample quantities are checked.

Fabric defects can be classified on the basis of the source of the faults as :

- (a) Yarn faults
- (b) Weaving faults
- (c) Dyeing faults
- (d) Finishing faults

Some defects may arise due to a combination of the factors detailed above. Let us briefly examine some of these:

- a) Defects arising from yarn faults
 - Coarse end and fine end: Warp yarns having a larger diameter or smaller diameter than those normally being used in the fabric.
 - Fuzz and Fuzz balls: Fuzz is the loose or frayed fibers originating from the yarns. These may form tiny balls and get woven into the fabric.
 - Slub: An abruptly thickened location in a yarn characterised by softness in twist and more or less of short duration.
- b) Defects arising from weaving faults
 - Bar: Filling wise band across the full width characterised by a change in appearance from normal color or texture of finish.
 - Barre': An unintentional, repetitive visual pattern of continuous bars and stripes usually parallel to the filling of woven fabric or to the course of circular knit fabric.
 - Bias filling: The filling yarns or colour pattern not being at right angle to the warp yarns.
 - Bowed filling: The filling yarns or the colour pattern having a curvature.
 - Broken end: A warp yarn missing for a portion of its length.
 - Float: Thread that extends unbound over the threads of the opposite yarn system with which it should normally be interlaced.
 - Kink: A short length of yarn spontaneously doubled on itself. Also called curl, kinky thread, looped yarn, snarl.
 - Misreed: A warp wise streak caused by improper spacing of the ends across the fabric.

- Smash: An area where the fabric has been ruptured by the simultaneous breaking of a large number of adjacent warp threads.
- c) Defects arising from dyeing faults
 - Colour run: The colour of one area has bled or superimposed on the colour of another area.
 - Shaded: The colour or bleach is not uniform from one location to another.
- d) Defects arising from finishing faults
 - Baggy: A fabric which will not lie flat on the cutting table.
 - Chafe: An area where the fabric has been damaged by abrasion or friction.
 - Cuts, tears, crease, wrinkle and curled selvages.
 - Tentering marks: Enlarged pinholes or distorted areas along the edge of the fabric caused by the holding of the fabric to width during finishing. Also called pin marks.
 - Uneven finish: The finish is not uniform from one location to another.

Note for Teachers

Refer to www.indiantextilejournal.com for pictures related to defects in the fabric.

Fabric Inspection and Testing

There are internationally accepted systems of fabric inspection which define the way the fabric is to be inspected and what constitutes an “OK” fabric. In all the systems, the fault or defect is assigned points based on its size, type, spread etc. The total points in a given linear length are then totalled and the fabric is ‘accepted’ or ‘rejected’. Some companies have customised their

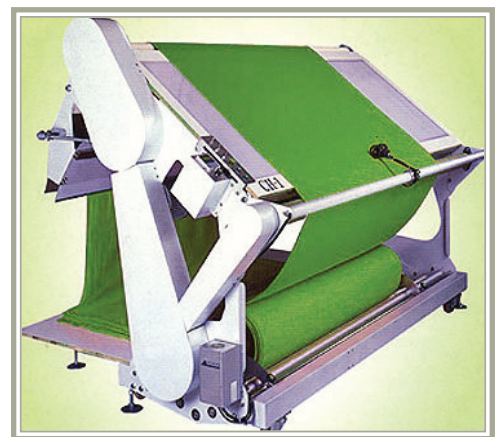


Fig. 13.1: Fabric Inspection Machine

own system by adapting from existing systems according to their need and specialised fabric types. The acceptance criteria also depends on the final product (style, market, functionality, performance base, etc.) being made.

Other than this, certain tests are also conducted to test the suitability of the fabric for its end use. The tests may be standard tests done by any fabric manufacturer or may be specially requisitioned by the buyer of the end product. These tests include colour fastness (against light, moisture, perspiration, chlorine etc.), thread count, fabric weight, shrinkage, flame-retardant etc.

Once the defect and its extent are identified, the possibility of repair/rectification is checked. If the fabric can be rectified, it is sent for the selected process. If not, the fabric is rejected. Some faults may be accepted if the extent is not very high i.e. it does not affect a large area of the fabric. Sometimes the decision to accept defected fabric may be taken if the cost and/or time involved in the reprocessing of the fabric are too high to be absorbed by the cost of the order.

Fabric inspection is one of the most important steps in the process of production, as it defines the final quality of the product. The cost of raw material in any garment is about 70%, out of which 90% or above is that of the fabric. In case this process is not carried out properly, the cost factor of the fabric component in the garment would increase leading to less profits and, in some cases, losses.

Some Definitions

EPI – Ends per inch refers to the density of the fabric measured by the number of warp yarns in one inch of woven fabric.

PPI – Picks per inch refers to the density of the fabric measured by the number of weft yarns in one inch of woven fabric.

GSM – Grams per Square Metre refers to the density of knitted fabric measured by the weight of the given fabric.

Thread Count – Number of warp and weft yarns in a square inch of woven fabric.

2. Laying and Cutting of Fabric/Material

The next stage in the production of garments is the planning and processing of the cutting of the fabric. This involves the following steps:

- a. *Marker plan:* A marker is defined as the placement of pattern pieces on fabric in such a manner that the consumption of fabric per garment is optimised. The first stage is to identify the number of pieces that make up the entire pattern of one unit of item. The planning of the marker defines the average consumption of the fabric per piece which ultimately affects the cost of the product.

The marker may be planned by manually placing pattern pieces on a defined width of the table and creating permutations till the most optimum length is achieved. This is very time consuming especially where the number of pattern pieces involved are high (such as in a formal jacket). There is also the problem of copying the marker so that it can be replicated for multiple lays. The more efficient technique of marker planning is by using specific computer software or CAD system. In this, the pattern pieces are fed into the system (digitised) and planning is done on a monitor. This technique is time efficient and eliminates most of the errors that are related to a manual plan. A printout of the final marker/s is taken for replication which ensures that the consumption of fabric per unit of product is maintained.

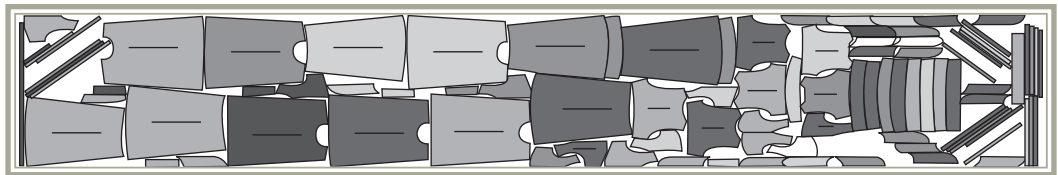


Fig. 13.2: Marker Plan – the placement of the pattern pieces optimising the fabric usage

- b. *Spreading:* Fabric is smoothened and spread along lengths of table in layers. The length of the layer is defined by the marker. The fabric layers are matched along one length edge and are equal in length. The fabric may be spread by hand or with the assistance of machines called Spreaders. These machines may be mechanically, electrically, electronically or computer operated. The final product of the spreading process is called a **lay**. The height of the lay will also affect and be affected by the cutting apparatus to be used. Care is taken during lay preparation that each lay consists of only one type of fabric.
- c. *Marking:* The patterns are traced on the top layer as per the defined marker. In some cases a computerised printout of the marker on a paper sheet of the same width as the fabric may be used as the cover to the lay. This then gets cut with the fabric layers.

- d. *Cutting*: The layers are cut simultaneously using machines that may be controlled either manually or through computer systems. There are different types of machines like the straight knife, round knife, band knife and die cutters. The height of the lay, i.e. number of layers in each lay, is dependant on the type of cutting apparatus as well as the dimensional stability of the fabric. Each type of cutting apparatus has its own merits and demerits — e.g., the straight knife machine is the most readily available and the cheapest of the mechanised cutting apparatus. However, it is not the best choice to cut knitted or stretch fabrics as it does not have the grip that can control the dimensional stability of such a fabric while cutting. The cutting apparatus used to cut a lay is usually mechanised. This is because scissors cannot cut through multiple layers with precision. Also the time and effort required in this is higher than may be possible in production.



Straight Knife



Band Knife



Round Knife

Fig. 13.3: Types of Cutting Tools

- e. *Bundling*: The cut pieces are bundled for further processes of stitching/embroidery/printing etc. The number of pieces in a bundle is dependent on the type of production system and the process sequence to be followed. The bundles may have all the components of a garment or only selected ones. Along with bundling, ticketing of the components is done which identifies the layer number within the lay. This is done to ensure that components of one garment are cut from the same layer of fabric.

3. Assembly of the Product

The garment pieces are next sent to the assembly or stitching section comprising of different types of sewing machines. The sewing machines may be multipurpose, i.e they can be used for different types of operations

of sewing, or the machines may be specialised, i.e., they are used for specialised operations only. The more common of the first category of machines (multipurpose) is the Single Needle or Lockstitch Machine. It uses two threads to do the stitching, one which enters the fabric from the top through the needle and one which enters from the bottom through a bobbin. This machine can be used for any type of fabric and any kind of stitching operation. The lockstitch is reversible and a very stable, strong and inflexible stitch. It is also possible to work it in reverse direction to have a double stitching line.

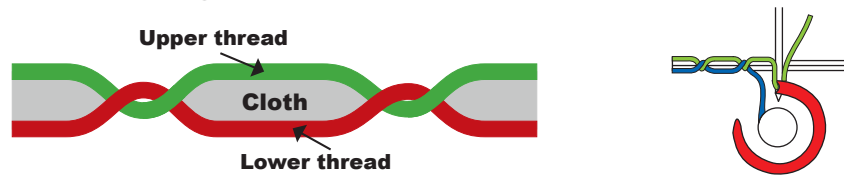


Fig. 13.4: Formation of the Lockstitch

For stitching of knitted fabric, the machine used is the Chain Stitch machine. This stitch may use between 1–5 threads for formation. The lower thread comes through a hooked device called the looper. The looper may or may not have its own source of thread. The chain stitch is flexible and non-reversible by nature. It is predominantly used to accommodate stretch in the fabric being sewn. The commonly used type of this machine is the Over lock machine. This machine is used for all garments made from knitted fabric.



Fig. 13.5: Formation of the Chain stitch

ACTIVITY 1

Divide the class into groups. Each group of 4-5 students brings a garment (which does not have a lining) to class, preferably a T-shirt or shirt. Attempt to identify all seams and the stitch type for all seams.

The process of assembly, i.e., the way in which the multiple pieces of the garment are put together to make a complete garment, may use one or a combination of multiple production systems. Some of these are:

- a. Tailor system – Each operator or tailor assembles an entire garment. This system is used mainly in customised clothing — clothing made to fit and to the measurements of one individual. The operators

are extremely skilled and are capable of working on varied types of machines.

- b. Team working or module system — The garment is assembled by a group or team of operators. This is the most popular system in the garment manufacturing industry. Each team is a mix of skilled, semi skilled and unskilled workers and jobs are allocated according to skill level requirements of the assembly process.
- c. Unit production system – The garment assembly process is broken into smaller units called operations. Each operator is given one or more operations to do which need to be done on the same sewing machine. The piece is passed from one operator to the next operator in a predetermined pattern enabling the total assembly of the product. This system is used effectively in units with large manufacturing facilities or/and in garments which have many operations as also in manufacturing units which are catering to production of a single product. This system is dependant more on the training of the operator. Operators are trained on specific machines and in specific type of operations so that their individual productivity is high. The system does not work very well in small orders and for garments which have very few operations.

4. Finishing and Packaging

The garments are finally sent for finishing and packaging. The **finishing** process includes final inspections, stain removal, repairs, ironing/pressing and folding. The pressing/ironing techniques would also define the final look of the garment (creases, folds, size of fold, etc.).

Packaging of garments can be done in many ways. Some garments are hanger packed (coats, jackets, suits, children's dresses etc), some are fold packed (shirts, t-shirts, track suits, etc.) and some are folded and then hanger packed (trousers). The type of packaging is dependent on the specifications of the buyer, the display techniques at point of sale, the bulk of the garment (volume of individual piece), the price of the garment etc. For exports, all the above detailed types of packaging may be used as specified by the buyer.

The *packing* of the garments differs from packaging. Packing is the process of preparing any product for dispatch from one place to another. The most common packing technique is the use of Cartons. A carton is made of layers of corrugated paper stuck together in a box shape (cube/ cuboid). The size of the carton can be customised as per requirement, defining its length, width and height.

Quality Assurance in the Garment Industry

Quality of the product is defined as its 'fitness for use'. That means the requirement of the customer actually dictates whether any product is a quality product or not. The frequently used term '*Bad Quality*', hence, does not exist as the term 'Quality' by itself defines the fitness of the product.

The quality of the product is ensured by –

- (a) Adopting proper procedure of work – defining the complete process of the product manufacture from raw material to finished goods and elaborating on operating procedures for each department.
- (b) Following the adopted procedure as defined above.
- (c) Selection and use of appropriate machinery.
- (d) Training of manpower – This is done at all levels, i.e., operators, supervisors and management - on machinery, maintenance, quality systems, production and the product.
- (e) Inspection of product at various stages of production - For this, crucial stages are selected.

There are no defined rules on the frequency and quantity of inspection. Companies tend to develop their own rules for the same. The important issue is that the final product should conform to the standards and specifications laid out for the product in question.

There are a few terms related to **Quality** which are important to understand. These are:

- **Quality Control** – process of problem solving with the purpose of getting a 'Zero-Defect' product.
- **Quality Assurance** – process of preventive problem management where the problem is pre-empted and the solution put in place so that the problem does not occur.
- **Quality Management** – process of implementation and monitoring of quality systems for example, **Total Quality Management (TQM)**, ISO, etc.
- **Specifications** – characteristics of the product that are given by the buyer or desired by the consumer, e.g., measurements. These may vary from buyer to buyer and product to product.

- **Standards** – characteristics of the product that are certified figures given by standardised and recognised international or national agencies that are mandatory to be followed, to produce a quality product. For example, colour fastness of a fabric/material etc.
- **Tolerance** – limits to which specifications or standards can be varied and would still be acceptable to the consumer/buyer.

ACTIVITY 2

Divide the class into groups. Each group of 4-5 students brings a customised/tailored product and a ready made product to class. The two products should be the same – shirt, pant, skirt or kurta and of similar fabric.

Identify five differences in the two products which are not related to design of the product (stitch type, seams, finishing, notions, assembly etc.).

PREPARING FOR A CAREER

The field of garment production and quality control/assurance/management is a technical field. To enter and excel in this field, the primary requirements are:

- Knowledge of the product – This includes the understanding of all material that goes into making of the product.
- Working knowledge of the processes involved in making of the product.
- Working knowledge of the machinery requirements for the making of the product.
- Understanding of human resources and the ability to work with resources at all levels of work - workers, supervisors, managers etc.

There are courses that teach/train you for a career in garment production or/and quality assurance at all levels of qualifications. The period of the course varies with each qualification.

The most basic are Certificate programmes which are for a period of a few weeks to a few months. These are offered by numerous bodies, both

private as well as under the state/central government across the country. The next levels are Diploma programmes offered from a period of 1 year to 3 years. Degree programmes of 3-4 years are offered by selected institutes across the country. There are also engineering programmes that offer 'Apparel Production' as a specialisation choice.

The important things to remember in choosing a course of this nature are:

- (a) The institute should have a working facility and the course should have a practical perspective. Institutes in many towns and cities offer courses operating out of single rooms. These should be avoided.
- (b) The institute should have a working relationship with the concerned industry. These courses are best taught with the understanding of the industry.

SCOPE

- Post qualification, the type of job you may pick depends on the type of qualification gained.
- At the initial level, one may become a quality inspector or a production supervisory assistant. Growth will depend on the individual's capacity to learn and manage resources.
- There are also career avenues in shop floor management, production planning, quality assurance, industrial engineering, manpower training, enterprise resource planning etc. which would be commensurate with the qualifications of the individual.
- Jobs in the field can be found all over India and also in apparel manufacturing countries like Sri Lanka, Bangladesh, China, Indonesia, Vietnam and Egypt.

KEY TERMS

Garment Industry, mass production, value addition, fabric inspection, marker plan, lay, sewing machines, assembly system, quality control, quality assurance, quality management

REVIEW QUESTIONS

1. What do you understand by the term 'Mass Production'? What is its significance in today's economy?
2. What are the different stages of production in garment industry?
3. Discuss the importance of fabric inspection before processing.
4. What are the different types of sewing machines? How are they different from the point of view of stitch type and their use on different fabrics?
5. What are the levels at which inspection is required for quality assurance in garment industry?
6. What are the different production systems used in the industry?

PRACTICAL 1

Theme: Understanding Machine Stitching

Task: To learn the threading of a sewing machine, its functioning, and controlling tension and stitch size.

Purpose: This practical will help students to identify the quality of seams in terms of tension and size of stitch on different types of fabrics.

Requirements: a sewing machine, samples of fabrics of different fibre content and textures.

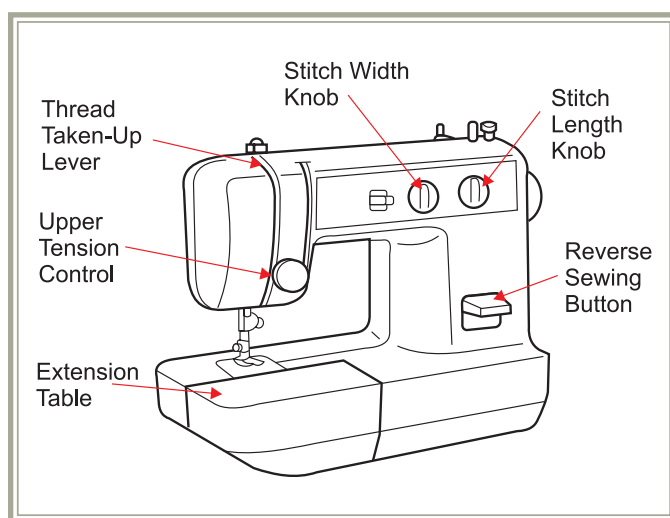


Fig. 13.6: Parts of a Sewing Machine

Conduct of the practical:

1. Identify the parts of the Machine.
2. Thread the Machine:
 - a. Upper thread- from thread reel on spool pin – thread guide on the face plate – through the discs of tension regulator – through the thread take up lever – through thread guide into the needle hole.
 - b. Lower thread - fill up the bobbin – put it in the bobbin case – fix it in the shuttle – pull up the lower thread with the help of the upper thread.
3. Work the machine on different fabrics. Machining should be done on two layers of fabric. Make five samples of each fabric varying the upper tension and size of stitch. Observe each sample for:
 - i. Puckering at seam point when the sample is flat on the table
 - ii. Loose thread on the upper or lower side
 - iii. The kind of gaps, if any, when the two layers of fabric are pulled apart at seams.

PRACTICAL 2

Theme: Inspection of apparel product for Quality

Task: To inspect a Men's Shirt for Quality of material, finished processes and measurements.

Requirements: A well ironed men's shirt, a flat table with adequate lighting, a measuring tape, a copy for noting observations.

Conducting the Practical

1. Material inspection: Place the ironed, buttoned shirt flat on the table - first on its back, then on its front. Check carefully for any kind of fabric defects as discussed in the theory class. Apart from these there may be handling defects such as stains and dirt marks. Note all defects in a chart form and calculate how frequently they occur in front, back and sleeves. Also note the trims used in the garment- buttons, labels, tags etc. These should be visible, complete and securely attached.

2. Finished garment – Carefully examine all seams/stitch lines visible on the face of the garment. Note defects like difference in stitches per inch, broken stitches, difference in stitch tension, skipped stitches, puckering, uneven seams, seam wrong side out, waving in the seams/hems etc. Turn the shirt inside out and repeat the examination. Note the defects in a chart form.
3. Measurement check – Place the shirt flat on the table. Without pulling at the fabric measure the following in either inches or centimeters - (All measurements should in the same unit)

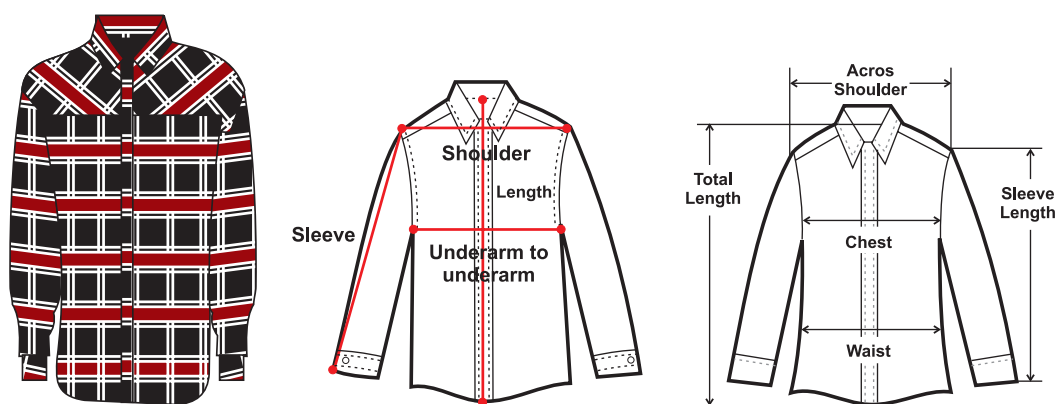


Fig. 13.7: Measurement check

- (a) Chest – Place the tape end at the lower end of the armhole and take it straight across to the other side of the shirt.
- (b) Front length – Measure from high shoulder point, down front body to bottom hem.
- (c) Across shoulder – Measure straight across shoulder from point to point (the shoulder point is where the shoulder seam meets the top of the armhole).
- (d) Center back length – Measure from centre of back neck seam down back body to bottom hem.
- (e) Sleeve length – Measure half of shoulder width starting at centre back neck, to the shoulder point, then along centre fold of sleeve to cuff edge.
- (f) Sleeve/cuff opening – Measure straight across bottom of sleeve from underarm side of cuff to centre fold of cuff.

- (g) Arms-eye - Measure from bottom of armhole to top of armhole following the contour of the armhole.
- (h) Neck width – Measure across from high shoulder point to high shoulder point at base of collar.
- (i) Neck depth (front and back) – Draw imaginary line from high shoulder point to the base of the neck separately for front and back.
- (j) Neck/collar circumference – Undo all buttons and lay collar flat, measure from centre of button to the farthest end of buttonhole.
- (k) Collar point – Lay collar flat, measure from base of collar to outer edge of collar point.

PRACTICAL 3

Theme: Application of quality control techniques in garment industry: Notions/fasteners

Task: To make various samples of notions/fasteners

Theory: Notions or fasteners are used to close all openings in a garment. They provide good fit, space and easy wearing of a garment. A garment may have a concealed or an emphasised opening depending on the type of the garment. In a concealed opening the main purpose is to keep the closing flat and smooth. To achieve this, snap fasteners, hooks and eyes, flat buttons and zippers are used. Opening in a garment may be emphasised for decoration by decorative buttons of same or contrasting colours. The fasteners used should be made in such a way so as to close exactly and correctly or the garment will hang badly and hinder the fitting of the garment.

Purpose

1. To recognise different types of notions/fasteners
2. To understand the appropriateness of different notions for various garments
3. To learn the attachment of different notions.

Press Buttons (Ball and Socket fastener): These are put on areas with less stress, e.g., infant clothes, shoulder of blouses etc. A press button has two metallic or plastic discs one with a knob/ball while other with a socket, into which the knob fits. The disc with socket is placed on the under lap

and the disc with knob is stitched on the over lap. The press button is best stitched by making a loop in each stitch so as to give a button-hole stitch or by number of simple tacking stitches as shown in the fig. 13.8.

Flat buttons and button holes

Buttons: Buttons are secured in places of nominal stress. A corresponding button hole is made to hold the button in position. Buttons are made of plastic or metals and may have two or four holes. The buttons are secured by marking. Work with sufficient number of strands and also completely fill the holes. If a thread shank is added, the button can be used to close heavy and bulky fabrics. The shank permits the closure to fasten smoothly and will keep the fabric from pulling unevenly around the button. The shank length should be equal to a garment thickness and the button hole plus one eighth inch for movement. Buttons with four holes can be sewed on in a number of interesting ways as shown in the fig. 13.8.

Button hole: The position and size of the button hole are of great importance. If the size is big a simple bar tacking as shown in the fig. 13.8 can bring the desirable change.

Normally, button holes are made by a sophisticated machine.

Hook and Eye

Hooks: Hooks are made of metal. These are used in areas of strain to give the appropriate fitting to the garment such as sari blouse, skirt etc. Point is marked where hook is to be sewn. Hook is placed on this mark. The shank of the hook is sewn down by back stitch to hold it firmly. Finally button-hole stitch, or simple tacking stitches is done over the rings of the hook, as shown in the fig. 13.8.

Eye/Loop: These are used to fasten the hooks. It may be made of the metal or loop can be made with a thread. It is sewn/made directly opposite the hook. To sew the metallic eye place it directly opposite the hook and fix it by making button hole stitch at either ends. Loop may be made with the thread by making 4-5 neat back stitch, long enough for the hook to pass. Then work with simple button hole stitch to bind the threads together as shown in the fig. 13.8.

Note - Hooks and Eyes

Hooks should be sewn so that their ends are invisible from the right side. Loops or eyes should be made on the stitching line.

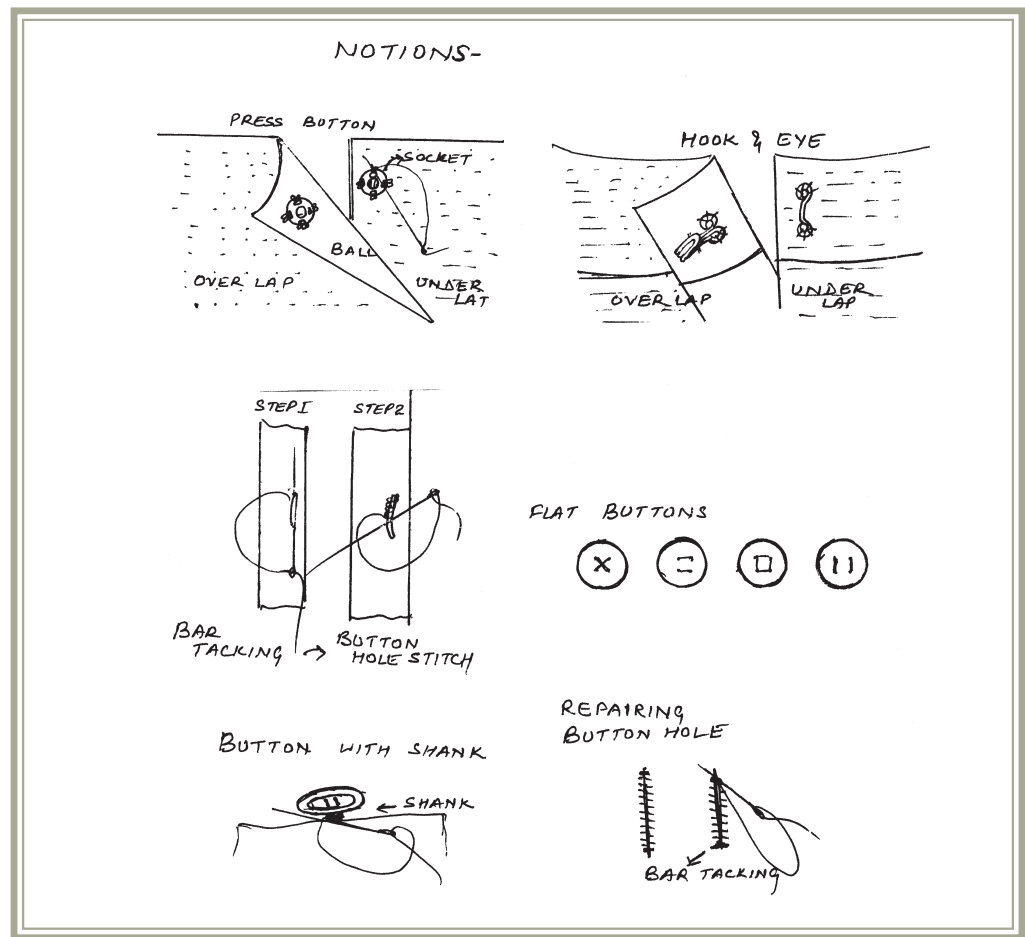


Fig. 13.8: Samples of Notions/fasteners

Conducting the Practical

Following the above instructions on attaching the notions, make one sample each of press buttons, hook and eye and flat button and button hole.

TEXTILE CONSERVATION IN MUSEUMS

LEARNING OBJECTIVES

After completing this section the learner will be able to –

- explain the importance of museums as a source of knowledge
 - describe the concept of textile conservation and factors causing deterioration of textiles
 - explain the knowledge and skills required for caring for museum textile collections.
-

SIGNIFICANCE

In Part I of the Class XI HEFS textbook, under the chapter on Textile Traditions in India, you learnt that manufacture of exquisite textile products is as ancient as the Indian civilisation. Not only spinning and weaving, India was the first among ancient civilisations to discover colour, and perfect the art of dyeing and printing on textiles, especially on cotton. It is for this reason that for thousands of years Indian textiles remained special items of trade in almost all parts of the world. From around 15th century onwards, India was the greatest exporter of textiles ever known. Museums in major cities all over the world have a special section designated to Indian textiles, which were part of gifts to erstwhile rulers, trade items or exhibits of Industrial Exhibitions.

“The institution of ‘**Museum**’ which aims at housing objects of antiquity has a western origin. Indian culture has had no tradition of setting up museums of fragmented materials... Used images are immersed in holy water, reusable material is renovated and worn out objects are buried in soil or thrown in water to merge with the earth from which they are created.” Ananda Coommaraswamy (1968)

The word ‘Museum’ is derived from the Greek School of Philosophy. It was the ‘Temple of Muses’ — a sacred place of learning and study. The setting up of museums in India, especially during the later part of 19th century, was considered the best means of extending to people the knowledge of Art and Culture, integral to the country’s heritage.

Museums perform diverse and multiple functions. They collect objects of art, pottery, textiles and various types of materials from different cultures/ traditions, past and present, that are often precious and rare. Museum objects are classified, registered and photographed. Some of them are put on display in permanent galleries or in temporary exhibitions, while others are kept in storage. Preparation of publications with well researched information and making the objects available to scholars for study are other aspects that make the museum a source of knowledge. Thus, in simple terms, a museum is an institution where there is a permanent exhibition and it is open to public for education, entertainment or recreation.

Textiles in museum collections vary enormously. They are valued for their historic interest, their aesthetic appeal and their cultural significance. Because of their wide appeal, textiles – particularly historic costume are often on permanent display in most museums. But our great interest in them can be their greatest enemy. We display them, wash them, wear them, and feel them to enjoy the texture of the fabric, and thus expose the textiles to the risk of damage. With an understanding of how to handle, display and store textiles safely, it is possible to take steps to improve the care and conservation of textiles and to ensure ongoing access to the historic and cultural information and the aesthetic pleasure that they provide.

ACTIVITY 1

Visit a museum in your city and list the textile exhibits. Interact with the authorities or caretakers of the museums and note their activities and measures taken to preserve the textile materials.

BASIC CONCEPTS

Museums hold collections for many purposes like –

- Education
- Archives of historical evidence
- Demonstrations of the function of objects
- Exhibition or display
- Conservation.

For each of the above purposes, the collection must be maintained in good order, and it must be real. Therefore, conservation becomes the prime function of every type of museum. It is a specialised and professional activity, with its own training schemes, professional bodies, and codes of conduct and ethics.

In the early years of conservation the objective was to restore the object, sometimes crudely, to its former glory but restoration in museums is now often defined as “to return the objects to a supposed earlier state”.

Conservation

Conservation is essentially an operation aimed at prolonging the life of an object and results in preventing, for shorter or longer period, its natural or accidental deterioration. It is of two kinds:

Preventive Conservation

Preventive conservation is an important element of museum policy and collection care. It is an essential responsibility of the museum to create and maintain a protective environment for the collections in their care, whether in store, on display or in transit. A museum should carefully monitor the condition of collections to determine when an artefact requires conservation work and the services of a qualified conservator. It aims at delaying deterioration by providing a favourable environment for every object.

According to International Council of Museum (ICOM) *preservation is an action taken to retard or prevent deterioration of or damage to cultural properties by control of their environment and/or treatment of their structure in order to maintain them as nearly as possible in an unchanging state.*

Remedial / Curative / Interventive Conservation

Curative conservation refers to any act by a conservator that involves a direct interaction between the conservator and the cultural material.

These interventive treatments could involve cleaning, stabilising, repair, or even replacement of parts of the original object. It is essential that the conservator fully justifies any such work. Complete documentation of the work, carried out before, during, and after the treatment, rules out chances of later doubts. In simple words, it refers to the action taken to treat the defects already present in the object, protect it from further damage, and maintain it in good condition or restore it.

Textile Conservation

Textile conservation refers to the processes by which textiles are cared for and maintained, to be preserved from future damage. The concept applies to a wide range of artefacts that contain textiles such as tapestries, carpets, quilts, flags, clothing, curtains, upholstered furniture, dolls, and accessories such as fans, parasols, gloves and hats.

The person who preserves museum artefacts and items is known as a conservator. His or her role is to nullify or at least reduce the rate of deterioration of an object by preventive and interventive methodologies.

Factors leading to Deterioration of Textiles

Museum textiles are majorly constituted of natural fibres. As textiles are organic in nature, they are susceptible to various factors of deterioration; natural and man-made (Table 14.1). It is important for those caring for collections to understand what causes damage to textiles, how to recognise the symptoms and most importantly, how to prevent damage.

Table 14.1: Factors of Deterioration of artifacts

NATURAL FACTORS	HUMAN CREATED FACTORS
Light	Mishandling
Temperature	Neglect
Humidity	Bad storage
Pests	Accidents
Pollutants in the atmosphere	Fire

Natural Factors

Textiles being organic in nature are susceptible to damage by light, heat, moisture, pests and pollutants. Let us now learn what works against the textiles and how it can be prevented.

Light

One of the greatest threats to textiles is light. It is a form of energy that can fade colour and cause chemical and physical degradation of textile fibers. Exposure to both natural and ultra violet light can threaten the longevity of textiles. Both visible and ultra violet light is responsible for textile damage. Light damage occurs progressively. You must have noticed at home that the most faded folds of curtains are the first to shred and fall apart. Fading of colours, alterations of hues are the earliest easy-to-detect signs



Fig. 14.1: Light Fading

of light damage. First, items lose their flexibility, and then they become weak and brittle, and finally break into tears, fragments and ultimately dust. This process can be accompanied by general yellowing and browning of textile which is a useful indicator of poor state. Natural light is the most common source of ultra violet light. It is present in sunlight and is emitted by many bulbs. It is capable of causing the greatest amount of damage within the shortest time.

Preventing Damage from Light

- Minimise the intensity of light falling upon the object;
- Expose objects to light for a minimum period of time;
- Eliminate photo-chemically active radiations from the light;
- The general opinion is that the maximum level of illumination for susceptible objects like textiles should not exceed 50 lux.

Moisture and Heat

Climate plays an important role in keeping the museum objects in good shape. If the climatic conditions are not favourable, a chain of reactions begin to damage the exhibits. Controlled climate, particularly controlled temperature and humidity, keeps the exhibits in good shape.

Humidity, whether in liquid state or as vapour, is particularly severe cause of damage to textiles. The alteration of high and low humidity leads to a constant expansion (swelling) and contraction (shrinking) of textiles which are hygroscopic in nature. Humidity is the basis for the growth of micro organism that infests organic materials like textiles. Low humidity on the other hand affects textiles due to loss of moisture content or dessication, making them brittle, fragile and breakable with slight mishandling since it affects their flexibility.

Preventing Damage from Moisture and Heat

- Monitor the humidity and temperature of the air. Temperatures both low and high are indirectly destructive. It has been recommended that relative humidity may be kept at $55\% \pm 5$ and temperature between 20°C to $22^{\circ}\text{C} \pm 2^{\circ}\text{C}$. If necessary, use humidifiers or dehumidifiers to control the museum environment.
- Although low temperature discourages pests and mould, do not allow temperature to drop below freezing.
- Avoid storing textiles in natural problem areas of a building such as dry and hot top floors and humid basements.
- Allow air to circulate by avoiding overcrowding in storage boxes and in hanging cupboards.

It is necessary to record levels of humidity in the museum for devising effective control measures. Thermo hygographs are available for 24 hours for 7 days for recording relative humidity and temperature.

Pests

Pests are another significant threat to textile collection, as there are number of creatures which can cause damage to fibers. Among the most common are moths, carpet beetles, silverfish and rodents. The insects menace is greater in tropical climates than in temperate zones because high temperature and humidity favour insect growth. Some of the insects cause havoc in their larval form itself while others cause damage in the fully grown form. Cloth moths are attracted to protein fibers and are especially drawn to silk, wool and feathers. An infestation might be identified through the evidence of white cocoons on the textiles, or of sighting the insects

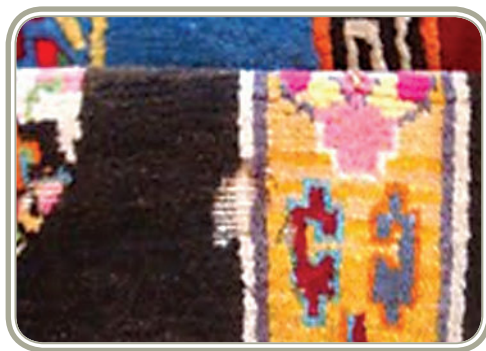


Fig. 14.2: Pests

themselves. Silverfish and firebrats are related insects which consume starch, usually found in sizing or other treatments applied to fabrics, as well as plant based textiles such as cotton and linen.

Preventing Damage from Pests

Prevention of insect damage is safer for both people and the environment, and far easier and cheaper than using pesticides to cure a rampant infestation.

- Keep the museum environment cool and dry.
- Keep spaces clean, tidy and clear of rubbish inside and out. Debris from roosting birds in gutters and roof spaces is a common source of infestation.
- If possible, set aside an area away from the storage and display areas where incoming and outgoing objects are packed and unpacked and where suspect items can be quarantined.
- Check regularly for infestation in all undisturbed, warm, dark places like under cabinets; attics and basements; and under carpets and curtains.

Mould

Mould outbreaks occur in damp environments when there is little air movement. If you find furry growth or scattered stains on textiles, or a musty smell in the air it is an indicator of likely damage from moulds. Moulds can permanently decay or stain textiles, and eventually the fabric can lose its strength completely. Dust masks, goggles, disposable gloves and overalls are recommended when handling mouldy textiles.

Preventing Damage from Mould

Controlling the environment is the only really effective protection from mould. Although many treatments have been tried in the past, there is no real cure for mould once it is established in a textile.

- Keep relative humidity below 65 per cent and the temperature below 18° C.
- Ensure air circulation. Especially avoid putting storage boxes in contact with damp walls and over-packing boxes if there is the slightest risk of dampness.
- Avoid spreading contamination. Do not unpack mouldy textiles near other objects or reuse boxes that have contained infected textiles for other objects. Wrap affected items in acid-free tissue paper to prevent spores spreading, while ensuring air circulation.

Dust

Dust is a fine particulate airborne pollutant that can contain a mixture of various materials such as fibres, soil particles, fragments of human and animal skin and hair, air pollution particles such as soot and ash, mould spores, paint fragments and pollen.

Dust freshly settled on the surface of textiles can be removed but in time it gets embedded between fibres and so is almost impossible to remove. Dust can also harbour pests by providing them with nourishment.

Preventing Damage from Dust

- Use conservation quality showcases from specialist manufacturers designed to seal against dust.
- Avoid open display and ensure that all textiles displayed in the open are cleaned at least each year using gentle vacuum suction by trained staff.
- Protect textiles by wrapping and covering with dustsheets whenever they are outside display cases or boxes. All wrappers must be air-permeable - use impermeable plastics such as polythene sheeting only to protect textiles against water in an emergency.
- Make sure textiles do not come into contact with dusty surfaces such as table-tops and box-lids. Use clean dustsheets placed over surfaces when laying textiles out for inspection.

ACTIVITY 2

Visit a museum with textile collections and list the damages, if any, and record the reasons that may have caused the changes in the artifacts.

Human Created Factors

The damages caused by humans are numerous and varied - injuries to textiles by mishandling, neglect, bad storage, accidents are among the most frequent. Textiles are torn at the creases, because they are stored folded. The damages are physical and can be largely avoided by careful handling and by observing appropriate procedures for packing and storing.

Storage of Textiles

All items in a collection are affected by adverse storage conditions. Since changes occur gradually over a long period of time, the effects are not always obvious. However, once the changes have occurred they are often irreversible, or require complex and costly treatment. A good storage

environment prevents physical damage and helps to slow down chemical deterioration, greatly increasing the life of the textile items.

Ideal storage conditions are the measures already discussed in preventing all types of damages. So textiles should be stored in appropriate environmental conditions. Light should be kept to minimum. It is required only when the textiles have to be viewed, for example, when they are being accessioned, treated, or used for research.

Textiles should be stored as per the size and need of the artefact as shown in the following figures

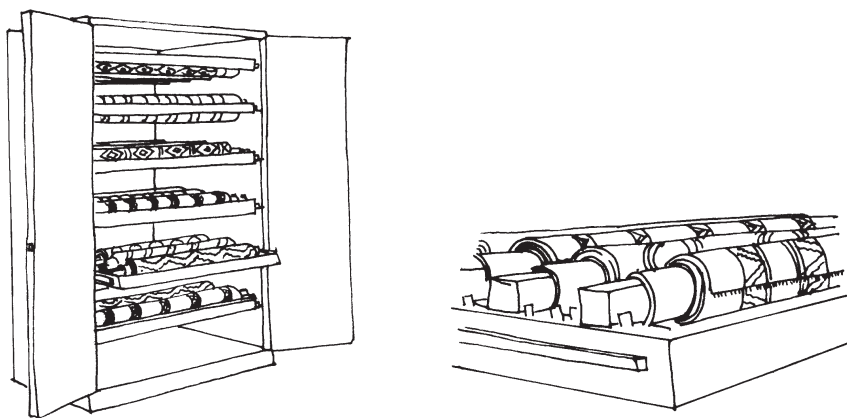


Fig. 14.3: Rolled Storage

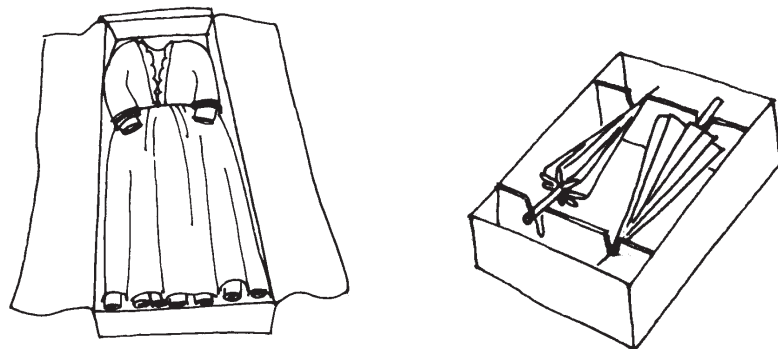


Fig. 14.4: Box Storage

Ideal Conditions for Displaying Textiles

Textiles should be protected from pollutants, dust and insects. Airborne chemicals that most commonly affect textiles include smoke, oil and acids. Smoke causes staining and discolouration, which are extremely difficult to remove. Textiles displayed in a room with a fireplace or where smoking is permitted should be housed in smoke-proof containers such as sealed

frames or sealable boxes. Acids are also given off in small quantities by pest strips and some types of plastic. Consequently, pest strips normally should not be used inside enclosed storage and display areas.

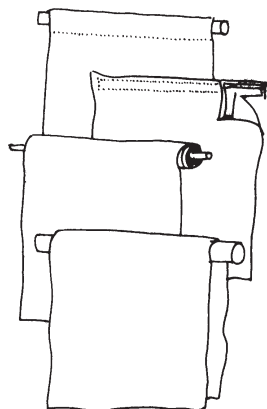


Fig. 14.5: Hanging Display

PREPARING FOR A CAREER

This is an upcoming field that offers a lot of creative satisfaction especially to budding artists. To become a conservator one of the most essential requirements is to have a 'sense' of art. One should have fondness for art and understand and appreciate the intricacies involved in any piece of art.

- One needs to have sound knowledge of basic sciences especially Chemistry and Physics. Such classes are a prerequisite for some programmes, such as the Master of Arts at some Indian and foreign universities.
- You have to have knowledge of history, techniques and processes of Indian as well as world textiles in order to determine the suitability of methods of preservation required for them.
- Also, you need to have knowledge of the advanced technologies used in art conservation.
- Art knowledge and sensitivity to aesthetic value are advantages to a conservationist, but even more important is to know how materials interact, age and decay. This knowledge allows conservationists to counteract the decline of fabric and to help artifacts survive longer.
- Characteristics that are helpful to become an art conservator include manual agility, strong communication skills and the ability to work alone or in a team environment. Knowing how to use computers and computer software systems is important.

- Having problem-solving and analytical skills is necessary.
- Having passion and persistence for extensive research are essential for a successful conservator.
- You must be an art lover and absolutely passionate about the works of master artists.

Various institutes offer short term as well as Degree in Art Conservation courses. A number of museums and art galleries provide opportunity to budding professionals to have on-the-job training where students are given stipends.

- National Museum Institute of History of Art, Conservation and Museology (NMIHACM) is a deemed university under the Ministry of Culture, Government of India, located in the National Museum, New Delhi. The university offers specialised courses in History of Art, Conservation and Restoration of works of art, Museology, leading to the award of M.A. and Ph.D. degrees.
- The Delhi Institute of Heritage Research and Management; the Lucknow-based National Research and Laboratories of Conservation; and institutes run by Indian National Trust for Art and Cultural Heritage (INTACH) offer a number of short-term courses in art conservation.
- Departments of Fabric and Apparel Science/Textiles and Clothing/ Textile Science and Apparel Design under the faculties of Home Science at various universities offer courses related to Textile Conservation (e.g., University of Delhi) in Postgraduate programmes that include the study of Textile Documentation and Conservation in theory and practical that prepare the students adequately to work in museums in various capacities.

SCOPE

After one is entailed with either degree or short-term diploma in the Art Conservation field, one has the option to work either in the government or in the private museums or art galleries. Government employs art conservators for state-run museums and art galleries. State-run institutions also employ such professionals. Art Conservation institutes run by the Indian National Trust for Art and Cultural Heritage also employ such professionals. Private galleries, museums, houses or individuals having large personal collections, or shops and emporia dealing with antiques also look for these professionals either for full time employment or on project or assignment basis.

But the most encouraging option is either free-lancing or self-employment. Freelancers are not bound by geographical boundaries and very often are employed by galleries located in western countries.

There are many avenues after doing a course in conservation –

- Conservation Assistants ensure that the house and its collections are cleaned and presented at the highest possible standards for visitors.
- Curators have a post-graduate curatorial or museum qualification, along with in-depth knowledge and experience of their specialist subject that can be textiles also. They are responsible for recording, understanding, protecting and explaining the historic properties in care, safeguarding and celebrating their cultural, social, political and economic heritage.

KEY TERMS

Museum, art conservation, textile conservation, preventive and curative conservation, conservator, curator

REVIEW QUESTIONS

1. What do you understand by the terms conservation and textile conservation?
2. What is the difference between preventive and curative conservation?
3. Describe the environmental factors deteriorating textiles?
4. What recommendations will you give for storing textiles in museums?
5. What type of knowledge and skills are required for being a textile conservator?
6. If someone needs guidance on entering the field of art conservation, what would be your advice?

CARE AND MAINTENANCE OF FABRICS IN INSTITUTIONS

LEARNING OBJECTIVES

After completing this section the learner will be able to –

- discuss the significance of care and maintenance of fabrics and textile products
 - describe the concept of care and maintenance of fabrics in hospitals and hotels
 - explain the process and various equipments required and their usage
 - discuss how a student can prepare for a career in this field.
-

INTRODUCTION

The use of fabrics in a family setup for apparel and household is well known. You may also be aware that some special fabrics are used for industrial purposes, for interiors in institutions for heat and sound insulation and for bandages, masks etc. in hospitals. Since fabrics with specific properties are selected for specific usage and functionality, it becomes important that these characteristics are retained for the expected life of the material. Efforts are also made to prolong the period of the serviceability of the product by taking good care of them. Care and maintenance of fabrics includes two aspects:

- Keeping the material free of physical damage and rectifying any damage that may have occurred during its use.
- Retaining or refreshing the appearance in terms of removal of stains and dirt and retaining the textural and visual characteristics.

BASIC CONCEPTS

Clean fresh hygienic clothes, spotless and crisp household linen are the outcome of successful laundering or dry-cleaning. Laundry is both a science and an art. It is a science because it is based on application of scientific principles and techniques. It is also an art since its application requires the mastering of certain skills to produce aesthetically pleasing results.

You are aware that care and maintenance requirements of different fabrics depend on its fibre content, type of yarn and fabric construction techniques, the finishes given to the fabrics and the purpose for which they are used. You are also aware of the process of laundry, stain removal, role of water — suitability of soaps and detergents, methods of washing, finishing treatments, ironing and hot pressing, folding. Let us now briefly discuss the equipments required for these activities. There are mainly three types of equipments in common use:

- Washing Equipment
- Drying Equipment
- Ironing/Pressing Equipment

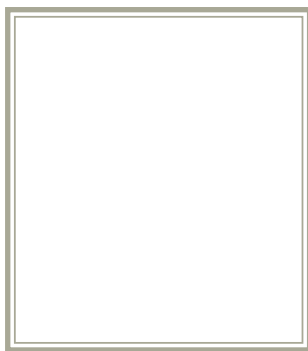
At household level, a large amount of washing is done manually, using equipments like buckets, basins, bowls and scrubbing boards and brushes. In some cases, basic washing machines have been added.

A. Washing Equipment

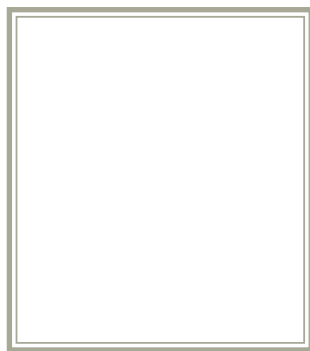
Two types of models of washing machines are available – top loading (where the garments are put into the machine from the top) and front loading (where the garments are put in the machine from the front side).

ACTIVITY 1

Do a survey of types of washing machines available in the market. Collect pictures and paste them in the given boxes.



**Top Loading
Washing Machine**



**Front Loading
Washing Machine**



**Two Tub
Machine**

These machines may further be:

- (a) Fully automatic: These machines have a single time setting of controls for each use i.e water filling, temperature of water, wash cycle and number of rinses. No further intervention of the operator is required.
- (b) Semi-automatic: These machines require intervention of the operator at frequent intervals. Rinse water in such machines has to be filled and drained out with each cycle. These are generally two-tub machines.
- (c) Manually operated: In these machines, 50 per cent or more of the work is manually done by the operator.

Automatic Washer performs the following operations

- a. *Filling up water.*
- b. *Water Level Control* is also an important feature. The water level is controlled either automatically or manually.
- c. *Regulation of Temperature of Water:* The machine has a button, dial or panel indication which permits selection of desired temperature of the water. The temperature may be same for wash and rinse or different for the two operations.
- d. *Washing:*

The principle of all washing machines is to keep the fabric in movement in the washing solution to carry away the dirt. The major methods of this are:

- i. *Agitation* – This is used in top loading machines. The agitator has blades which may rotate (movement in one direction) or

oscillate (alternate movement in two directions) which cause the creation of a current in the tub, forcing water into the fabric.

- ii. Pulsation – This is also used in top loading machines. The movement is caused by a vertical pulsator, which has very rapid movements vertically.
- iii. Tumbling – This is used in front loading machines. Washing takes place in a horizontally placed cylinder which is perforated and which revolves in a partially filled tub. With each revolution the clothes are carried to the top and then dropped in the wash water. This means that the clothes move through the water rather than water moving through clothes as in the previous two types.

Depending on the size of the machine and the type of fabrics to be treated, the agitators may be made of plastic, metal (aluminium) or bakelite, and are such that they are not affected by detergents, bleaches, softeners etc. Agitation speed can also be varied depending on the type of fabric.

e. *Rinsing*

This is the important phase in the wash cycle. If the rinse is not thorough, the clothes may look grey and dull and have a harsh texture.

f. *Water Extraction*

Water is extracted after the wash phase and after each rinse phase of the cycle. It can be done in three ways:

- i. Spinning: Spinning at speeds greater than 300 rpm, which generates a centrifugal force which in turn throws the water up and out. This water is pumped down the drain.
- ii. Bottom-drain: Machines with perforated tubs stop at the end of wash phase and then at the end of the rinse phase and drain through the bottom. At the end of the drain period, the tub begins to spin as described above which removes the remaining water from clothes.
- iii. Combination Bottom-drain and Spin: Some machines drain through the bottom without stopping i.e. the bottom draining occurs during the spin period. This system provides the best water extraction because it can remove the heavy dirt at the bottom and dirt in suspension in water.

The amount of water extracted from the clothes during spinning is directly affected by the speed at which the tub spins. The speed can vary from 333–1100 rpm. Spinning to near dryness is avoided because it may cause wrinkles which are difficult to remove during ironing. The optimum speed is approximately 600–620 rpm.

B. Drying Equipment and Process

Apart from drying in the open, driers are used at commercial and institutional level.

There are two types of circulation systems in driers:

- (a) Air of relatively low temperature is circulated at high velocity. Room air enters the drier from under the front panel, passes over the source of heat and then through the clothes and leaves through an exhaust. Thus the temperature and humidity of the room stays normal.
- (b) Air of high temperature is circulated slowly. In this after the air enters the drier and passes over the heat source, it is drawn by a small fan through perforations at the top of the drier, then downwards through the clothes and out through the exhaust. Since the movement of the air in this drier is slow, the relative humidity of the exhausted air is high.

C. Ironing and Hot pressing

Most households have an iron and a temporary or permanent place for work. Ironing is the process of smoothening out wrinkles created with use or during washing. Pressing helps to put creases such as in sleeves, trouser legs and pleated skirts. Irons have smooth metal surface which can be heated. Most electric irons have an inbuilt thermostat, which can adjust the temperature to suit the fabric. The iron may also have a system of producing steam while in use. The weight of the iron varies from 1.5–3.5 kgs. At household level light weight irons are preferred. Heavier articles like curtains, bed covers etc. may require heavier irons.

Though in most cases the heating is with electricity, in India one can still see some charcoal irons. Charcoal iron is like a metal box with a lid, in which live coal pieces are put to heat the iron.

Care and maintenance of apparel and articles of household usage within the family may be done at different levels. Household laundry takes care of clothing and small articles of daily use. Bigger articles of household linen and some special articles are sent to commercial laundries. Sometimes services are hired of individual professionals who collect material from household for washing and/or ironing and finishing. Such professional (often called *dhobis*) serve individual households and institutions like student hostels, small hotels and restaurants. They generally work from their homes. For washing they make use of specially marked places in towns and cities called *dhobighats*.

ACTIVITY 2

Make a list of the type of fabric articles in your home. Categorise them according to the maintenance activities done within the household, sent to commercial laundry or use made of certain professionals.

The concept of individual workers grew up into 'Laundries' or 'Dry-cleaning' shops. Here the customer takes the articles for cleaning and comes back a few days later to collect finished articles. The customer may be an individual or an institution. Bigger laundries often have several centers or shops in different parts of the city. Some laundries also provide services of transport of material to and from the customer. This is specially so in the case of institutions like hostels, small hotels, restaurants and also small hospitals and nursing homes.

The commercial laundries are organised in different sections. Each section deals with a specific job, such as washing, water extraction, drying, pressing and ironing. Some laundries may have a separate section for hospital and institutional work, and another for individual and personal work. They also may have separate sections for dry-cleaning, for fibre specific articles like woolens, silks and synthetics, and for special articles like blankets and carpets. Some laundries also have arrangement for dyeing and special finishes like *zari* polishing. Most laundries would have units for inspection, sorting out of materials and taking care of pretreatments like mending, repairing and stain removal.

These laundries have bigger equipment and in larger numbers. The washing machines have the capacity to handle 100 kg or more of load in one cycle (as against 5-10 kgs in domestic washing machines). They have separate machines or dry-cleaning. Other equipments include hydro extractors, driers, flat bed ironing and pressing equipment, roller ironing

and calendaring machines, folding and packaging tables and trolleys to carry material from one place to another.

The commercial establishments have a system of keeping record. When the article is received, it is checked and any damage or special care requirement is recorded. The customer is given an invoice for the kind and number of articles received and the date of delivery. System of code tags matching the invoice helps to identify the items of each customer or invoice.

INSTITUTIONS

Large institutions that require a constant flow of clean linen, working-clothing or uniform, like hospitals, prisons and hotels, will usually have their own laundry departments. The organised collection, laundering and timely delivery of processed material is essential to the operation of the institution.

There are two types of institutions which have in-house laundry and maintenance setups, i.e., within their organisation. These are hotels and hospitals. Both have a large quantum of bed linen and other room furnishing requirements as also staff uniforms and accessories such as aprons, caps, head dresses and masks.

The hospital laundry takes care of hygiene, cleanliness and disinfection. However, a number of hospitals have started using disposables where there is a threat of infection, which are then destroyed by burning. Most of the articles in hospitals are of cotton and dyed (in colours specific to the hospital and department) with dyes which have excellent wash-fastness. Only the blankets are woolen. The daily laundry thus emphasises mainly on cleanliness of cotton materials. Here too the stubborn stains may not be taken notice of and finishing like starching and whitening is not included. Even the ironing and pressing may not be done to perfection. Repair and mending and condemnation of unusable material may or may not form a part of the services required.

In the hospitality sector, i.e. for hotel and restaurants, aesthetics and final finish of the articles are the most important. As compared to hospitals the articles here may be of different fibre contents. Final finishing of laundered goods, i.e., starching, ironing pressing and correct and perfect folding, are emphasised. They also have to care of guests' personal laundry when required. As mentioned earlier the smaller hotels may have link ups with commercial laundries from outside.

Process of laundry functioning in hospitals

1. Collection from Emergency, main OT, OPD, various specialised centres and wards
2. Transportation from linen bank or directly from hospital to laundry plant
3. Unloading dirty linen and sorting
 - Bed linen- clean, mildly soiled and very soiled
 - Patients' dress
 - Doctors' dress
 - Blankets
4. Washing is done in large washing machines which have a capacity of 100 kg per load.
5. Hydro-extraction – Hydro extractors work in centrifugal motion which gets rid of 60 -70% moisture.
6. Drying
7. Pressing, ironing, folding and stacking
8. Mending and segregation of condemned articles
9. Packing
10. Distribution

The quantum of work, especially for bed linen, is much larger for hospitals as compared to hotels. The big hotels may have upto 400-500 rooms. The larger hospitals may have to take care of 1,800-2,000 beds or even more. Of these, sheets in Operation Theater, Maternity ward and Labour room may require 5 or more changes per day. Linen requirement in stock is a minimum of six sets per bed. Each set normally consists of bed sheet, draw sheet and a pillow slip. The blankets are not changed daily unless soiled. Apart from linen for patient's bed, the other articles to be laundered are dress (gowns, kurta, pyjamas etc.) for patients, dress (coats, gowns, kurta and pyjama) for doctors (that is generally a different colour from dress for patients and may be of tericot material), and some general material like table cloths and curtains.

As in the case of commercial laundries there is a system of keeping record for collection and disbursement of material to each department. An example is given below:

NAME OF THE HOSPITAL
Receipt for Washable Linen

Receipt No.....

Received from.....

Dated.....

Time

S.No	Name of the clothing	No.	Remarks
1	Bed Sheet		
2	Draw Sheet (White)		
3	Draw Sheet (Green)		
4	Patient's Kurta		
5	Patient's pajama		
6	Doctor's Kurta		
7	Doctor's Pajama		
8	Doctor's Gown		
9	Towel split		
10	Towel Hand		
11	Face mask		
12	Baby Frocks		
13	Blanket Big/ Baby		
14	Pillow Cover		
15	Slings		
16	Apron		
17	Dirty Linen Bag		
18			
19			

PREPARING FOR A CAREER

The field of Care and Maintenance of Fabrics is a technical field. The primary requirements are:

- Knowledge of the material, i.e., its fibre content, yarn and fabric production technique, and the colour and finishes applied, in terms of the effect of care required.

- Knowledge of the processes involved.
- Knowledge of the chemicals and other reagents used in the process and their effect on the fabric.
- Working knowledge of the machinery requirements and its functioning.

Generally, Laundry Management courses are short term programmes, which offer coaching, job placement assistance, assistance to start business, practical training with stipend in hi-tech laundry, job opportunities in airways, ship, railways, hotels and hi-tech hospitals. However, since each setup may have different types of equipment and different requirements, a practical training or internship would be required. Qualifications in Textile Science, Textile Chemistry, Fabric and Apparel would be extremely useful. These courses are offered as specialisation for the graduate degree by several institutions throughout the country that offer Home Science.

SCOPE

This is one area where persons with specialisation in Textiles and Clothing, Fabric and Apparel can venture into entrepreneurial activities. These services provide much needed help and support for the end users, in metropolitan areas especially where women are working outside the home. There may also be a large number of nursing homes, small hospitals, day care centres etc. which would need such services on a regular basis. One may also choose to work in hi-tech laundries of railways, airways, shipping lines, hotels and hospitals, i.e., institutions and organisations that have in house program for care and maintenance of fabrics and textiles.



KEY TERMS

Laundry, washing, ironing, dry-cleaning, disinfection, washing machines, hydro-extractors, calendaring, tunnel washing systems

REVIEW QUESTIONS

1. What are the two aspects of care and maintenance of fabrics?
2. What are the factors which affect the process of cleaning of fabrics?
3. How are the different sections organised in a commercial or institutional laundry?
4. What are the differences in processing laundry work in commercial laundries and hospital laundries?

PRACTICAL 1

Theme: Care and maintenance of fabric products: Stain Removal

Task: To remove different types of stains like ball pen, blood, coffee, tea, lipstick, curry, grease, ink.

Purpose : A stain is an unwanted mark or colouration on a fabric caused by contact and absorption of foreign matter which needs special treatment before the actual washing process.

Conduct of the Practical : In order to use the right procedure for removing the stain, it is important to identify the stain.

**“Refer to the Chapter-17 in Class XI textbook for HEFS
Care and Maintenance of Fabrics”.**

Procedure : Take two samples of each stain on white cotton cloth of 4”X4”. Treat one while keep the other as controlled sample. Remove the stain by referring to the table given:

Stain	Condition	Cotton and Linen	Silk and Wool	Synthetics
1. Blood	Fresh	Soak in cold water. Then wash in dilute ammonia.	Sponge with cold water.	Wash in cold water.
	Old	Steep in cold water and salt until stain is removed (1 oz to 2 pints).	1. Same as for cotton 2. Apply starch paste. Leave it to dry and brush it.	-
2. Ball pen ink		1. Steep in methylated spirit. 2. Wash with soap and water.	Same as cotton	Same as cotton
3. Curry stain	Fresh	1. Wash with soap and water. 2. Bleach in sunlight and air.	Same as cotton	Same as cotton

	Old	<ol style="list-style-type: none"> 1. Same as for fresh. 2. Bleach with javelle water. 	Treat with potassium permanganate and ammonia. Dip the stained portion alternately in the above solutions.	Bleach with sodium perborate.
4. Grease	Fresh	Wash with hot water and soap	<ol style="list-style-type: none"> 1. If washable, same as cotton. 2. For unwashable, spread French chalk on the stain. Brush off the powder after an hour. 	Same as silk and wool
	Old	<ol style="list-style-type: none"> 1. Treat with grease solvent (Petrol, methylated spirit). 2. Wash with hot water and soap. 	Same as cotton	Same as cotton
5. Ink	Fresh	<ol style="list-style-type: none"> 1. Rub the stain with a cut tomato and salt wash. 2. Soak the stain immediately in sour milk or curd for half an hour. Wash. 3. Apply salt and lime juice and leave it for half an hour. Wash. 	Treat with sour milk or curd as for cotton.	Same as silk and wool
	Old	<ol style="list-style-type: none"> 1. Try above no. 2 and 3 with prolonged treatment. 2. Steep in dilute oxalic acid. 3. Rinse thoroughly with dilute borax solution. 	<ol style="list-style-type: none"> 1. Same as cotton 2. Rinse in dilute ammonia solution. 	Same as silk and wool

6. Lipstick	Fresh	Steep in methylated spirit and wash with soap and water.	Same as cotton	Same as cotton
	Old	Moisten and soften by working glycerine into a stain. Leave for a short while. Rinse and then wash with soap and water.	Same as cotton	Steep in kerosene or turpentine. Wash with soap and warm water.
7. Tea and coffee	Fresh	Pour boiling water through.	1. Steep in warm water. 2. Steep in dilute Borax solution (1/2 tsp to 2 cups of water)	Steep in warm sodium perborate solution (1 tsp-1 pint)
	Old	1. Spread Borax over and pour boiling water through. 2. Steep in glycerine until stain is removed.	1. Steep in Borax Solution 2. Treat with dilute hydrogen peroxide.	

Note

After conducting the practical stick the control and treated samples in your file.

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NOTES

UNIT V

RESOURCE MANAGEMENT

INTRODUCTION

Resource Management focuses on the allocation and utilisation of human and non-human resources to achieve the goals of the individual and family in any organisation. It emphasises areas in consumer and family finance, ergonomics, design and management of interior and exterior spaces including environment as well as hospitality and event management. Students are taught to appreciate the importance of Ergonomics and its applications in the home, in public places and in industries.

All of us aspire to have a good standard of living and quality of life. This implies that as consumers we expect all products and services that we need and utilise are of good quality. When we purchase goods or products we often need advice. When we have any problems we need professionals who can help us to sort out the problems by approaching consumer guidance and counselling centers.

In addition, families as well as organisations need assistance for organising and conducting various events. You will find many events taking place in different parts of the country, varying from launching of products, film previews, launching of government schemes, marathons, fund raising, exhibitions, conferences, among many others such as weddings, parties, celebrations, etc. Persons/organisations that are responsible for these can approach and avail of professional services to organise such events. With increasing number of events in cities, metros and rural areas, event management is now becoming a specialty profession.

For any function, hospitality is an integral part of services and is required on daily basis whether it is a hotel, hospital or other related service organisations, such as hostels, service apartments and corporate houses, among others. This has opened up numerous career opportunities for persons at various hierarchical levels. Many companies today are looking for outsourcing hospitality related activities. Therefore, these areas offer tremendous potential for entrepreneurial ventures.

Whatever we do and wherever we work, performance and productivity are vital for success. Hence the role of human resource management is a critical component. Besides this, all of us like to work and live in attractive, user friendly places. This can be made possible by well-planned and managed spaces, both indoors and outdoors. Interior designers can help to render services to people/organisations for designing spaces. Similarly, the exterior of any building or place, parks, conversion of waste land to green zones are required to be done by landscape designers. The Interior Design course focusses on drafting and arranging as well as creating interiors of private and commercial spaces. It also prepares students to significantly

and positively address local, regional and global environmental issues concerned with sustainable living and to create new ways to enhance the environmental concerns.

HUMAN RESOURCE MANAGEMENT

LEARNING OBJECTIVES

After completing this section the learner will be able to –

- explain the concept of Human Resource Management
 - discuss the importance of Human Resource Management
 - describe the functions of Human Resource Management Professionals
 - identify qualities required by a successful HR professional.
-

INTRODUCTION

You must be aspiring to take up careers and desiring to hold important positions that are rewarding. When you apply for the job, like many others, some person(s) will scrutinise all applications, shortlist prospective candidates and arrange for the interview. This work is primarily the responsibility of the HR (Human Resource) Department. Human Resource Management (HRM) is an important field of study that emerges out of Resource Management which has an impact on efficiency of an individual and organisations. In Class XI, you have learnt about the importance of human resource. In this chapter, we will discuss the field of HRM as a potential career option and what it entails.

In the past, large organisations had a “Personnel Department” which was largely responsible for hiring people, maintaining paper work and paying the employees. Later, it was replaced by Human Resources Department (HR Dept.) which played a major role in selection, staffing, training and helping the workforce to improve capability and achieve better performance. In recent times, the phrase “Talent Management” is being used globally, to refer the activities of HR professionals to attract, develop and retain employees.

SIGNIFICANCE

Workforce is vital for any organisation. All organisations are manned by people, regardless of their size or extent of its resources. The overall performance and profitability of any organisation is largely dependent on the quality of its manpower, i.e., the capabilities and performance of its human resource. Let us take a closer look at the role and responsibilities of professionals in the field of Human Resource Management (HRM).

Let us first understand HRM. It can be defined as a strategic and coherent approach to the management of an organisation’s most valued assets – its human capital, i.e., the people working in the organisation, who individually and collectively contribute to the achievement of the organisational, goals effectively and efficiently. HRM also focuses on maximising the capabilities and performance of the workforce. Thus:

- HRM is concerned with getting better results with the collaboration of people by focussing on ‘people’ issues, and refers to all of the activities implemented and used to affect the behaviors of employees. HRM is an integral but distinctive part of management, which helps in attaining maximum individual development, by providing desirable working conditions and improving relationships between employees and employers as well as among the employees themselves.
- HRM is a multi-faceted process involving various areas like selection and placement of personnel, their induction and training, performance appraisal, career planning and potential development of personnel etc. It also includes motivation, leadership, management of resources, and training and development of the entire workforce within an organisation.
- HRM also includes Human Resource Development (HRD). HRD is the process of increasing the knowledge, skills and capacities of the personnel in the organisation. It also aims at getting the best out of the members of the organisation. A productive workforce contributes towards the economic gains of the organisation.

Managements must foresee and ensure that there is an appropriate match between individual abilities and organisational needs. Some persons may be qualified but may not be adequately trained for the specific tasks that they are required to perform and hence need to be given additional training and further education. Competent employees may not remain competent forever. Thus, persons who have been with the organisation for considerable period of time and perform well may need capacity building and upgradation of skills to meet new challenges in the work environment (Fig. 16.1).



Fig. 16.1: Contributions of HRD

The primary aim of HRM is to ensure that productivity of the organisation is maximised through improving work life of employees, treating them as a vital and critical resource and helping them to be as effective as possible. In this effort, HRM focusses on personal development, employee satisfaction and compliance with regulations.

Let us understand the functions of Human Resource Management professionals (Fig. 16.2). Major Functions of Human Resources/Talent Management are:

1. Recruiting and Staffing, i.e., Getting the Best Employees
2. Training and Developing Employees
3. Retention and Redressal:
 - Ensuring Compliance to Regulations
 - Ensuring Fair, Safe and Equitable Work Environments and Paying fair wages to employees and performance appraisal through bonus and other benefits.
 - Sustaining High-Performing Employees

1. Recruiting and Staffing

Manpower/Human Resource Planning

Manpower or human resource planning is concerned with assessment of present and future needs of the organisation in relation to present resources and future predicted demands and changes. Appropriate steps are then planned to bring demand and supply of man power into balance. Thus the first step is to take a 'satellite picture' of the existing workforce profile (numbers, skills, ages, flexibility, gender, experience, forecast capabilities, character, potential, etc., of existing employees) and then to assess needs for 1, 5 and 10 years ahead. This requires adjustments for planned staff movements, retirements, normal turnover etc, in line with the organisational plan for the corresponding time frames. Before recruitment the first step is to do job analysis.

Glance through some newspapers and study a few advertisements for personnel in detail. Note the specific requirements in terms of qualifications, skills, work experience and the expectation of the company. You will notice that essentially the advertisement for job contains the job description but this is possible only after the HR department has done job analysis.

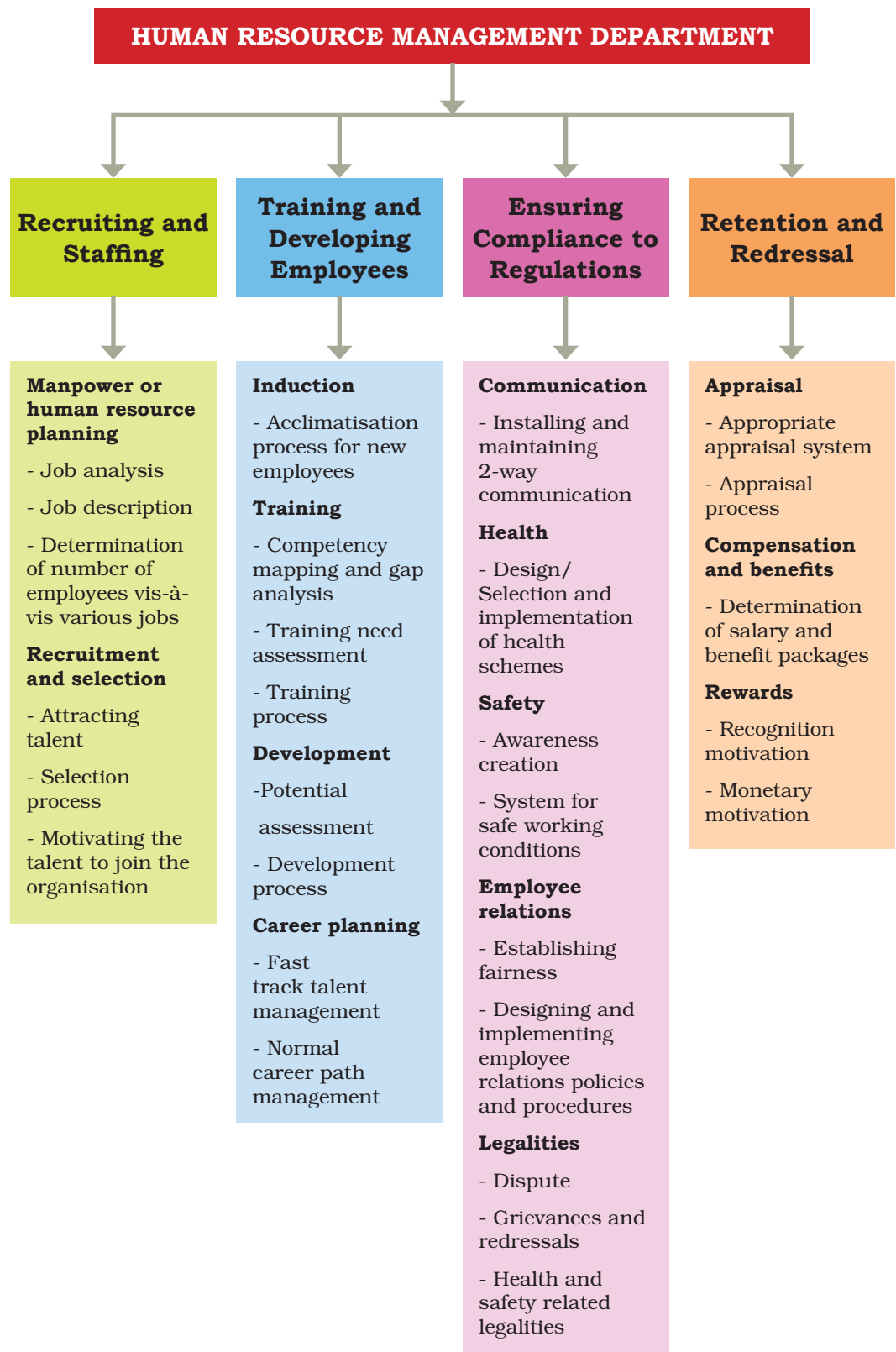


Fig. 16.2: Functions of Human Resource Management at a Glance

What is Job analysis? It is the process used to collect information about the duties, responsibilities, necessary skills, outcomes, and work environment to perform a particular job. An important concept of Job Analysis is that the analysis is conducted of the Job, not of the person. Job and task analysis is performed as a basis for: defining a job domain; describing a job; developing performance appraisals, selection systems, promotion criteria, training needs assessment and compensation plans. One of the main purposes of conducting job analysis is to prepare job description and job specification which in turn helps to hire the right quality of workforce into the organisation. The general purpose of job analysis is to document the requirements of a job and the work performed. It also helps to determine the actual number of manpower needed and the skills that this manpower should have.

The information from this analytical study of the tasks to be performed are written into a *job description*, so that it can be determined as to what physical and mental characteristics applicants must possess, what qualities and attitudes are desirable and what characteristics are decided by disadvantages. These are important tasks of the HR professional. Thus job description is an outcome of job analysis. Based on this, the company decides the number of positions at various hierarchal levels, the number of persons per position, develop recruitment plans and advertise the posts.

After receiving applications in response to the advertisement, the HR department will scrutinise applications and shortlist suitable applicants for interview. This takes us to the next step, i.e., selection and recruitment of employees.

Selection and Recruitment of Work Force/Employees

Recruitment is determining the best candidate for the 'job' from among the numerous applicants, by arranging interviews, tests, and verification of documents and references. Effectively, selection is 'hiring' an appropriate and suitable employee. HR professionals are hired in placement Agencies/ Organisations that exist to 'head hunt'. Their main role is to attract talented staff and motivate them to join the organisation and recruit them. When the selection process of prospective employees is done by well experienced and knowledgeable person(s) with good judgement, it will contribute in the progress rate of the organisation.

After recruitment and staffing the next major function of HRM is training and development which is one of the important responsibilities of the HR department starting with conducting induction programmes for new employees.

2. Training and Development

Training is the systematic development of attitudes, knowledge, skills required by a person to perform a given task or job adequately and **development** is ‘the growth of the individual in terms of ability, understanding and awareness’. It consists of guiding and directing members of the workforce to enhance their knowledge base (learn new things), apply this knowledge and translate them into skills in order to achieve the goals of the organisation and its people. Within an organisation Training and Development is necessary in order to:

- Develop workers to undertake higher-grade tasks;
- Provide the conventional training to new workers (e.g., as apprentices, clerks, etc.);
- Raise efficiency and standards of performance;
- Meet legislative requirements (e.g., health and safety);
- Inform and acquaint persons/acclimatisation process for new employees (induction training, pre-retirement courses etc.).

Following are some of the common techniques/processes of training and development :

- Lectures and talks by senior or specialist managers;
- Group discussion (conference and meeting) activities;
- Briefing by senior staff;
- Role-play exercises and simulation of actual conditions;
- Video and computer teaching activities;
- Case studies (and discussion), tests, quizzes, ‘games’, group forums, observation exercises, inspection and reporting techniques.

Employee training gives individuals the specific skills that they require for effective execution of their responsibilities. Career counselling and guidance, Career planning, Management development are also key responsibilities of HRD.

Motivating and Mentoring

An organisation needs to constantly take stock of its workforce and to assess its performance in existing jobs for three reasons:

- To improve organisational performance through encouragement of employees for the individual performance.
- To identify potential, i.e. to recognise existing talent and utilise the same to fill other vacancies in the organisation or to transfer individuals into jobs where better use can be made of their abilities.

- To provide an equitable method of linking payment to performance.

An important function of HR professionals is to retain the right employee for the right job, which is achieved by motivating employees. Employees' appraisals, compensation and 'working rewards' are thus important.

Retention and Redressal of Employees

Attention to the mental and physical well-being of employees is normal in many organisations as a means of retaining good staff and attracting others. To achieve this HR officials have to design health and welfare schemes for staff, create awareness among them regarding safe environment and maintain two-way communication. They provide or liaise with specialists for providing care services such as health care, counselling for people with personal or domestic problems affecting their work. They are also required to handle disputes, grievances and industrial action, often dealing with unions or staff representatives. The responsibilities of the HR professional also include record-keeping and monitoring of legislative requirements related to equal opportunities, taxes and other benefits such as quantifying leave options and pensions, other benefits etc.

Ensuring Compliance to Regulations and Safe Equitable Work Environments involves (a) compliance with the laws and regulations of the government (central and state governments) and municipality, (b) interaction between the management and the unions, and (c) employee behaviour and discipline. Generally employee appraisal is undertaken and in case of indiscipline efforts are made to change employee behaviour. Incentives may be given for good behaviour. Besides working with labour unions and devise systems to foster cooperation, the HRM professional would be required to develop policies and handle issues such as sexual harassment, theft, misbehavior as well as administer programmes to enhance communication and cooperation among employees and management.

One major responsibility of the HRM department is the safety and health of all its employees including protection from hazards in the workplace. There are regulations related to occupational safety and health, environmental protection, workers' compensation in case of accident/injury/death. HRM managers must work to minimise the company's exposure to risk by implementing preventive safety and training programmes.

Paying Employees and Providing Benefits is an important function and includes paying employees (timely, due and appropriate wages) and providing incentives. The HRM department is responsible for developing salary systems, employee quality, retention, satisfaction and motivation (such as bonus etc). Ultimately, the aim is to have wage and pay packages that maximise the company's investment and achievement of the company's

goals. As part of this, rewards/recognitions may be given for good work, yet the morale of all employees has to be kept high. Benefits given to employees such as retirement benefits, pension, gratuity, provident fund, retirement investment plans, tax incentives, health benefits such as medical services, medical insurance, life insurance, disability insurance, vacations and leave, employee ownership of company shares etc. are under the purview of the HRM department.

Sustaining high performance employees is also important. In any organisation, there are persons/employees whose performance is very good and often outstanding. Such employees' performance needs to be sustained and good organisations generally make all efforts to retain such persons. In different companies, different strategies are used to sustain such persons. Some offer rewards or compensation packages in terms of financial incentives or in kind such as paid holidays for the entire family, financial packages for children's education, 'wardrobe basket', benefits like expensive cars, financial compensation in terms of driver's wages, petrol costs, medical expenses, housing etc. The key is to have a positive work environment where employees are recognised and rewarded for good performance, where there is good communication, and where everyone shares in the excitement of being part of a successful organisation. Positive work environment is provided not just on a daily basis but also in terms of celebration of festivals for persons of all religious denominations, organising get-togethers, picnics, social clubs for wives, among many other activities.

PREPARING FOR A CAREER

To work in any profession, one should not only have "Subject Matter Expertise" but also qualities, work ethics, loyalty and a positive attitude to work efficiently and to sustain in the given profession. Failing this, growth in a profession will not be easy. There are some minimum expectations from HR Professionals, in the manner they behave and present themselves as professionals.

1. *Clarity regarding goals* - HR Professionals need to be clear about the goals of the company and work systematically towards achieving them. This can only happen if one has clarity about goals, planning, employees' expectations and their role besides good communication skills.
2. *Efficiency in Time Management* - HR professionals are expected to be efficient in time management. They are expected to help planning within a given time-frame and identify time wasters.

3. *Compare Performances* - Knowingly or unknowingly quite often, instead of circumstances and situations, people tend to compare two different persons. Instead of analysing the behaviour of a person we tend to analyse the individual. The very basic principle of the science of management says that no two individuals are the same. A good HR professional always keeps this in mind and remains unbiased in his/her judgement.
4. *Knowledge about the Business and Industry* – It is important for HR professional to know and understand the business and goals of the company so that effective employee schemes and policies can be formulated.
5. *Vision and Goal for the Department, Team and Organisation* – What do you want to do for the organisation? Are you planning to implement a competitive compensation plan? Do you want to take your company in the bracket of 25 “Best Employers in the Country”? Are you planning to acquire best of the talent from market? Do you think that you need to control the growing Attrition Rate of your company? Have you thought about “Organisation Development” and “Talent Management”? They should have vision for the organisation for HR perspective, and goals for their department and team. Until and unless you are sure about your destination, you cannot take the path.
6. *Enthusiasm to Share/Develop/Coach and Mentor* – “Knowledge is wealth; the more you distribute/share, the more you gain”. HR professionals are privileged and in a very unique position where they can develop people. They are required to help staff in changing their perception and behavior. They have a very important and crucial role to play. For being successful in this task, HR officials have to be enthusiastic and positive in attitude, to be effective mentors and trainers.
7. *Work Ethics/Trustworthiness* – This is a very important quality and a must for all HR Professionals. Candidates, at the time of interview share important information with HR. Employees share information, personal/professional ideas, suggestions, plans for the future, dreams etc. If the HR professional shares this information with others in the team of HR, will that employee ever comeback to HR to share anything? HR professionals need to win the trust of the employees and then maintain that trust. This is very true for HR Professionals, who are working in “Employee Relations”. Relation of any kind is based on trust and honesty.

People with good human resource management skills are highly in demand today, making courses in this field popular among learners. While recruiting the right kind of manpower is important for the successful

running of a company, managing the existing human assets is also of great concern today, considering the high attrition rate and volatility of job market. Thus, organisations need efficient professionals trained in management of human resources.

HRM courses are offered at both degree and diploma level by various universities, deemed universities, private colleges and other institutes. Candidates having a graduate degree from a recognised university are eligible for post graduate degree and diploma courses in HRM. Candidates willing to study post graduate courses in HRM will find many options across India including those offered through correspondence. You can also enrol for post graduate courses in HRM through correspondence while working. When enrolling in a private college, care must be taken to ensure the authenticity and credibility of the institution/organisation offering the course.

Candidates pursuing a post graduate HRM course will gain insight into areas like Training and Development, Perspectives of Management, Employee Compensation Management, Labour Welfare and Social Security, Human Resource Management and Organisational Behaviour.

There are careers involved with employment, recruitment and placement. Training and development specialisation is often conducted by trainers and orientation specialists. Smaller organisations may employ less number of persons who would be required to work in more than one area of HRM. In large organisations, different individuals may be entrusted with each special area of HRM.

The career paths lead from technical HR jobs to positions in senior HR management, such as Manager of Compensation, VP of Labour Relations, Director of Employment and others. Most of the students choose to take up the general field of management. Students are trained to become 'generalists' in human resources or to specialise in areas such as organisation development, training and development, labour relations, and compensation and benefits. However there is more to HRM than just being the internal functionary of a corporate. Some options for professionals are:

Corporate HRM : The role of a HR manager in the corporate sector is to search, select and recruit suitable, qualified staff for the organisation. It is also concerned with the development, motivation and training of the staff in order to maximise their satisfaction as well as minimise turnover. Typically a bachelor's degree in management allows entry into a junior cadre of HRM, or an MBA is usually the norm for entry into mid level/senior position into HR department of large organisations.

Training and Development (T&D) : There are some companies/organisations that specialise in T & D as a business. The job of the T & D

team is broadly to “Train the Trainer” or in other words, train HR managers who, in turn, train employees of their organisation and equip them with certain skill sets. They often hold workshops on “behavioural skills”.

Recruitment Consulting: You can be hired by reputed placement consultancies or recruitment agencies if you have this qualification. Recruitment consulting is actually a very lucrative and fruitful field. There are several recruitment consulting firms in India. The general requirement to become a recruitment consultant is an MBA with specialisation in HR.

HR Consulting: This is an upcoming field, wherein organisations employ the services of HR consultants to either find solutions or help tide over issues relating to people in the organisation. In the case of organisations that need to re-structure, HR consultants help decide on who need to be retained, terminated/services discontinued or promoted. In public sector companies when voluntary retirement schemes are announced, HR consultants are hired to make the process smooth.

Career Counseling: This field includes the paid services of private organisations, schools/colleges that provide career counselling to their students. Several schools and colleges hire counsellors to conduct behavioural test for students who are on the verge of choosing a career stream. They conduct behavioural tests which help students ascertain their skills set and the field that would be ideal for them to join.

Academic Institutions: If a person is interested in academics and is keen to teach HR, then a Post Graduate degree with a specialisation in HR, T&D or organisational behaviour is the best option. This, followed by doctorate in the same field, would make you eligible to teach HR or OB at any institution.

CAREER OPTIONS

- HR managers
- Professionals specialised in Training and Development
- Recruitment Consultants
- HR Consultants
- Career Counsellors
- Teaching
- Research

ACTIVITY 1

Students can be divided in two groups. Group I to identify HRM courses offered by different institutes in local or regional areas, their duration, eligibility and identify whether it is a Certificate/Degree/Post Graduate Diploma/Master's Degree, etc. Group II to enumerate the qualities that are required for an HR professional.

A Note for the Teacher

Teacher can assist the class in selection of class representative and discuss the role HR professionals play in an organisation.

KEY TERMS

HRM, HRD, Staffing, Recruitment, Training and Development, Appraisal. Motivation, compliance

REVIEW QUESTIONS

1. Explain the concept of HRM.
2. What are the qualities required in HR professionals?
3. Explain the functions of HRM professional.
4. Which are the parameters to bear in mind while selecting workforce?
5. What is meant by Job Analysis?
6. Explain some of the advantages of Training.
7. What are the different techniques used in training and development?

PRACTICAL 1

Theme : Evaluate the advertisement for a given position.

- Tasks :**
1. Study advertisements for different jobs in newspapers.
 2. Analyse variations in job descriptions in terms of positions, educational qualifications, skills needed, work experience, salary etc.
 3. Prepare a job description for the same position in different companies.

Purpose : To enable the student to understand –

1. Role of HRM Department in an organisation;
2. To identify the selection criteria for the different positions;
3. To identify differences between companies offering the same position.

Conducting the Practical

1. Divide the class into six groups.
2. Each group can select a different profession.
3. The members of the group can collect 5-6 advertisements from different newspapers, websites, magazines etc. for the selected profession.
4. One group can be assigned the task of collecting advertisements for positions in the HRM department.
5. The groups should study and identify common requirements of the given profession advertised by different companies, and identify any special or specific requirements, given in the following recording format.
6. Each group can present a report on the selected profession by giving an introduction to that profession followed by other details/specifications.

Name of the Profession:

Sr. No	Common Features of the Advertisements	Advertisement Number				
		1	2	3	4	5
1	Name and Address of the company					
2	Telephone No, Email					
3	Advt. appeared in which paper(name)					
4	Date of the advertisement					
5	Position advertised					
6	Work experience					
7	Age Limits					
8	Educational Qualifications					
9	Job Specifications					
10	Compensation package(salary and perquisites)					
11	Last Date for Application					
12	Details of contact person in the company					

Note: More features can be added in the list.

- 7. Each group of students should draft an advertisement for a selected profession.**

HOSPITALITY MANAGEMENT

LEARNING OBJECTIVES

After completing this chapter the learner will be able to:

- explain the importance of hospitality management
 - explain the functioning of food and beverage departments of the hospitality industry
 - describe the functioning of housekeeping department
 - discuss the functioning of front office in hospitality industry
 - know the various career opportunities available in this field.
-

INTRODUCTION

When we go to a restaurant or hotel, we expect to be greeted and served properly. If not, we are unlikely to repeat the visit. In Indian culture guests are regarded as God-like and treated accordingly, as encapsulated in the words “Athithi Devo Bhava”. This implies that each and every guest must be received with warmth and given the best possible care and service in all respects. In ancient times, people generally stayed with relations or friends or in ‘dharmashalas’. However, in modern times, increasing trade and commerce within the country and between different countries has necessitated provision of paid services for hospitality.

SIGNIFICANCE

With globalisation, the world has become a small place, where people travel from one place to another, within the country, and internationally for many reasons. It may be for business purposes, marketing products, for official purposes, study, pilgrimages, seeking health care (medical tourism), enjoying leisure time/vacation, visiting relatives or for shopping. Some people travel to see various places especially for experiencing different cultures, seeing heritage monuments, wildlife or natural beauty. You must have seen attractive advertisements for festivals like shopping festivals, wildlife tours etc. and photographs of people who come from many different places for events like the Pushkar and Kumbh melas, the Dusshera festival in Mysore, the Ganapati festival in Mumbai and Pune etc. All people who visit/participate in such events need a place to stay that is comfortable, safe and hygienic. If not, one carries unpleasant memories. Hence, tourists (Tourist is one who travels and stays temporarily in another place) need comforts and facilities similar or close enough to what they are accustomed to at home. The hospitality industry, hence, has grown to provide “*A Home Away From Home*” and this is one of the fastest growing industries.

Let us now explore the world of the hospitality industry and understand the efforts that the industry must make so that the tourists feel comfortable.

BASIC CONCEPTS

Let us start with the term ‘Hospitality’. *Hospitality* is the relationship between the guest and the host. It is the act/practice of being hospitable including friendly generous reception/welcoming of guests, their entertainment and providing services with warmth and courteousness. It is basically concerned with providing a place to stay, food, entertainment and other facilities to make the stay comfortable. Different types of establishments offer hospitality services e.g., hotels, motels, lodges, resorts, and furnished apartments.

- A *hotel* is a commercial establishment offering lodging, meals and other services to its guests.
- A *motel* provides services like a hotel and provides parking facility near the room or a room door that opens out onto the parking lot.
- A *lodge* offers rented accommodation especially for sleeping and may not offer food and other services.

- A *resort* is known for its leisure attraction. It offers a broad range of amenities, sports facilities and leisure activities for ensuring a total vacation experience.
- *Furnished apartments* provide all essential amenities needed by the guests.
- *Furnished camps* provide hospitality to people who go hiking, undertake adventure sports etc.

In addition to these, hospitality services are integral to the services provided at conventions, conferences and other events including weddings and parties, theme parks, cruise lines, amusement parks as well as guest houses, hospitals. Organisations which provide hospitality generally have management departments. Hospitality services are also provided by hostels. The fundamental principles of hospitality management are applicable to one and all. In order to have smooth and efficient functioning the tasks are carried out by different sectors or departments as shown in Fig. 17.1.

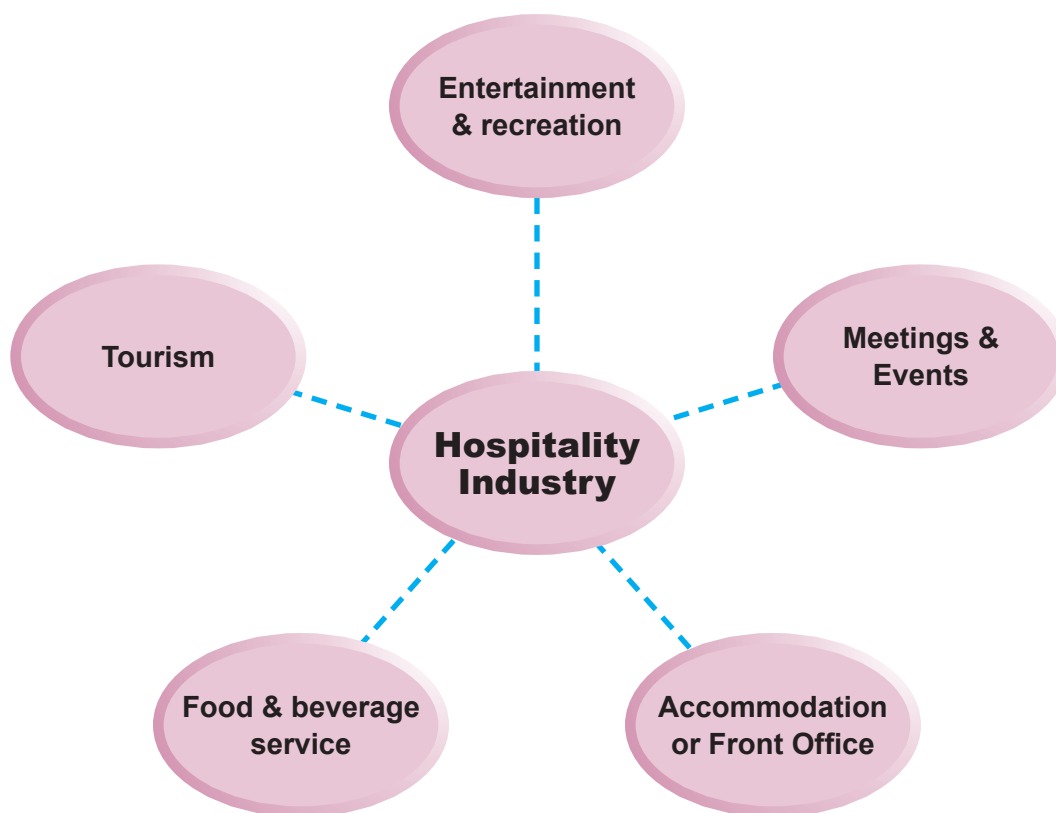


Fig. 17.1: Departments/Sectors in Hospitality Industry

In order to have a better understanding of the different departments it is necessary to understand the concept of “Guest Cycle”.

What is the Guest Cycle? The **“Guest Cycle”** starts even before the guests physically steps into a hotel and it consists of four stages (Fig. 17.2).

1. *Pre-arrival stage* - The activities done in the pre-arrival stage include: (i) quoting rates for a guest (ii) reserving a room as a part of central reservation system or reservation department.
2. *Arrival Stage* - In this stage, as the title suggests, the guest actually arrives and registers or checks-in.
3. *Occupancy* - This stage consists of providing various services as per the guest's requirements, ensuring security of the guest and co-ordination of various guest services. Guest satisfaction is the main focus in order to ensure and encourage the guest to patronise and use the services of the establishment again; in other words, to obtain and retain ‘customer loyalty’.

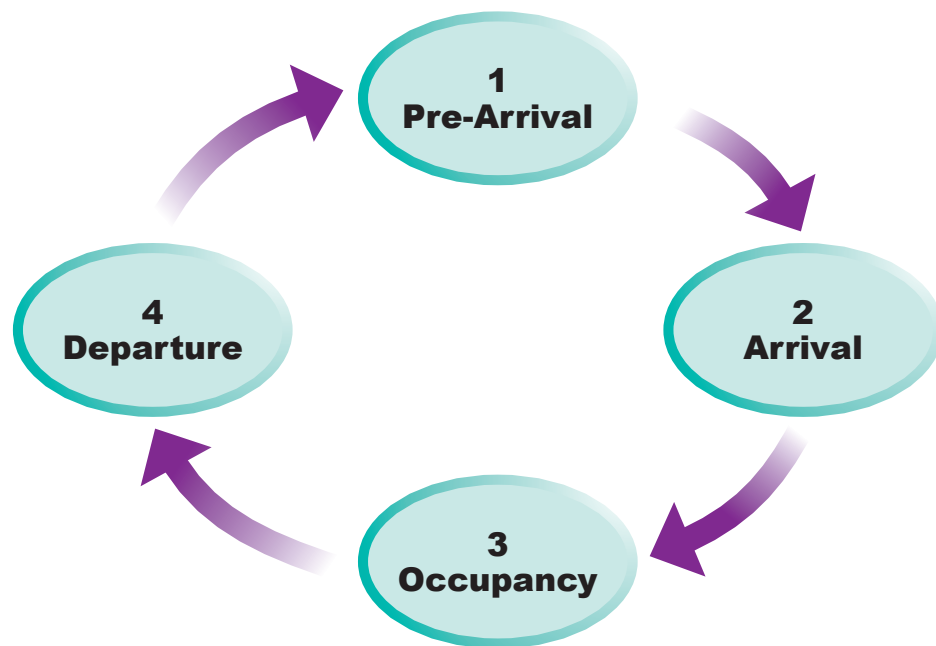


Fig. 17.2: Stages of the “Guest Cycle”

4. *Departure* - This is the final stage of the Guest Cycle where the guest is ready to leave/move out or “check-out” of the accommodation. An up-to-date record of the room occupancy of the guest is kept along with other information about the guest known as ‘guest history’

including feedback from the guest about his/her opinion about the services.

Departments Involved In Hospitality Management of an Organisation

Front office: The guest cycle falls largely under the domain of Front Office. The guest arrives at the front office and comes in contact with the staff of the hospitality industry for the first time. Interaction between the guest and the staff is very critical to develop good relationship between the guest and the organisation and also in building a good image. Hence, the front office is the focal point of any hotel.

The services offered by the staff here include - welcoming guests, meeting and greeting them, organising reservation status of room availability, registering guests and allocation of rooms, maintaining records of check-in and check-out details, porter services, issuing room keys to guests, passing messages to customers, coordinating with other guest services, providing in-house and external information to the guests, and preparing and settling their bills. The manner in which the services are offered plays a central role in image building of the institution and ultimately determines the revenue generated. Would you like to be greeted/served by a person who is expressionless and indifferent? Not at all! The front office staff also coordinate with various departments for providing services to guests such as the Transport for assisting the guest with transport, Accounts, Billing, Room service, Restaurants, Engineering, Stores, Sales and Housekeeping departments. The organisational chart of Front office is shown in Fig. 17.3.

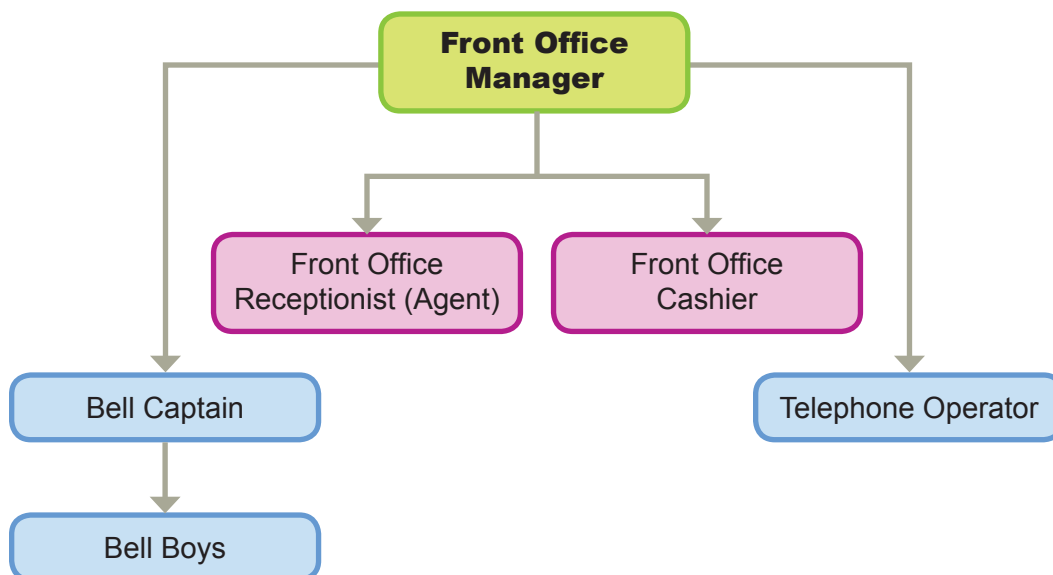


Fig. 17.3: Organisation of the Front Office Department

The services offered by different staff members under front office desk are shown in Table 17.1.

Table 17.1: Designations and Functions/Duties of various Personnel in the Front Office

Designations	Functions/Duties
Front Office Manager	Responsible for managing the front office, lobby, transport activities. Schedules shifts/staff rotations and duties of the staff in shifts, since all hotels work for 24 hours. Checks the arrivals of the day, the “V.I.P.”s, coordinates with housekeeping and other departments.
Front Office Supervisor	Is responsible for a shift. Meets and greets all arrivals, ensures accurate and speedy rooming procedure. She/He checks occupancy.
Front Office Cashier	Is responsible for maintaining the guests’ bills and receiving payments when the guests checkout.
Telephone Operator / Information assistant	Is responsible for providing information and communicates with in-house guests and visitors.
Assistant Manager-Front Office	Organises and supervises the front office in the absence of front office manager and ensures smooth functioning of the front office.
Lobby Manager	Organises, supervises and controls all uniformed services.
Receptionist (Front office Agent)	Reserves, registers and assigns rooms to guests and provides information as and when necessary to guests during their stay in the hotel.
Bell Captain	Organises, supervises and controls all uniformed services, bell boys in the lobby, supervises all baggage movement during check-in and check-out.
Bellboy	Is responsible for shifting of baggage of guests, within and out of the room.
Doorman	Welcomes guests upon arrival and escorts them to the registration desk.

Housekeeping Department: Housekeeping department is primarily responsible for providing a healthy environment by ensuring cleanliness and maintaining high standards of hygiene along with ensuring that the aesthetics of the entire establishment are maintained. The guest's decision to stay and repeatedly visit the hotel in future largely depends upon the quality of the services provided. In case of hotels, room decor, facilities provided within the rooms, safety, cleanliness and hygiene are most important.

Nowadays, many organisations, including corporate offices, are hiring housekeeping services on contractual basis. This provides an avenue for many people to start their own enterprise. When housekeeping consultancy is done on a commercial basis, it has a greater volume of activities and challenges. The work of maintaining numerous rooms and public areas becomes a gigantic and complex task. In order to provide valuable services to the client, it is essential to plan and organise the department with various sections and trained staff.

Functions of Housekeeping Department

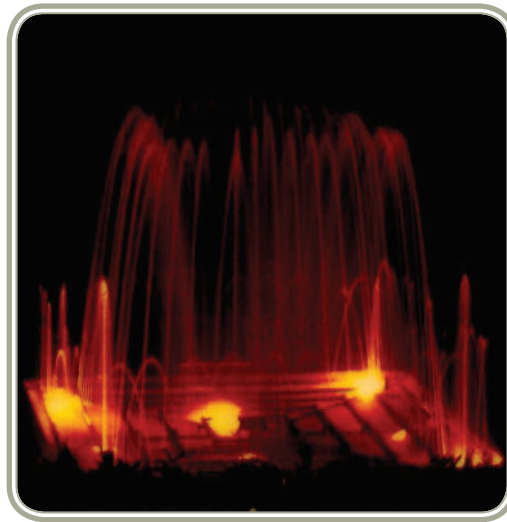
As the prime function is to maintain cleanliness and space hygiene, it is responsible for the following -

- Cleaning of public areas and guestrooms
- Supply, upkeep of laundry and exchange of various linen and uniforms.



Housekeeper replacing linen

- Internal flower arrangement and maintenance of external landscape or garden.



Special Lighting effect in the Garden of a Hotel

- Coordination and communication with other departments such as front office, restaurants, engineering, accounts, etc., through control desk.
- Pest control is also the responsibility of this department.

In order to perform these functions efficiently, the housekeeping department is divided into sections, which are as follows:

1. *Housekeeping control desk*- passes on the information to housekeeping staff who are working in various parts of the hotel.
2. *Housekeeping management*- plans, organises and controls all the activities of the housekeeping department.
3. *Guestroom brigade*- upkeeps and cleans the guestrooms.
4. *Public area brigade*- maintains cleanliness of foyer, lobby, front office and other common areas.
5. *Linen and uniform room*- coordinates with laundry; responsible for providing clean linen to entire establishment and uniform to all the staff.
6. *Horticulture and flower arrangement team*- maintains landscape of the hotel and arranges flowers in rooms and at various places.
7. *Lost and found section*- deposits misplaced luggage of guests.

Staffing pattern of Housekeeping Department

In order to run the department efficiently it is essential to select appropriate manpower to match the various posts within. The organisational chart as given in Fig. 17.4 shows the staff hierarchy in a hotel. The organisational structure and hierarchy may vary from one organisation / hotel to another. One may appoint different individuals in different posts or have some staff 'multi-tasking'.

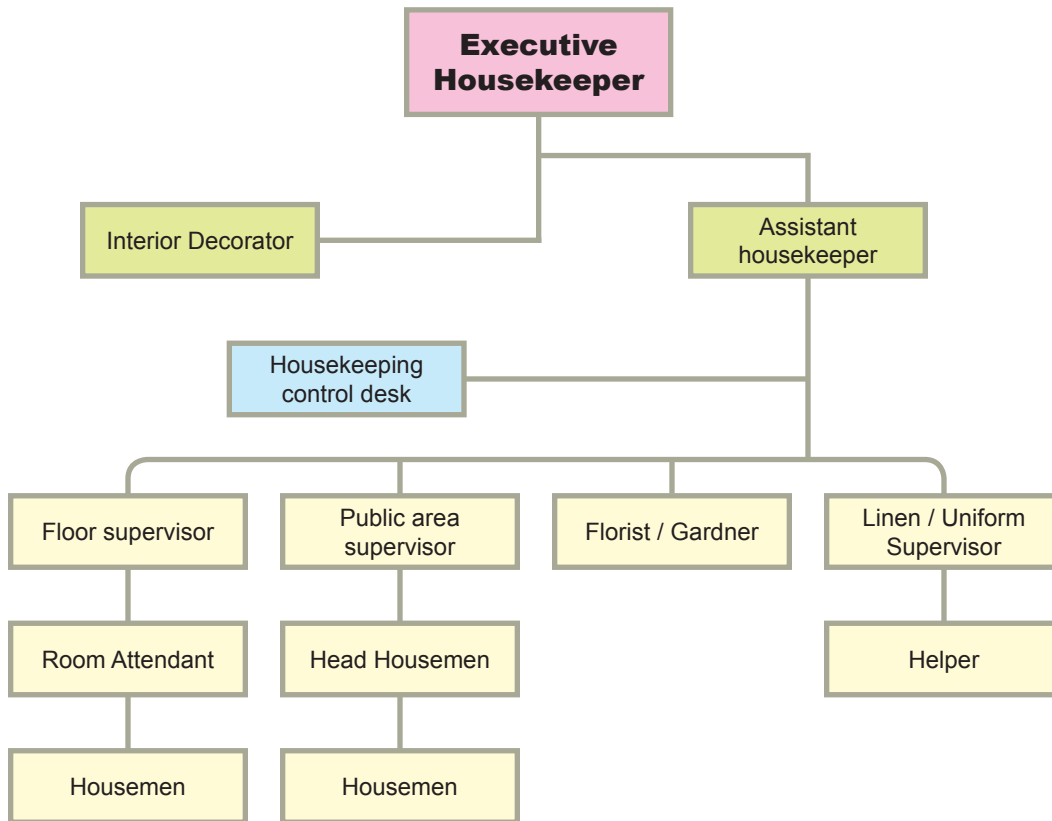


Fig. 17.4: General Organisational Chart of a Housekeeping Department

Responsibilities of the housekeeping department personnel:

1. **Executive Housekeeper** - is responsible for managing the functioning of the department through judicious use of manpower, materials, money, time and other available resources. S/he checks schedules, cleanliness and all functioning of the housekeeping department.
2. **Assistant Housekeeper** - There may be one for each shift of duty in a large hotel. Prepares duty schedule and checks cleanliness and functioning of the workers.

3. *Desk control supervisor* - coordinates with front office for information on departure of guests, gets vacated rooms cleaned and hands over cleaned rooms. This desk should be manned 24 hours, as guests and staff contact this desk to receive or transmit information any time.
4. *Floor supervisor* - There is one supervisor for each floor, responsible for cleanliness and maintenance of guest rooms, corridors, and staircase and floor pantries.
5. *Room attendant* - does actual cleaning of guest rooms and bath rooms. Housemen perform the heavy cleaning activities such as vacuuming, mopping, sweeping, shifting of furniture.
6. *Public Area Supervisor* - is responsible for maintaining cleanliness of the public areas (Main entrance, corridor, offices, banquet halls, restaurants etc.). Gets work done through Housemen.
7. *Florist/Gardner* - May be one person in case of small hotel. Maintains garden and does flower arrangement in various parts of the hotel.
8. *Linen room/uniform room supervisor* – is responsible for supply, acquisition, storage, issue and cleanliness of the linen and uniforms required in various parts of the hotel.

Cleaning is an integral part of any organisation/office/hotel, hence it involves planning and having a well-organised approach in selecting staff with practical housekeeping operational skills with correct cleaning procedures and skill to do the task well under a qualified supervisor to ensure quality services. Appropriate selection of specialised equipment, tools, and cleaning solutions and knowledge of latest technological applications is an essential part of training. The cleaning activities are performed either on daily, weekly, monthly or seasonal basis.

Cleaning of various *surfaces* in the hotel is done with suitable tools, cleaning solutions and specific methods. Various materials and finishes used for wall, floor, counter tops and furniture are *wood, granite, marble, ceramic tiles, stones, linoleum, plastic, vinyl, fibre glass, metals, leather, cane, rubber, cloth, paints, wall papers*, etc. Various *equipments* are needed for keeping good cleanliness. The commonly used equipments are *vacuum cleaners, various types of brushes, brooms and mops, containers, cleaning cloth and trolleys to carry multiple equipments*. Various *cleaning agents* such as *water, ammonia, vinegar, soaps and detergents, washing soda, abrasives, polishes, acids and other such liquids* are used for cleaning various surfaces and materials. One should be very cautious while using these cleaning agents. Some strong agents may damage the surface while cleaning the material hence choice of appropriate cleaning agents is important.

ACTIVITY 1

Students are to be divided into four groups. One group will visit a hotel to observe and learn cleaning. Each group will be asked to observe daily, weekly, monthly and seasonal/spring cleaning procedures and note down the steps for each in detail, the materials cleaned, the equipment/tools used in the following format.

Note: The steps are many.

GROUP 1

Cleaning Procedure steps	Daily/Weekly/ Monthly/Seasonal	Tools used
1 -----		
2 -----		
3 -----		

GROUP 2

Find out the methods of common cleaning of various surfaces in the following format.

Material Method of cleaning

Wood

Granite

Marble

GROUP 3

Conduct a market survey to find out various cleaning equipments such as brooms, brushes, mops etc. and draw the diagrams and uses in the practical book. Note the cost of the cleaning equipments

Brooms: Types – cost – diagram

Brushes: Types – cost – diagram

Mops: Types – cost – diagram

GROUP 4

Conduct a market survey to find out various cleaning agents available in the market and their cost. Record the brand, cost, properties and the label information. List the use and precautions given on the label by the manufacturer.

The linen and uniform room is an integral part of the house keeping department. The laundry may be done in the department if facilities are provided. Otherwise it can be given to an outside agency. The linen room stores and maintains enough stock of bed linen, bath linen, linen for restaurant(s) etc. and uniforms of all the staff members of the hotel.

Flowers are used to enhance the aesthetic appeal of various interior spaces. The establishment may give a contract to florists to supply flower arrangements regularly. Alternatively the flower arrangements in various areas of the premises may be made by the housekeeping department.

ACTIVITY 2

Visit a hotel to see the flower arrangement(s) done at various places such as restaurant, banquet hall, reception, centre table of a meeting room, dais of a conference table etc. Note down the size of the arrangement and placement.

In many hotels, staff is trained for environmental conservation and eco-friendly practices such as using 100% organic cotton bed sheets, chemical-free laundry cycle and using agents which are non-toxic, water-based, hypoallergenic and biodegradable. Cards are put in hotel rooms urging the reuse of towels, promoting the saving of natural resources like water, electricity, detergent used for laundering. Use of energy-efficient light bulbs in rooms can help save electricity.

Food and Beverages Department

The Food and Beverages department is responsible for the sale of food and beverages. The relevant service departments involved are kitchen(s), banquets, restaurants, room service, stewarding and bars/coffee shops etc.

Kitchen is the place where food is prepared. In large hotels the kitchen may have independent sections for various aspects related to food preparations, such as butchery (to deal with raw meat), bakery and confectionery, vegetable preparations, soups section, pantry, hot range and so on. In smaller hotels the kitchen would combine the sections. In large establishments there could be various staff (kitchen crew) in the kitchen. The executive chef (Chef-de-cuisine) is the head of the kitchen responsible for planning, organising and controlling the kitchen operations. The next is the deputy chef. There are supervisors for some sections of the kitchen called “Chef-de-parties”. Then there are number of cooks who make the common food items. The restaurant personnel coordinate closely with the kitchen for the supply of food orders to guests.

Kitchen Stewarding is concerned with the storage, maintenance, cleanliness and issue of cutlery, crockery and glassware to the restaurant and kitchen. It is the responsibility of this department to maintain cleanliness in the kitchen and to wash the pots and pans used. This department may have an executive kitchen steward, kitchen steward, dishwasher, pot washer and utility workers to clean the kitchen. Those working in this department must have high standards of grooming, hygiene and sanitation, and good manners and basic etiquette. Each hotel serves different varieties of food and beverages to the customers.

Restaurant is a commercial facility that provides food and beverages to the customers. It is equipped with dining tables, chairs and other required furniture with crockery, cutlery, linen and décor, varying in quality as suited to the objectives, concept and standards of the establishment. The restaurant has various staff members. A *restaurant manager* is responsible for overall functioning of the restaurant. The senior *Restaurant supervisor* and *Head Waiter* lead a team of *waiters/stewards* who actually serve the food and the *assistant waiter* who clears the table. They see that the standard of cleanliness, hygiene and service are maintained. They have to be smiling, courteous to the guests and possess good manners and etiquette. They should have thorough knowledge of the ways of serving the food.

Support Service Departments

A hotel has other departments which provide support and are involved in the overall management and efficient functioning of the hotel. These departments which may also be referred to as 'back office' departments are: *Finance and Accounts, Engineering, Human Resources department, Sales and Marketing* departments. Thus, a hotel has various departments having complex relationships amongst them. The smooth functioning of the organisation requires efficient management of man, material and other resources.

Management Functions

The management functions are planning, organising, co-ordinating, staffing, directing, controlling and evaluating the use of resources in light of the goals of the institution. Each of these functions have been briefly discussed in the chapter on Catering Management.

SCOPE

The organisational structure of the hotel has a hierarchy of top management, middle management, junior management, supervisors and operations staff. There are job opportunities at each of these levels in

the hospitality industry. Youth form the major part of workforce. Hotels prefer youth because they have high energy to work for long hours, as compared to middle aged people. They are better informed and have better competencies through advancement in education. They are open to new ideas and latest technologies. They have ambition for success and earn high monetary returns. Since hospitality industry is fast growing, there are ample opportunities for you to be absorbed in this field. The fundamentals of hospitality management are applicable to hostels and large hospitals also.

The essential competencies required to work in this industry are: The staff needs to be well groomed, have good hygiene, orderliness, good manners and etiquettes besides a smiling face. The cheerful attitude, self discipline, courtesy, physical fitness and good communication skills along with self-confidence and multiple language skills add to the possibility of ideal front office staff. Some of the other aspects to be kept in mind by the staff are a clean and neatly pressed uniform, minimum accessories and well groomed hair. Nails should be clean and properly manicured. The front office staff must be seen at their best at all times as this projects a good image not only of themselves but also of the establishments.

Across the country there are various catering and hospitality management courses offered starting from certificate to degree courses.

CAREER OPPORTUNITIES

- Positions in housekeeping departments at various hierarchical levels
- Entrepreneurial opportunities in housekeeping
- Positions in front office and reception/control desk in hotels
- Entrepreneurial opportunities for supply of flower arrangements, etc.
- Specialised in theme-based events within the organisation.

KEY TERMS

Hospitality management, Front Office, Housekeeping, Food and Beverages department.

REVIEW QUESTIONS

1. What is the importance of 'Front Office' in a hotel?
2. Write the responsibilities of any three members of the front office staff.
3. Write the responsibilities of any three members of the housekeeping department of a hotel.
4. Explain the meaning and functioning of restaurant and kitchen.
5. What are the different types of food services in a hotel?
6. What are the management functions in relation to hotels?
7. State whether the following statements are **True** or **False**.
 - (a) Smile is the most enduring competency required of Front Office personnel.
 - (b) 'A Suite' has two rooms, one serves as a living-cum-dining area and the other room has a bed.
 - (c) Housekeeping department provides food to the customers.
 - (d) Kitchen stewarding is concerned with the preparation of food.
 - (e) Controlling is the function of ensuring that the plans and objectives keep to the schedules and allocated budget.

CHAPTER 18

ERGONOMICS AND DESIGNING OF INTERIOR AND EXTERIOR SPACES

LEARNING OBJECTIVES

After completing this section the learner will be able to:

- explain the concept of design and scope of interior and exterior space design
 - appreciate that Interior Designing and Landscape Designing requires creativity and a balance between utility, aesthetics and beauty
 - understand and explain the principles of art and techniques of planning, designing, equipping and furnishing built in spaces
 - appreciate the importance of incorporating ergonomic concepts in the design of interiors and exterior spaces and making them user-friendly
 - appreciate that a Landscape Designer/Architect is responsible for designing outdoor and public spaces to achieve environmental and aesthetically appealing environment and spaces.
-

INTRODUCTION

Are you good at drawing? Do you get compliments from friends, teachers and others for your creativity in drawing? Do you enjoy playing with colours?

Are you a very imaginative person, full of ideas? Do you have a craving for creating something different, new and unique? If your response to these questions is 'YES' then you may think of selecting a 'Design Profession'. It encompasses several different professional avenues like Interior Design, Architecture, Graphic design, Product design, Fashion design, Packaging design, to list a few. Professional Designers have always been in great demand in industry.

To help you decide whether you have aptitude for interior design, you need to answer a few more questions like - Do you/I like to rearrange the furniture or accessories or soft furnishings in my room or home to make the same space look different? Are you complimented for your colour combinations in paintings, new drapes/curtains, or selection of design? If your answer is 'YES' then you have a natural flair for colour, space, and style and may do well as interior designer, where you can make best use of your natural talents and have your own distinctive style.

If you would like to be a Landscape Designer, then ask yourself some questions like - Do you like plants? Do you like to nurture them/experiment with them? Do you like gardening/ like to present them in different ways to express your creativity in the form of abstract objects or sculptures? If your answer is positive then you are probably a good candidate for such a profession. Let us learn more about the significance and challenges of these professions.

SIGNIFICANCE OF INTERIOR DESIGN PROFESSION

Designing is the blend of artistic talents and creativity, encompassing a number of different fields as mentioned earlier. Earlier architects designed the building and constructed it; once the user group/client occupied it, they started arranging the furniture according to their liking and kept adding things according to their needs. In the earlier days the interior designers were approached for designing of commercial spaces as it helps in image building, enhances work productivity by providing a well organised place of work and gives a unique identity and a sense of pride to its owners and employees. In present times, many families desire a well-planned and comfortable yet aesthetic and attractive house which enables them to relax with in a stress-free environment after a hard day's work.

Hence, people now increasingly seek the services of professional interior designers for residential or commercial spaces as they have the knowledge, expertise and guidance that can help prevent costly mistakes in terms of time and money. They work with architects, contractors, supervisors

and different craft persons in order to complete the project smoothly on time, within a specific budget. The interior designer can make most out of the given/available space without compromising on safety, functionality and comfort of the client. The professionals can reduce countless hours of shopping as they know the places where the materials suitable for the client's needs including different climate zones are available. It is indeed a challenge for interior designers to create interior spaces that are unique, functional and give the client satisfaction and value for the money spent.

In order to make a space functional, appealing and satisfactory, an interior designer needs to have an '**Ergonomics approach**' in her/his work.

Let us briefly understand what Ergonomics is. It is concerned with healthy relationship between work, the worker and the work environment, in other words, man-machine and environment. For example, when designing furniture, the anthropometric measurements i.e. physical body dimensions need to be kept in mind to ensure workers easy movement within the space, and work accessibility and minimize stress, strain and fatigue. The indoor environment should be safe and comfortable in terms of temperature, sound, lighting, both general and task specific.

Ergonomics is the science of the relationship between man and machinery and the equipment human beings use and the working environment. Having something that is called ergonomic means that the item has been designed to maximise productivity by minimising effort and discomfort.

Generally ergonomic furniture is contemporary or modern in style. However, many traditional and heirloom furniture pieces were made keeping ergonomic principles in mind. While designing spaces, may it be a home or an office, the first thing to be considered is what will this space be utilised for. Ergonomics concerns itself with both utility and functionality. It helps us to make the best possible use of available space while having an aesthetic and well styled and laid out space.

Thus, an interior designer may take up designing 'projects' which may be a new building or an existing structure that is undergoing renovation or expansion of space under FSI (Floor Space Index) for residential or commercial space projects like - corporate offices, retail offices, malls, food joints, public building like airports, banks, auditoriums etc. It may be noted that designing each type of commercial project is a specialty and

the list is endless. Some designers may take up both types of projects. As a professional s/he contributes to benefit society by focussing on making optimum use of space which is aesthetically appealing.

BASIC CONCEPTS

The major objective of designing space is to achieve functionality and to create the right kind of atmosphere while keeping costs low, within the budget specified by the client. In order to be able to achieve this, the interior designer needs to do the following:

- The first step in designing space is to interact with the client(s), know their lifestyle, requirements/needs/purpose, tastes, tentative budget, and area of the built space, also called *Client Project Profile*.
- Next, the designer has to obtain the blue-print of the to be built space or take physical measurements of an existing site, giving the details of dimensions of the rooms, their orientation and locations, location of doors and windows, and direction of opening, locations of columns and beams, internal or external (load bearing) walls as specified by the builder. This will help the designer in preparing a layout plan of the site (keeping in mind the client's requirements) by allocation of space for different tasks, modifications of internal walls, doors and windows, placement of furniture depending on the purpose of the space/room, type of flooring pattern etc. S/he may prepare 3-4 different layout plans, after the meeting with the client (which may spread over a couple of meetings and involve a lot of discussions from both sides). Ultimately one layout plan is finalised, the elevations, and 2D-3D views are prepared. The interior designer should be creative, have good drafting and communication skills.
- Based on the chosen/finalised layout plan, the *Estimated budget* for the entire project is prepared, including the cost of materials, labour cost, transportation cost, etc. along with the fees charged by the Interior Designer. This also includes terms and conditions for the payment/phase wise, alongwith the time schedule for completion of the project/site. Labour cost includes the cost of utilising services of various craftsmen such as carpenters, painters, tile layers, artists, persons with technical skills such as civil work and masonry, electricians etc. In this process, the designer has to help the client select the appropriate and cost-effective materials for various items including tiles, paint, furniture and design of furniture, polishes, special effects, false ceilings, light fixtures, taps, door and window fixtures.

- Once the client approves the budget, a '*working drawing*', i.e., details with specifications of dimensions are prepared to enable the craftsmen in creating the space the way it was perceived by the designer and liked by the client. The designer generally guides the client in making a wise decision on the basis of the knowledge and expertise within the cost estimated for the project, for selection of materials, design, colours, etc. Once the material is approved, order for the same can be placed and the item can be delivered at site after full or partial payment.
- Interior Designers need to keep accounts of all transactions of money made between the client and him/her, between the designer and craftsmen, supplier, transports cost etc. Once the project work is complete the bill needs to be made and given to the client. Hence knowledge of accounting is very useful.
- Interior designers now-a-days use computers and software for this work to help the client actually 'see' the 'finished' work. In big projects, a creative director or a product development team of designers create detailed designs, using drawings, a structural model, computer simulations etc.

Unlike many other careers, design inevitably requires both strong aptitude as well as creative talent. The challenge of this profession is each project is different. The success of the designers depend on their ability to give satisfaction to the clients by creating the interior much beyond their expectations and imagination. They need to possess certain skills - artistic, technical interpersonal and management skills besides using their imaginations and creative talent. They have to be self-motivated especially when a person independently practices as a designer.

It is necessary to be able to think out of the box. For the interior designer the greatest challenge is to create something different which is interesting, functional and attractive.

PREPARING FOR A CAREER

Interior designing as a course has become popular in the last few years and a formal training in the technical course will enhance your knowledge. Some reputed institutions in India offer programmes in interior designing. The course offered may be at certificate or Post-Graduate Degree/Diploma level. The duration of courses and fee structure vary from one institution to another.

The curriculum may consist of different modules/courses like:

- *Fundamentals of Interior Design*- which lays emphasis on understanding principles and elements of art and design, their application in interior designs to achieve balance and harmony by creating a new look for interior of the space.
- *Knowledge of Materials and Furnishing*- Designers should have knowledge about different materials and their characteristics e.g., size, shape, weight, color, cost, and ease of use, fit and safety of different materials according to the design.
- *Space Planning*- As a student of interior design the student explores the behaviour of people in the interior space and how the internal environment influences the emotional and physical health and well-being of the occupants. The planning of layout is done by keeping in mind the requirements of the user group, nature of work to be performed, duration of tasks, space requirement based on anthropometric measurement (physical dimensions of human body) etc.
- *Knowledge of Different styles*- For those who are specialised in set design (for films/theatre/advertisements etc.) or hospitality design, s/he needs to have some knowledge and skills to recreate the historical and contemporary style depending on the theme of the set or restaurants or hotel design. As an Interior Designer, s/he often is required to do research to be aware of changing trends and styles.
- *Visual effects* - The course gives an insight into different effects created while designing and planning of interiors. Computer applications for visual effects in interior designing by using Auto-CAD, 3-D Max, help the professional to give the client a 'walk through' effect.
- *Safety Rules* - Ensuring safety of the user/occupant is essential. The designer needs to adhere to rules and regulations applicable.
- *Lighting* - As a professional designer you must have understanding of the impact of natural and artificial lighting in interiors, as well as factors affecting selection of light fixtures. A good designer will have a plan for the electrical layout with details/specifications and ideal

placement to create the desired ambience. A poorly placed source of light tends to create poor visual environment, feeling of disinterest and dullness, thus resulting in poor work productivity. Lighting planners also create special effects depending on the design needs.

- *Design* - Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models is a must.
- *Building and Construction* - Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures.

SCOPE

There are an amazing number of different areas of ID that you can enter into and become an expert over the years. The greatest advantage in this profession is that you can try something new every time throughout your career. Some career avenues are:

Career Avenue	Focus of Work
Residential Interior Designer	Flats, bungalows, villas
Furniture Designer	Designing of only furniture items
Showroom Designer	Specialising in showrooms of various kinds e.g., interior materials, furnishings, or modular furniture or kitchen, etc.
Fabric and Textile Specialist	Expert having knowledge of fabrics and helping in choosing the fabric, selecting different types of drapes, etc.
Kitchen and Bath Designer	Specialising only in Kitchen and/or Bathroom designing and implementation
Auto CAD Technician/ Design illustrator	Drawing the plan layout, elevations, views and working drawing details using different software
Draughts person	A person who draws the details of plan manual with details

Furniture Company Representative	Involved in Sales and Marketing
Commercial Interior Designer	Super specialisation in design of banks, malls, etc.
Hospitality Designer	Specifically undertaking restaurant, hotel, etc. jobs
Healthcare Designer	Designer involved in designing hospitals, health spa, gymkhana, etc.
Education and Institutional Designer	Designer in teaching profession
Lighting Designer	Only undertaking lighting work



AutoCAD drawing of living room



Actual room after completion



AutoCAD drawing of kitchen



Actual kitchen after completion



AutoCAD drawing of master bedroom



Actual bedroom after completion

LANDSCAPE DESIGN

INTRODUCTION

In crowded cities, the sight of greenery, trees and flowers refreshes us and enlivens our spirit. Any place looks beautiful when there is greenery in the environment. Landscape design combines nature with culture through first systematically examining and assessing the prevailing conditions and topography of a specific place from a number of perspectives – social, ecological, geographical, geological and then develop a design to produce a specific outcome as desired by the client(s).

SIGNIFICANCE OF LANDSCAPE DESIGN PROFESSION

If you become a Landscape Designer your main focus will be on designing external spaces which may be around buildings, or landscaping open public spaces. Essentially your responsibility will be to plan design and manage open spaces including both natural and built environment. Landscape designers work to provide innovative and aesthetically pleasing environment for people to enjoy, while ensuring that changes to the natural environment (whenever and wherever necessary) are appropriate, sensitive and sustainable.

BASIC CONCEPTS

The most valuable contribution made by the landscape designer in any project is to generate ideas for landscaping to enhance the aesthetics of open spaces, small or large, with technical understanding and creativity.

The work covers diverse projects — both in urban and rural areas, ranging from designing the layout of parks, gardens and housing estates, to city-centre designs to improve land affected by mining or motorway construction. Many architects undertake landscape design. Thus, landscape designers can work on a variety of projects such as landscaping traffic islands in cities, open spaces in compounds of bungalows, villas, hotels, housing complexes and even open areas around office buildings, hospitals, shopping complexes/malls, public parks, college and university campuses, public spaces such as airports, railway stations, auditoriums. In many cases, degraded landscapes such as landfills and mines have been reclaimed and aesthetically converted into pleasant, beautiful sites. One of the important concerns is to prevent environmental degradation and integrate ecological sustainability. Just as an interior designer makes drawings for utilisation of a given interior space, the landscape designer also draws up a master plan (which requires creativity and imagination), with detailed drawings and technical specifications. A landscape designer collaborates closely with landscape contractors, as well as other professionals, especially architects, planners, environmentalists and people working in surveying and engineering functions. While doing this the landscape designer needs to take into account several factors like type of climate, microclimates, topography and orientation, site drainage and groundwater recharge, soil quality, to support the green plantation as well as human behaviour in the given space.

In many gardens floral designs are created, for example, the Mughal Gardens in Rashtrapati Bhavan and in Kashmir. Some landscape designers have designed around a specific theme such as the Musical garden in Mysore, the Garden of Five Senses in Delhi which houses different plants which can stimulate the five senses, Butterfly Park in Bangalore, Idgah Hills in Bhopal, the Hanging Gardens in Mumbai where plants are trimmed and given shapes of various animals. Some landscape designers work with water bodies, metal scrap, waste materials, to name a few. An example is the Rock Garden in Chandigarh. For this, the landscape makes use of various other materials besides plants such as sculptures, pottery, metal work, bamboo work.

Other areas where landscape designers have made significant contributions are:

- Stormwater and waste water management including recycling industrial waste water for greening/re-greening efforts, groundwater recharge, and treatment of wetlands such as mangroves
- Botanical gardens, arboretums, and nature preserves
- Recreation facilities like playgrounds, golf courses, theme parks and sports facilities
- Highways, transportation structures, bridges
- Waterfronts, pedestrian areas and pavements, parking lots
- Natural parks, tourist destinations, recreating historical landscapes
- Historic garden appraisal and conservation studies
- Reservoirs, dams, power stations or major industrial projects
- Environmental assessment and landscape assessment, planning advice and land management proposals
- Coastal and offshore developments
- Ecological Design that minimises environmentally destructive impacts by integrating itself with natural processes and sustainability.
- conducting preliminary studies of sites with focus on contours, soil, ecology, buildings, roads
- Assessing potential of various sites in terms of suitability to meet client's purpose specifications
- Carrying out environmental impact assessments.

A landscape designer must take into account and consider the present state of the land. It is necessary to consider the following box:

Factors to be Considered for Landscaping

- Catalogue the existing plants in terms of their water and sun needs, as well as wind exposure.
- Consider and record the microclimates i.e. small zones of temperature, light, water conditions, soil acidity or species habitation created by existing plants.
- Take soil samples, check their pH levels, composition, texture, moisture retention and fertility.
- Identify any dying plants, plants with symptoms of over- or under-watering, pest damage, inappropriate light, etc.

- Determine whether there is any soil erosion and try to develop a landscape design that will prevent this erosion.
- If there are pests, the landscape designer must try to eliminate them while minimising use of toxic substances.
- Seek ways to preserve the quality of water and try to incorporate ways of optimal utilisation of water.
- Seek ways to conserve natural resources and promote biodiversity.

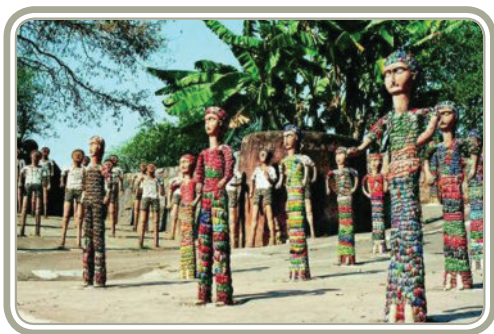
Source: <http://ecolandscaping.org>

There are several advantages in considering the 'green' concept while landscaping, as shown in the box.

A wise landscape designer will try to incorporate ways to be environment friendly and ensure sustainability of the landscape environment for several reasons:

☀ Converting organic waste into compost will reduce expenses on fertiliser (GO ORGANIC) and pesticide/other chemical residues.

☺ Having plenty of trees provides shade, reduces the temperature, improves quality of air and soil, contributes to enhancing ground water level. and Fruit trees will also give fruits.



Rock Garden—Chandigarh Sculptures
(made from broken bangles)



Landscaping of a traffic junction in
Mumbai city



Landscape Design – Mughal Gardens, Shalimar

A person who desires to become a landscape designer should note that any of the above are opportunities for future employment. Job related titles are—Landscape gardener, landscape manager, landscape scientist, landscape decorator.

PREPARING FOR A CAREER

In order to be a professional in this field the individual needs to acquire knowledge and skills one needs to join a profession which varies from a Certificate to a Masters degree, the duration of the courses opted for has a great impact on the knowledge and skills acquired. As a landscape designer, a multi-disciplinary approach is required to create the layout and design. S/he should have knowledge of botany, horticulture, fine arts, topography, land forms, geology, earth science, environmental psychology, ecology and biodiversity. S/he will have to interact with town planners and civil infrastructure designers to be able to develop the landscape design. Specific areas that the professional must be trained in are:

- *Design* - Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings and models.
- Knowledge of Ergonomics and its applications
- *Building and Construction* — Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures.
- *Installation* — Installing equipment, machines, wiring or programmes to meet specifications.

- *Fine Arts* — Knowledge of the theory and techniques required to compose, produce, and perform works of visual arts, drama, and sculpture.

Further, regardless of whether a person is an interior designer or a landscape designer, s/he must acquire a number of soft skills that include English language, customer and personal service. It also helps to have knowledge of business and management principles, strategic planning, resource allocation, human resources modeling, leadership techniques, production methods, coordination of people and resources as well as knowledge of principles and methods for showing, promoting, and selling products or services. Knowledge of computers and keeping updated with development of software programmes for either interior design or landscape design would be an advantage.

Some of the subjects offered under the Landscape Designing course are -

- landscape architecture
- garden design
- landscape design and ecology
- landscape planning
- landscape management.

Subjects such as geography, art, graphic design, environmental science, botany and biology provide a good foundation for landscape design. Some course providers ask for evidence of drawing skills at the time of application and often look for enthusiasm, practical skills and a creative outlook. Universities will take into account any qualifications you have obtained or relevant work experience, particularly if you are applying as a mature student.

In order to prepare for this profession one needs to identify institutions offering courses in Interior Design or Landscape Design. The eligibility is different for each level. There are several levels of courses in the area of Interior Design such as M.Sc. Resource Management and Design Application, Masters' Degree in Interior Design, Master of Interior Architecture B.Sc. (Interior Design), Professional Diploma in Furniture and Interior Design, Foundation Diploma in Design and Certificates Courses

ACTIVITY 1

Students can locate at least two institutes which offer the Design Course, eligibility, selection criteria and duration at local/ National or International Level.

which prepare you for designing of Interiors. Similarly different levels of courses are available for specialisation in Landscape design ranging from certificate, diplomas to degrees including B.Arch in Environmental Architecture, M.Arch. in Environmental Architecture. These courses are offered by Universities, Polytechnics, Technical boards, and Private Institutes.

KEY TERMS

Layout, planning, technical drawing, landscape, working drawing, interior design

REVIEW QUESTIONS

1. What is the Role of Interior Designers and Landscape Designers in shaping society?
2. Discuss in detail the abilities of designers.
3. Explain the different kinds of skill and knowledge required to be a professional interior designer.
4. What are the different types of skills an interior designer needs to have to be a good professional.
5. What is the significant role played by Landscape Designer in planning exterior spaces.
6. Discuss the activities carried out by landscape designers as professionals?
7. What is the scope for interior designers and landscape designers?

EVENT MANAGEMENT

LEARNING OBJECTIVES

After completing this chapter the learner will be able to–

- explain what is event planning and management
 - describe briefly the steps in event management including planning, executing and evaluating an event
 - know the preparation that is needed for a career as an event manager.
-

INTRODUCTION

We all love to celebrate and need little reason to celebrate – whether it be winning the World Cup or the Commonwealth Games or birthdays, Graduation party, weddings etc. in the family. Celebrations are an integral part of our life and often a symbol of happiness. However, modern lifestyles, busy work schedules, smaller families and participation of women in the workforce, have resulted in less manpower and time to plan, organise and execute such events. Hence many people prefer to use the services of an expert (who has the know-how and takes care of the minutest details) to plan and execute such events. Nowadays organisations and institutions also hire the services of such experts to organise a variety of events. This is referred to as ‘outsourcing’. Experts who undertake this work are known

as event planners or event managers. They provide consultancy and undertake all tasks right from the planning stage till the final execution of the event. Involvement of such experts has made celebrations and occasions easier, enjoyable and stress-free for the client.

SIGNIFICANCE

Events have been defined by the famous economist Philip Kotler (2004) as ‘occurrences designed to communicate particular messages to target audiences’.

Events are celebrations that provide an opportunity to meet and share happy moments with family members, relatives, colleagues and friends. A family event is envisaged as an opportunity to meet old friends and relatives and develop new relationships with unknown people. Besides this, events are an integral part of professional life, may it be corporate houses, non-profit organisations or Government sector. *Corporate sector* organises event to present its services or products in an acceptable manner to its ultimate customer(s) as well as to enhance its own image. Such events are seen as an outcome of public relations strategy with inputs from advertising, sales promotion and multi-level marketing. The *Government sector* uses events as a platform to enhance its own image. Since events of different kinds need to be organised all round the year, this has given rise to the Event Management industry which revolves around all sections of the society.

BASIC CONCEPTS

Categorisation of Events

Events can be described as a public assembly for the purpose of celebration, education, marketing or reunion. They can be classified on the basis of their size, type and context, as listed below:

1. Events can be grouped under the following heads based on the context:
 - i. *Family events* are those where family members, relatives, friends join together to celebrate an occasion e.g., birthday, marriage, wedding anniversary, house-warming or religious functions.
 - ii. *Community events* are those where members of a particular community get together to celebrate occasions like Christmas, Holi, *Diwali*, Independence Day.

- iii. *Professional/Business events* are those where professionals from one particular area get together to celebrate an occasion, e.g., Engineers Association celebrating the World Engineers Day, Indian Trade Industry hosting a round table meeting on a topical issue, Architects' Association hosting meeting of Green Building Council, Residents' Welfare Association organising award giving function to honour residential associations adopting green practices.
 - iv. *Public events* are occasions where public meetings are organised e.g., an pre-election meeting of a political party to select volunteers, marches like Common Wealth Games Torch being taken to different parts of the country, rallies against corruption, crimes against women, for social justice.
 - v. *Campaigns* are occasions/public meetings such as Election campaigns, Polio vaccination Days, HIV/AIDS awareness programme, awareness for Energy saving.
 - vi. *Fairs and Exhibitions* are events organised to enhance exposure. They bring together likeminded people/those with similar interests for better synergy and for a specific purpose, like, India International Trade Fair, Book Fairs, Handloom exhibition, Dastkar/Food Bazar.
2. *We can divide events in two categories, based on the extent of formality involved -*
- i. *Personal and informal events* like a birthday party, marriage, kitty party etc.
 - ii. *Formal and official events* like a Product launch, Road Shows, Conferences, Seminars, National or International Programmes, etc.

Another classification of events could be based on the nature of event -

- i. *Social/life-cycle events* like birthday party, graduation day, bachelor's party, engagement, wedding anniversary, retirement day.
- ii. *Education and career events* like education fair, job fair, workshop/ seminar, debate, contest, competition.
- iii. *Sports events* like Olympics, World Cup, Marathon, Wimbledon, etc.
- iv. *Entertainment events* like music concerts, fairs, festivals, fashion/ jewellery shows, award functions, celebrity nights, beauty pageant, stage shows etc.
- v. *Political events* like political procession, demonstration, rally, political functions etc.
- vi. *Corporate events* like MICE (Meetings, Incentives, Conferences, Exhibitions), product launches, road shows, buyer-seller meet etc.

- vii. *Religious events* like religious festivals/fairs, religious procession, *Katha, Pravachan, Diwali fair, Dussehra fair* etc.
- viii. *Fund raising/Cause related events* : events organised for raising funds like auction or cause-related events.

Fund raising may be an integral part of all the events irrespective of the category since funds are essential to celebrate any event. In case of family events, expenses are incurred by the individual family, whereas in institutions, it is the responsibility of the institution to provide funds. Alternatively fund raising is done by an in-house organising team or else the task is outsourced to an event management company.

A *corporate or institutional event* is a live multimedia package with a pre-conceived concept, customised or modified to achieve the clients' objectives of reaching out. It helps in influencing the target audience by providing a complete sensual experience for a two-way interaction. It is a package organised to provide live interaction between the target audience and the client to achieve the desired impact. It is evident from the model shown in Fig. 19.1 that in a family event, live interaction process facilitates communication between the family members and the guests. This process strengthens the mutually beneficial transactions within them. Therefore, family events are seen as experiential celebrations whereas corporate events are experiential marketing wherein focus is to involve guests and invitees in the programme.

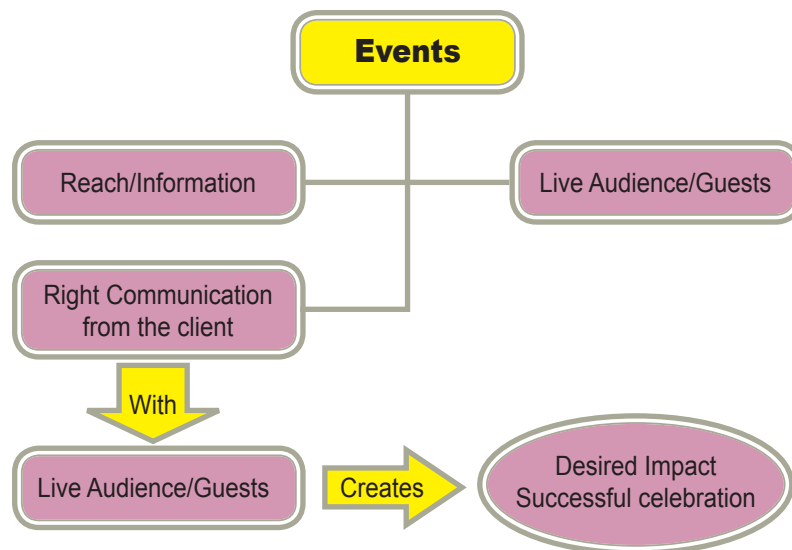


Fig. 19.1: Interaction Model of Event Management in a Corporate Organisation/Family

Essential Ingredients of an event are time, place, people, activities, drama and showmanship.

Event Management

Event management denotes the production of an event. A number of people with different skills and roles are involved in its execution. There is considerable interaction among people and their responsibilities. It encompasses all activities involved in planning, organising, staffing, leading, executing and evaluating. For instance, while celebrating a *Student's Festival in a college*, all operations such as *venue selection* (in the college premises or in an auditorium) and *stage design* (based on the theme such as 'Quintessence'), arranging the *infrastructural facilities* (like sound system, tent, furniture etc.), *liaison with artist/performers* (cultural programme for the show) and *networking with other activities* such as *advertising* (to all invitees and sponsors), *public relations* (informing via mass media), *ticket sales* (to the target audience) etc. fall under the purview of event management. Event managers need to ensure that all the critical client concept and audience fit during execution. The manager's job is to physically reproduce this fitness in the event.

Event Planning and Management: It is the application of project management to the creation and development of festivals, events and conferences. The activities for marketing and managing events require certain steps to be followed, also called five C's of event planning and management.

Five 'Cs' of Successful Event Planning:

- I. *Conceptualisation:* It involves proper churning of the original ideas. The purpose of the event is clearly defined and further related to theme and venue. For example, for a school going child's Birthday party the theme could be 'Red Riding Hood' wherein all children are expected to dress up as per the theme i.e., either they could dress up like Red Riding Hood or select an important feature of her dress or the colour. By making a party theme-based, all the guests participate and find the party interesting. They show enthusiasm in the activities organised for the party.



Event- Theme based party by the sea side

- II. *Costing* includes estimating the cost of production and margins on the event. It is necessary to know the funds available, the estimated expenses (budget) and the profit margins as the event manager will have to not only pay for the goods bought (like for a birthday party, cake, food, return gifts, venue decoration etc.) but also for the services hired for organising the event (like, the cook, cleaner, people to help in serving, assisting in conducting the party as in making children play games, etc.).
- III. *Canvassing* for clients and seeking sponsors, customers/audience and networking. It is important to inform the target audience/guests about the event so that they will spare time from their busy schedule to participate in the event. For instance, for a birthday party, perhaps invitation before a week is sufficient but a national conference may have to be announced months in advance and for international conferences one or two years in advance. Besides, it is essential to contact the sponsors much before that i.e., may be two or more years in advance.
- IV. *Customisation* is based on the customer's needs and marketing objectives. Each time the same event is celebrated, it may have a different objective. For example, first birthday is celebrated to invite the parents and children for fun 'n frolic, however the second birthday of the same child may be celebrated by organising a highly interactive party, so probably fewer adults and more children may be invited. Hence the nature of both the parties will differ.
- V. *Carrying-out* the event or execution of the event as planned. An ordinary event may be celebrated in the most special manner and so will have greater impact. If invitees participate in the event they enjoy the celebration. So conduct of the event (by making everyone very special) is a very important aspect.

Activities in Event Planning and Management

Activities usually vary with the category of event being organised. Once marketing has managed to convert an enquiry into a firm order, the work of event management begins. The following is a sequential flow of how event management actually happens, generally consisting of three stages:

- Pre-event activities (activities before the event takes place)
- During-event activities (activities while the event is taking place)
- Post-event activities (activities after the event has been executed).

1. Pre-event activities

For pre-event activities members coordinating each of the various aspects are involved. Events typically involve *teamwork*, hence responsibilities are assigned to each team member (Fig. 19.2). Coordination among team members is important.



Fig. 19.2: Team members in Event Planning for a Corporate/Institutional Event

For example, for organising the celebration of *Silver Anniversary of an educational institution*, it is important to choose an *overall coordinator* to whom everyone will report about progress of work and s/he gives instructions and advice to individual members. First of all the *creative conceptualiser* plans the event, using a creative theme like, a sponsored dinner and performance by an artist, as the grand finale of the event.

Communication expert will conceptualize the strategies for communicating this to the target audience so that it appeals to them and they attend the programme. *Legal expert* will try to look into legal issues for organising the event – getting necessary permissions from authorities. *Project Manager* will then allocate work among different in-charges for various aspects. *Accounts person* will make the budget and discuss with the organising team and manage all the funds. *Graphic designer* will convert abstract ideas into more visible and easily understandable and appealing ones. *Facility management expert* will be consulted to provide functional venues so that execution work can be done smoothly without interruptions. The *marketing expert* then will market the event.

For planning family events, duties are allocated to different family members/friends/relatives and they are given the responsibility to undertake celebrations. One person may be put in charge of invitations and similarly other duties may be distributed. Besides these members, the team should also coordinate with helpers, printer, chartered accountant, advocate, for their assistance in managing the show effectively.

Preliminary discussions are important to finalise the concepts in the first stage of planning an event.

Given below is the *checklist for planning the event* with the coordinators.

- *Creative conceptualiser* works on the event *brief* with the creative team.
- The *project manager* prepares a detailed schedule with the help of external agencies such as architects, engineers, contractors, etc. for efficient planning.
- A *budget statement* is drawn up by the project manager (for venue hire, construction of sets, special effects, lighting, sound etc.) and funds are arranged.
- *Critical dates or deadlines* are drawn up. In case of non-compliance of deadlines, responsibilities are re-evaluated for alternative solutions.
- The overall coordinator ensures the *completion of overall design, models and visuals with graphics*. A *concept* is presented to the client.
- At this stage, the *legalities of the contract* or agreement are mutually finalised including penalty clauses and deadlines.
- Working drawings are completed and printed for *quotations from suppliers*.

- Acquisition of material for event production.
- *Appropriate safety and security arrangements* are made.
- The *coordinators with sales and marketing team* keep track of the progress and arrange for catch-up plans (in case of delay).
- Event coordinators with *graphic designer* finalise illustrations and liaison with them for advertisements, promotions, support literature, brochures, posters etc.
- *Logistics* involves booking of hotels, air, road and rail transport for the participants. It is important to keep the clients informed about the developments.
- *Finalisation of cleaning, security, furniture* (tables, seating, barricading etc.), *decor* (flowers), *communication and hired services* (telephones, couriers) etc.
- The project manager draws up the *contingency plans*.
- *Final visits for quality checks and control*.
- *Briefing of site supervising staff* before the event begins.

2. *During-event activities*

During event activities include actual implementation or execution of the event plan done during the pre-event activities.

- *Event managers should be available* to the client (the programme organisers) at all times for sharing information and if any on-the-spot decisions need to be taken.
- There should be *constant coordination and surveillance of the members* executing specific activities as per the plan (particularly for special effects, display objects, and the food and beverages).
- *Monitoring* is the crux of successful event execution.
- *Photographs and multimedia recording arrangements* need to be done at strategic locations while the event is being executed.
- *At the end of the event* it is important to acknowledge efforts of team members and sharing the success with them.

3. *Post-event activities are*

- Physical task of *dismantling of the sets*.
- *Final account settling* (bills to be paid on receipt).

- Post mortem analysis of the event i.e., *event evaluation* — *performance appraisal* of the coordinators.
- *Thanking* all involved for their efforts formally by letters.
- *Feedback* including a post-event questionnaire seeking to measure client satisfaction and also obtain suggestions for future.

Steps in Organising Events

We can organise events successfully by adopting the following steps.



Fig. 19.3: Checklist for Planning Corporate / Institutional Events

1. *Define your objectives*

It is important to know the purpose of the event. By finding answers to the following questions we get clarity on several issues –

- Is the aim to increase awareness and create buzz for brand?
- Do we want to enhance brand comparison amongst target audience (for example, Road show and showing comparison with other brands)?
- Do we want to stimulate pride and involvement amongst target audience (for example, customer/franchise awards)?

- Do we want to engage the existing customers (like in the customer loyalty programmes of different events)? Do we want to hunt for new customers (to increase wider coverage and reach of the product or service)?
- Do we want to build brand image by presenting opinion leaders and key individuals (like, film stars or celebrities, etc.)? Do we want to raise funds?

By focussing on these questions we make objectives and purpose of the event more specific and clear.

2. *Decide your target market*

Define the target audience before planning the event like, the acceptability of the event. Your target audience could be your sales staff / end users / prospective users / opinion leaders / Government officials / alumni / trade partners / media. Same event may be more successful in rural areas but a failure in urban areas. So, plan as per the preferences of the target audience.

3. *Effective use of resources*

Ensure and optimise effective utilisation of available resources, particularly the people and the finances.

4. *Think of a Big Idea - The 'Wow' Factor!*

A great idea will have a special *impact*, *mnemonic* (memorable) and '360° approach' (the idea will definitely be successful). Think of a *suitable theme* for the event.

5. *Company policy or tactics used*

Work on the assumption of "six 'W' concept (each one is like honest serving men whose names are WHAT, WHY, WHEN, HOW, WHERE and WHO)". An effort to find answers to the following queries will make the event successful as it will help to bridge the gap between planning and execution.

• What do you want to do?	A Christmas party
• Why you want to do that?	Celebrate Christmas with friends
• When do you want to do it?	24 th December at 12.00 noon

<ul style="list-style-type: none"> Where will you do it? 	In the school friendship hall
<ul style="list-style-type: none"> How will you do it? 	Dance Party with Santa Claus
<ul style="list-style-type: none"> Who will do what? Duties of the organising team 	<ul style="list-style-type: none"> List of Invitees Invitation card Reception of guests Venue arrangement Food planning and service Entertainment programme for the Party Compere / Announcements Distribution of gifts

Fig. 19.4: Six 'W' Concepts for Planning Events

6. Determine the measurable outcomes

Measure your outcomes with your desired goal / objective / purpose of the event you want to organise.

Measure on the following parameters -

- Attendance of participants / audience in the programme – more the audience better is the programme organisation.
- Publicity / awareness generated about the programme
- Perception of the event by the participants / audience
- Check out for failure forecasts like, organising a shopping festival during *Shraddh*; holding an event while India-Pak cricket is on; doing an outdoor event in rainy season.

7. Decide the promotional strategies you will employ

An event without a promotional strategy will only achieve half of its effectiveness. Send invitations to all those you think will participate in an event as part of direct marketing initiative. In case of a public event like a marathon race before Common Wealth Games, advertise about the event

through mass media like, radio, television, newspaper etc. for better reach and participation.

ACTIVITY 1

Aim: To enable students to understand the process of planning an event. Compare and contrast a Birthday party (informal) / school annual day (formal).

Task Description: Compare and contrast using the guidelines provided in the table below.

S. No.	Details of the Event	Formal Event	Informal Event
1.	Compare the details of one formal and one informal event in terms of -		
	a. Scale of celebration like,		
	i. Time involved in planning the event		
	ii. Money spent		
	iii. Invitees present for the occasion		
	b. Details of the celebration -		
	i. venue arrangement (seating layout, entrance décor, plants and flowers, lighting, floor decoration, any other special effects)		
	ii. food (menu, costing, method of service)		
	iii. conduct of the programme (involvement of guests, entertainment programme for guests)		
2.	Number of people involved in execution of the event		
3.	Schedule/ programme of the event		
4.	Flow of the programme		
5.	Overall Programme		

Evaluation of an event

- Determine the extent to which event objectives have been achieved.
- Get feedback from your clients and target audience. One good way of getting feedback is through feedback form, which may become part of your exit pass that is required to get security clearance.

To get feedback from target audience/guests, make feedback form part of your return gift voucher. A guest can redeem the gift voucher only when he/she fills the feedback form and gives it back to an attendant. It is always better to develop your own feedback mechanism. Prepare a checklist to avoid the same errors repeated in future.

KNOWLEDGE AND SKILLS

Some of the following skills will enhance your work profile in the area of event management. You could acquire all of these or only some selected ones.

- Appealing personality
- Ability to communicate effectively and fluently
- Ability to organise and coordinate with people
- Good inter-personal skills
- Efficient managerial skills
- Accounting and financial management competence (like, costing, budgeting, etc.)
- Inspiring the team to accept criticism.

There are several institutions (private and Government) teaching Event Management. One needs to explore these institutions in your city or state.

CAREER OPPORTUNITIES

There are several career options in event management field. For a newcomer there could be options such as : Event Planner / Event Manager; Event Coordinator; Information Manager etc.

If you would like to specialise in the area of event management, there are several options available to you. Some of these are: Graphic Designer; Conceptualiser; Creative Designer; Technical Manager; Programme Manager; Food and Beverages Manager; Marketing Manager; HR Manager; Logistics Manager; Security Manager; Infrastructure Manager; Quality Assurance Manager; Finance Manager etc.

ASSIGNMENT

- Explore the advanced courses (short certificate courses, degree courses offered in University or colleges, UG or PG diploma, etc.) in the area of event management in your city.

KEY TERMS

Event planning, event management, conceptualisation, customisation, execution, reach, live audience, pre-event activities, post-event activities, team work, effective use of resources, evaluation.

REVIEW QUESTIONS

1. What are events?
2. What are the categories of events?
3. Explain the terms event management and event designing?
4. What are five Cs of event management?
5. Give the steps in organising events.
6. Explain the six Ws of event planning.
7. Enlist the important activities in event management.
8. How will you evaluate an event?

ADDITIONAL ACTIVITIES

I Aim: To enable students to plan for the forthcoming events efficiently.

Task Description: Using your knowledge about team members required for an event, plan and allocate duties to different personnel in the team. Make three columns and discuss duties such as, pre-event, during-event activities and post-event activities.

Outcome of the Activity: After doing this activity you will be able to allocate duties to different personnel involved in organising the event for successful execution.

Teachers' Note

Teacher should discuss with students any forthcoming event they have recently celebrated and **plan activity details. Allocate specific duties** to specific people in three columns as follows -

- Pre-event activities
- During-event activities
- Post-event activities.

- II. Choose any event that will take place in your family or community or school. Ask the following questions to obtain feedback from the participants about the event:

Name of Event

Date

Location

Type of Event

- Did you enjoy the event? If no, then please state the reason.
- What did you like the most in the event?
- What did you like the least in the event?
- What are the problems you faced during the event?
- What could have been done to make this event better?
- How do you rate the various services provided by us (please check one option):

Hospitality: Excellent, good, average, poor

Catering: Excellent, good, average, poor

Transportation: Excellent, good, average, poor

Management Staff behaviour: Excellent, good, average, poor

Management Staff Services: Excellent, good, average, poor

- Would you like to participate in our next event?

PRACTICAL 1

Theme: **Event Management - Observation and critical analysis of an Event**

- Tasks:**
1. Students to observe any event (formal/informal) from the beginning to the end.
 2. Identify the 5 Cs, indicate the strengths and weaknesses.
 3. List the resources involved in the event.
 4. Identify problems and suggest improvements needed in order to improve the quality of event celebrations.

Purpose: This practical will enable students to:

1. understand the important aspects of planning and organising an event
2. identify the different resources used in the event
3. identify the strengths and weaknesses of the event and areas for improvement.

Conducting the Practical

1. Students to be divided into two Groups and asked to observe an event under Formal and Informal categories.
2. Each Group can observe 2-3 events from the beginning to the end and record their observations in the format given herein.
3. The Group can identify- 5 Cs, resources utilised, good features etc.
4. Suggest ways of improving the event or doing it differently.
5. Presentation of the Groups followed by discussions by the teacher.

Format for recording observations of events:

S.No.	Aspects of Event Planning (5 C's)	Executed/ conducted well (Yes/No)	Details of the celebration	Strengths of the celebration	Weaknesses of the celebration
1.	Conceptualisation				
	Theme				
2.	Costing (budget)				
a.	Invitations				
b.	Food / refreshments				
c.	Venue arrangements				
d.	Gifts				
e.	Conduct / entertainment of the celebration				
f.	Miscellaneous				
3.	Canvassing / publicity				
a.	Sponsors				
b.	Invitees				
c.	Networking				
4.	Customisation				
a.	Special features of the event				
5.	Carried out/ Execution				

CONSUMER EDUCATION AND PROTECTION

LEARNING OBJECTIVES

After completing this chapter the learner will be able to –

- understand the importance and role of Consumer Education and Protection
 - explain the basic concepts related to Consumer Education and Protection
 - analyse the knowledge and skills needed for a career in this field
 - understand the scope and career options.
-

INTRODUCTION

All of us purchase a variety of goods and services to satisfy our needs and desires. Hence, every human is a natural consumer. Have you, your parents or friend experienced any problem where, even after paying for the goods, you found that the quality was not as per your expectations for the price paid or the quantity supplied was less than what was promised? Did you pay for some services which appeared attractive in the advertisement but in reality fell far short of the image portrayed? Under such circumstances what was your reaction? Did you feel frustrated and cheated? What did you do? Did you take any action, draw attention of the manufacturer/service

provider to the problem you experienced? Did they give you a hearing and take any kind of corrective measures? Were you satisfied? If not, did you feel that the situation could have been better if you had some support? Let us try to find answers to these questions.

You have already learnt in Class XI about family finance management incorporating money income, its management, savings and investment, credit and also realised how important it is to get maximum satisfaction on spending each penny that you earn. Consumer education teaches you to be an efficient and alert consumer.

SIGNIFICANCE OF CONSUMER EDUCATION AND PROTECTION

Look around and you will find that the number of products being manufactured and sold is steadily increasing in both urban and rural markets. We are all aware that manufacturers are responsible for supplying good quality products and if there is a problem, consumers have the right to redressal. Manufacturers can no longer take consumers/customers for granted. With increasing number of consumers and volume of consumption of goods and services, manufacturers/suppliers/service providers have begun to realise that it is important to respect and satisfy the 'consumer', since the reputation of the company and its profits are determined by consumer opinion. India has been transforming from an underdeveloped to a developing economy. Much of this can be attributed to industrialisation and globalisation. These economic changes have improved the standard of living along with increased buying power. We are living in a 'global village' and facing the challenges of global markets. The march towards 'global economy' necessitates a global outlook on the part of consumers who cannot sit back and watch. They have to emerge as a progressive force to ensure their welfare. They have to understand the economic system and inter relationships of individuals with each other, with business and with government. It is necessary for today's consumer to be careful, alert and be well informed. Consumer education and protection have thus become important.

Further, the Indian government has become liberal and opened the doors to foreign companies. Thus we can see a variety of products, made by multinationals that have established their manufacturing/assembly units in India or imported items, on the shelves of many stores. This has advantages but, at the same time, there are disadvantages. On the positive side the Indian consumer has much to choose from and can look for better products with competitive pricing. The disadvantage of having

a large array of products is that choosing the right product is now more difficult since one has to understand new technology, new products and new features. One has to compare the price and quality, in order to be able to make an informed decision, especially because consumers face problems such as malpractices, exploitation by unscrupulous sellers, misleading advertisements, making it important for each one of us to be wise consumers.

BASIC CONCEPTS

Let us first briefly examine the word 'consumer'. We can define *Consumers* as the final buyers of goods and services, for the satisfaction of their personal needs and wants, ranging from products of nature to products and/or services from the market. Consumers are the primary component of a socio-economic system since every human being who is a consumer to a smaller to larger extent would like to have a good standard of living. Hence as purchasing power increases, people tend to purchase products that will give comfort, satisfaction and as a symbol of prestige, contributing to increasing number of 'consumer footfalls'. The more people buy, more money comes into the market/system and thus contributes to the development and growth of the country's economy.

Let us acquaint ourselves with a few other relevant terms:

Consumer product: The term means any article, produced or distributed for sale to a consumer for personal or family use in one's home or in an institution e.g., school, hospital, college, office, etc., or for business purposes.

Consumer behaviour: It is a process through which the buyer makes decisions about purchasing.

Consumer forum: A place/organisation where consumers can discuss consumer products/services and their advantages and disadvantages. Some forums work as advocacy groups that seek to protect consumers and help them address problems faced vis-a-vis consumer products.

Consumer footfalls: This means the number of customers/consumers who visit any given space such as a store or a mall. Thus with increasing consumption in a country, consumer footfalls are higher. Fig. 20.1 summarises what a customer expects when s/he buys either a product or service.

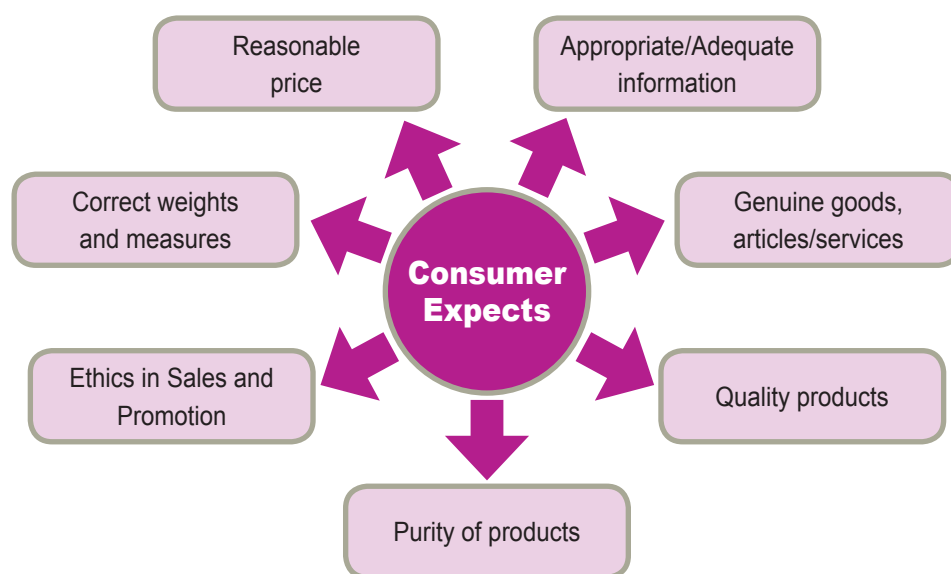


Fig. 20.1: Consumers' expectations while purchasing goods

However, many a times consumers face problems because the manufacturers/service providers may be unable to fulfill all expectations, some of them may cheat and many consumers do not take manufacturers/retailers to task for shoddy products, high prices, adulteration, faulty weights and measures and/or are unaware of various protection measures. It is important to know about these *problems* so that one can ensure that one is not cheated. It is universally recognised that the level of consumer awareness and protection is an indicator of a country's development and progress. Let us now look at some of the major problems faced by consumers.

1. *Substandard/poor quality goods:* Various manufacturers can make the same product such as large multinational corporations, local Indian manufacturers and some may be imported from other countries. However, the material used may be different and the product quality may also vary, making it difficult for a consumer to identify a poor quality product. Many consumers are ignorant about quality standards.
2. *Adulteration:* Adulteration may be intentional or unintentional. A substance is said to be adulterated when some substances are either added to or removed from a product. Consequently the composition, nature or quality is altered. Adulteration is a serious problem not only because it is exploitative but because it can cause harm to health and safety of the consumer.

3. *High Prices:* Every consumer expects that s/he will be charged a fair price for a product. However, we must bear in mind that prices are influenced by government policy, availability, quality, delivery system, market location, method of distribution, costs of promotion, method of purchase and consumer's desire for convenience. Despite this, some consumers tend to relate price to quality of an item, though it is not necessary. Prices of same quality goods may vary because of high/low cost of production, overhead expenses, advertising etc. Some suppliers may overcharge when they find that the customer is not well informed and lacks knowledge.
4. *Lack of Consumer Information:* Most consumers are unaware of their rights and responsibilities and do not know the various legislative provisions that have been made to protect them.
5. *Inadequate or Erroneous Information given by Manufacturer:* This includes:
 - Labels of most products are not factually correct, some are deceptive and misleading. Most labels fail to give complete essential information and often use terminologies which a common consumer is unable to understand.
 - Advertisements are not informative and are limited in their ability to answer many essential questions about qualities or uses of the product. Seldom advertisements do focus on features, care and maintenance, after sales service, etc.
 - There is a lack of buying guides on consumer durables and non-durables to aid the consumer in decision-making.
 - Packaging is being used as a potent marketing tool. Attractive packages persuade consumers to make impulsive purchases. At times the container used for packing products is larger than the contents. Many a times several layers of expensive packing material is used. Manufacturers repackage existing products into attractive looking and novel shapes of packs and advertise the product to be "in a new pack", although the product quality is the same. However, the consumer is enticed by the new packing.
6. *Incorrect Weights and Measures:* The consumer sometimes ends up getting less quantity than what he pays for due to incorrect weights and measures. This is because either the weights and scales are altered by the retailers or correct measures are incorrectly used. Measures are often deceptive and exploit consumers of their money. Weights and measures without seal or verification stamp are not genuine.

7. *Spurious /Duplicate/ Imitation Products:* Consumers are confused and cheated by spurious and substandard products, duplicates of well known brands, some having similar packaging, colour scheme and similar sounding brand names. Often such imitations are of poor quality and may be injurious and unsafe to use.
8. *Sales Promotion Schemes to Entice the Consumer:* Indian market is flooded with a plethora of products. Companies, national as well as multinational, are competing with one another to capture larger market share. To do so, they come out with several sales promotion schemes like exchange offers, bonus, lucky draws etc. Such means of sales promotion are not always genuine and deceive the consumer. Consumers tend to get swayed by these enticing sales promotion gimmicks and fall prey to them.

ACTIVITY 1

Interview five people in your locality and find out the consumer problems faced by them. Find out what actions they took to solve those problems. Make a list of problems faced and actions taken, and discuss in the class.

In order to effectively deal with the onslaught of clever and deceptive market interests, marketing strategies and other problems, consumers need to be aware and educated about their rights, responsibilities and protection mechanisms. Consumer Education and Protection are thus tools which empower and equip consumers to protect themselves from adverse market forces. In addition, they help the consumers understand legislation and policy matters which would directly have a bearing on their rights and choices as consumers.

The Government of India has accepted, established and enshrined six consumer rights under the *Consumer Protection Act (CPA) 1986*. There are four basic rights- (i) right to safety, (ii) right to be informed, (iii) right to choose and (iv) right to be heard. Two additional rights are- right to redressal and right to education.



The Consumer Protection Act is a landmark legislation in the interest of the consumer. The main function of this Act is to protect consumers from fraudulent trade practices prevalent in the market place and provide redressal to them for their grievances. It is based on the principle of self help and protects consumer against all kinds of exploitation and unfair dealing. It intends to provide simple, speedy and inexpensive redressal to consumers for their grievances. The Act has two implications: First, it gives the consumer the right to complain to an authority about his/her grievances and seek speedy redressal. Secondly, consumer can claim compensation for any loss or injury suffered on account of the negligence of the manufacturer. It applies to all goods and services unless otherwise expressly notified by the central government. The Act has made the consumer movement powerful, broad based, effective and people oriented.

Consumer rights are those rights, which are or should be provided legally to protect consumer interests. In other words, these are rights designed to ensure that all consumers obtain goods and services of reasonable quality, at fair prices. Let us briefly examine what the six rights under the *Consumer Protection Act* cover:

1. *Right to Safety*: This refers to the right to be protected against hazardous effect that may be caused to the health/life of a consumer. This right specifies that the consumer has the right to be protected against products, production processes and services which are hazardous to health or life.
2. *Right to be Informed*: This means the right to be informed about the quality, quantity, potency, purity, standard and price of goods and services, so as to protect the consumers against unfair trade practices.
3. *Right to Choose*: This implies that every buyer has the right to have access to products of varying quality and quantities, prices, size and design, at competitive prices, and to choose according to his needs and wants.
4. *Right to be heard*: The right to be heard means that consumers' interests will receive due consideration at appropriate forums. It also includes the right to be represented in various forums that are working to ensure consumer welfare. To enable consumers to exercise this right, both the state and voluntary agencies are expected to provide such forums.
5. *Right to seek redressal*: Every consumer has the right to seek redressal against unfair trade practices or unscrupulous exploitation. It also

includes the right to fair settlement of genuine grievances. It involves the right to receive compensation for faulty goods and services.

6. *Right to Consumer Education:* This refers to every person's right to acquire knowledge and skill to be an informed consumer, so that s/he will be able to make wise decisions while purchasing goods and hiring services. This right implies that the consumer should be educated enough to be able to solve the problem himself.

ACTIVITY 2

Divide the class into two groups. Group A will deal with consumer rights and Group B with consumer responsibilities.

Group A: Talk to three people in your locality and find out the extent of their knowledge about consumer rights.

Group B: Talk to three people in your locality and find out awareness about consumer responsibilities among them.

Discuss your findings in the class and suggest what can be done to increase awareness about consumer rights

Another mechanism of consumer protection is through standardisation marks. Consumers must purchase products with standardisation mark to ensure the quality/purity of the product. It is important for the consumer to know about different standard marks and the products covered under them. Standardisation is a prime requisite for attaining quality. Let us learn more about these standard marks.

ISI Mark : This is the certification mark of Bureau of Indian Standards (BIS), earlier called the Indian Standards Institution (ISI). Under this scheme, licences are issued to manufacturers whose goods meet the relevant standards. Indian standards cover food items such as vegetables, fruits and meat products, spices and condiments, processed foods, cereal and soya products, candies and beverages etc. Other products covered by with the BIS standards include electrical goods, soaps, detergents, paints, paper etc. Among the various items covered under the scheme, some are under mandatory certification.



AGMARK and Fruit Product Order (FPO) : These standards have been promulgated by the Government of India. These certificates specifically pertain to food products. A consumer should look for AGMARK seal before

purchasing any agricultural product as it ensures product reliability. FPO lays down statutory minimum standards in respect of quality of various fruits and vegetable products, and processing facilities. FPO also lays limits on metallic contaminants and preservatives for different fruit products.



Wool-mark : Wool-mark is the standard mark of quality of the International Wool Secretariat for wool or woolen garments. It indicates that the wool is pure and the marked garment is not *made of other fibers but only pure wool*.

The Silk Mark : is a quality assurance label for the assurance of pure silk and in addition serves as a brand for generic promotion of pure silk. Silk Mark ensures '100% natural silk'.

Hallmark : It indicates that the precious metals such as platinum, silver and gold articles have been evaluated and tested at an official Assaying and Hallmarking Centre and they have certified that the metal used conforms to the national/international standard of fineness/purity.



Apart from statutory, semi-government and non-government bodies looking after consumer interests like Bureau of Indian Standards (BIS) and Directorate of Marketing and Inspection (DMI), Government of India, there are *Protection Councils* set up by the government at central and state levels.

Non-governmental organisations (NGO's)/voluntary consumer organisations play an important role in consumer education and protection due to their non-partisan interests. They also disseminate information through their magazines, booklets, newsletters, buying guides, audio visual material and research reports. Many consumer organisations are engaged in comparative testing of products, creating consumer awareness about harmful and unsafe products, product recalls, disseminating information about new legislative provisions for consumers, legal advice and advocacy, handling consumer grievances and complaints and acting as vigilance

groups. They hold public meetings and have libraries and documentation centres, and play an important role in consumer awareness, empowerment and consumer movement. In India we have several consumer organisations bringing out publications in the interest of the consumer. VOICE, a Delhi based consumer organisation, brings out 'Consumer Voice', CERC, an Ahmedabad based consumer organisation, brings out 'Insight'. Similarly, the Consumers Union in the US brings out 'Consumer Reports'; Consumer Association in UK brings out 'Which' and the Australian Consumers Association brings out 'Choice'.

Every human being has not only rights but also responsibilities. You may have heard some people speak of 'rights and responsibilities', clearly indicating that both go hand in hand. Thus in order to be able to exercise one's right it is necessary to be aware of one's duty. As consumers therefore, we need to be aware of our responsibilities. *Consumer responsibilities* are:

1. Consumers should have responsibility towards regularly updating their knowledge of various laws and legislative provisions made by the government.
2. Consumers should be honest in all their dealings and must pay for all their purchases.
3. Before making a purchase, consumers should do a market survey to find out the different brands, features etc. of items available in different shops and different markets and should compare the prices. This will help them make a wise choice.
4. Consumers should feel free to choose from the variety available as per their needs and requirements.
5. While making a purchase, s/he should read all the information given on the label/ brochure.
6. To be assured of quality he should buy products with standardisation marks.
7. Consumer should keep receipts and other relevant documents of purchase. These may be needed as proof of purchase for filing complaints in case of problems/defective/malfunctioning products.
8. In case of purchase of services like insurance, credit cards, bank deposits etc., s/he should read and understand all terms and conditions, liabilities, service charges etc. and make an effort to get the representative to clarify points that are not clearly written.
9. S/he must have increasing awareness about various national and international consumer organisations in terms of their activities, work and understand the benefits of becoming a member of such organisations.

SKILLS REQUIRED FOR CAREER IN CONSUMER STUDIES FIELD

To be successful in the field of consumer studies you need knowledge about consumer protection mechanisms and redressal agencies but you also need soft skills like good communication and interpersonal skills, empathetic and understanding attitude, being a good listener, being creative in developing programmes, advertisements, talks etc. for consumer awareness. You should have writing skills for developing educational material for consumer education, reporting consumer tests of consumer products and a willingness to help fellow consumers and public at large.

A person desirous of entering this field as a professional must have thorough knowledge about quality standards of various kinds of products, adulteration and detection of adulterants as well as consumer protection laws, consumer rights and responsibilities.

Several career options in the area of consumer education and protection will be open to you after pursuing courses at the under graduate and post-graduate levels. These programmes aim at creating an overall awareness and training on Consumer Affairs with special emphasis on Consumer Protection.

One has the option of doing a degree course in B.Sc. Home Science/ B.A. Home Science, B.Sc. Family Resource Management/B.Sc. Home Management/B.Sc. Resource Management/Bachelor of Business Administration (B.B.A.)/Bachelor of Business studies (B.B.S.), etc. In different institutions the subject may be called Consumer Studies, Consumer Education, Consumer Behaviour, Consumer in the Market.

SCOPE

Having taken training in the area of consumer education and protection you could develop your career in the following areas:

- Work in government organisations like Bureau of Indian Standards, Directorate of Marketing and Inspection, Ministry of Consumer Affairs in various decision making managerial and technical positions.
- Work in voluntary consumer organisations for product testing, creating consumer awareness, consumer education or empowerment, publication of their magazine, etc.

- Work in the Consumer division of corporate houses which deal with consumer complaints and consumer suggestions or in customer relationship management and customer facilitation division looking into creating customer data bases and dealing with them on a one to one personal basis.
- Work with market research organisations in areas of consumer behaviour, product reach, consumer acceptance of new products, consumer feedback and suggestions.
- Start your own consumer organisation dealing with the issues discussed in the chapter.
- Work in National Consumer Helpline for doing consumer counselling, helping people in getting redressal to their complaints.
- Work as consultants to consumer clubs being run by schools and colleges such as managing and planning their educative and outreach activities, taking up teaching assignments in schools and colleges in the area of consumer studies. You can also function as a freelance consultant for redressal guidance through consumer courts and other alternative redressal mechanisms.
- Work with the Department of Audio-visual Publicity as content developer for their advertisements dealing with consumer awareness and education in the print and electronic media.
- Work as an analyst in consumer testing laboratories for comparative evaluation of products.
- Some persons may also become consumer activists, and with legal training can plead cases in Consumer Protection Courts.
- Those who have excellent writing skills may take up journalism related to consumer affairs.

Besides all of the above, with some additional training, those interested can work at junior level to assist individuals in financial management. With further training and experience, one can move into careers related to insurance, shares and financial portfolio management.

KEY TERMS

Consumer, Consumer Rights, Consumer Protection Act, Consumer Rights and Responsibility, Standardisation Marks.

REVIEW QUESTIONS

1. Explain the following terms in 2-3 lines:
 - a. Consumer
 - b. Consumer rights
 - c. Consumer responsibilities
 - d. Consumer Protection Act
 - e. Consumer problems
2. List the following:
 - a. Any three consumer rights
 - b. Any three consumer responsibilities
 - c. Any five consumer problems
 - d. Any three standardisation marks
3. State true or false:
 - a. ISI mark is given by BIS.
 - b. Agmark is meant for agricultural products.
 - c. Right to safety is not a consumer right.
 - d. VOICE is the name of a consumer organisation.
4. Discuss in brief the basics concepts of consumer education and protection.

PRACTICAL 1

Theme: Develop leaflet/pamphlet for Consumer Education and Protection

Tasks:

1. Collecting relevant information on the topic
2. Learn to compile the topic in limited space in a leaflet or pamphlet form
3. Putting the concepts in simple way which is understood by the target group
4. Each write up should have a crisp introduction, body and conclusion or application to enable the reader to be a wise consumer.

Purpose

1. Students will understand the art of preparing leaflet/pamphlet for awareness camp.
2. It will enable the students to collect information on the given topic and use simple language to express the content by giving the heading, sub-heading and salient features.
3. Creating Awareness on Consumer Education.

Conducting the Practical

1. Class can be divided into five groups.
2. Each group can work on one topic—Consumer Protection, Consumer Rights, Consumer Responsibilities, Standardisation Marks, Consumer Rederessal.
3. Each group can collect information on the given topic with introduction, body and conclusion to be compiled in simple words or local language.
4. Get the same approved by the teacher in-charge.
5. Then place the content in the leaflet or pamphlet form along with the names of school and group members.
6. Present the information to other class mates.
7. Get the same printed or photocopied to use it for awareness camps in the local community/area.

Instructions for the teachers

A leaflet may consist of a single sheet of paper that is printed on both sides and folded in various ways. The most common types of single-sheet leaflets are the bi-fold (a single sheet printed on both sides and folded into halves) and the tri-fold (the same, but folded into thirds). A bi-fold brochure results in four panels (two panels on each side), while a tri-fold results in six panels (three panels on each side). Important points to be kept in mind while designing a leaflet:

- *Heading:* The leaflet heading is normally the most important part of the leaflet because it is the part that first catches the eye. The heading must be brief, summarising the theme by using short, forceful words.
- *Subheading:* Leaflet subheadings are used when it is impossible to summarise the text in the main heading and further explanation is needed. They may also be used to introduce separate paragraphs in the body of the text and to bridge gaps between headline and text.
- *Text:* To gain the interest of a target audience within the first few words, the first or two sentences of the text should contain the substance of the message, with the facts and details following. The text should be simple and to the point, presenting the message to the target audience without confusing them. The leaflet normally presents only one theme. A leaflet which presents two or more unrelated or vaguely related themes confuses the target audience.
- *Pictures:* When pictures, preferably photographs, are used, the picture and the text must complement each other, convey the same idea to the target audience, each expanding the ideas of the other.

The leaflet/pamphlet for Consumer Education can be on any one of the following topics:

- a. Consumer Protection Act
- b. Consumer Rights
- c. Consumer responsibilities
- d. Standardisation marks
- e. Consumer problems/redressal

Additional Activities

Activity No. 4

Read newspaper regularly and keep a cutting of news article on any case reported under the Consumer Protection Act for purposes of redressal. Discuss it in the class.

Activity No.5

Collect labels/packages of any ten commodities of daily use (like spices, biscuits, bulbs, sugar, sauce, jam, etc.) and see which standardisation marks are found on them. Discuss these in the class.

Activity No.6

Visit the websites of your state university and other major Indian universities and find out the subjects on offer at the under graduate degree, diploma and certificate programmes. Make a detailed listing of the same and discuss in the class.

At the post-graduate level- PG Diploma in Consumer Education, PG Diploma in Management of Voluntary organisations, PG Diploma in Consumer services are on offer by several universities. Post graduate degree courses like M.Sc. Home Science, M.Sc. Resource Management and Design Application, Family Resource Management, MBA with specialisation in marketing would deal with consumer issues in terms of empowerment, protection and consumer behaviour.

Activity No.7

Visit the websites of your state university and other major Indian Universities and find out post-graduate diploma and degree courses in the area of Consumer Studies. In addition look at courses offering this as one of the subjects and the eligibility for the same. Make notes and discuss in the class.

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UNIT VI

COMMUNICATION AND EXTENSION

INTRODUCTION

In India, there is a concerted effort to reach higher levels of development and to ensure that benefits of development reach all, including the vast rural population. Today's "information society" needs to tackle this crucial challenge by using the discipline of *Communication and Extension* to create awareness, sensitise, educate and empower the masses. Communication and Extension Education is crucial ingredients in the country's endeavours to respond to the needs of families and communities for promoting their development.

This discipline provides a core curriculum that integrates theory and practice in development, media and communication. It allows students to analyse development policies and the role of mass media and journalism in the process of development. In recent years, national and international donors and development agencies have increasingly worked to share information about their policies and activities through websites, publications, video and inter-active multi-media. Non-governmental organisations have become more sophisticated in using a variety of media and communication strategies. With globalisation, the need to understand international development issues has increased. In order to sensitise society about the needs of the disadvantaged, use of advocacy is gaining popularity. Advocacy involves lobbying with governments and multilateral bodies to build alliances and networks, and to inform supporters.

Consequently there is an increasing demand for staff with skills in media and communication, offering a range of career avenues for graduates of this programme. Specialising in Communication and Development will prepare students to work in the communication and information departments of national and international development agencies, extension and advisory services in the public, commercial and not-for-profit sectors. Besides this, a person may choose to have an independent career in development communication.

In the year 2000, world leaders had set eight broad time-bound development goals. These are commonly known as Millennium Development Goals (MDGs). The MDGs are global but are adapted by each country to suit specific local, development needs. They provide a framework for the entire international community to work together towards a common end – ensuring that human development reaches everyone, everywhere.

Today, with the perspectives of the Millenium Development Goals, extension programmes are planned to address the challenges India is facing such as poverty alleviation, enhancing food security, improvement of health and sanitation, non formal education, environmental conservation and gender equity and these continue to be the major goals

of extension programmes. Extension educators are required to extend critical information, transfer new technologies and build skills and capacities of different stakeholders, in Development Programmes, with Non-Governmental Organisations, education and research institutes and as entrepreneurs. Over time, extension programmes have changed and evolved new methodologies and strategies to meet the challenges.

Various organisations like government ministry/department, international agencies, non-governmental organisations, voluntary agencies or even corporate bodies involved in corporate social responsibility activities require persons who can provide direct technical assistance and support for devising appropriate Social Behaviour Change Communication (SBCC) strategies, interventions, tools and training to support programs of health, HIV/AIDS, natural resource management and social development.

Communication and Extension which is one of the domains of HEFS, is taught in numerous colleges and universities across the country. In different institutions, different names may be used for this domain, such as Education Extension or Extension Education, Extension and Development Communication, Home-Science and Communication Management, Development Communication and Extension, Extension and Communication. While the core of the subject remains same, the emphasis and coverage determine the nomenclature.

DEVELOPMENT COMMUNICATION AND JOURNALISM

LEARNING OBJECTIVES

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

- understand the importance of development communication and journalism for social change and development
 - identify the skills required for a career in communication and journalism
 - comprehend the scope of this discipline and the career options available.
-

INTRODUCTION

Communication is an integral part of our social and professional life. On television, radio and newspapers, you must have heard, seen or read about the issues related to health, environment, consumption, poverty and other topics, besides news. Have you ever wondered who writes about such issues? Have you also sensed that mass media wield the power to investigate and question what is happening, where and why? These issues point to a special concern in our society regarding the role played by media in journalism. Development Journalism is a social activity and through various media, the journalist communicates feelings of the community to the community. The importance of journalism comes from

the people's right to opinion and expression since right to opinion and expression would not be a reality without the print media. People today depend greatly on the Press for being informed. Journalism is taken as an inseparable part of any democratic system. The Press plays a vital role in democratic society. People's participation is the foundation of democracy. Press is called the fourth pillar of democracy. The theory and practice of development communication and journalism continues to evolve today. It is characterised by conceptual flexibility.

SIGNIFICANCE

How does communication help in working towards development? It creates awareness about available technologies and mobilises people to use them for the betterment of society. It links Government agencies, NGOs and people. Development communication and Development Journalism are important fields of study that sensitise students to the process of development and train them to write and/or speak about issues related to equitable and impartial society. Development Communication and Journalism aim at equipping students, current and prospective journalists, campaigners and media professionals to deepen their knowledge and practical skills on development issues.

BASIC CONCEPTS

Development means positive changes in the socio-economic and cultural lives of the majority of people on a permanent basis without exploitation or violence. Development in most parts of the world calls for intensive efforts to tackle the problems of mass illiteracy, population, malnutrition, poor health, hunger and pollution, etc.

Development Journalism is a relatively newer concept. It has come into existence after the colonial era ended. Prior to independence, reporting used to be done about issues like struggles, fights, assassinations, disasters, wars and whatever the colonial rulers chose to communicate. The newly liberated countries like India were undergoing a lot of expansion in development activities. The newsmen and journalists had to take notice of these activities. Now, development journalism focusses on success stories of people who have adopted new technologies, tried new methods and helped the society. It seeks to describe the people at work in new projects and processes.

Development Communication is utilising the power of communication as a catalyst for social development. It is the practice of systematically

applying the processes, strategies, and principles of communication to bring about positive social change. The term “Development Communication” was first coined in 1972 by Quebral . It is the ‘art and science of human communication’ used for facilitating development of a disadvantaged society in a planned manner to ensure equity and achievement of individual potential.

Development communication has the following essential features:

- It is oriented to socio-economic development and happiness of the people and community at large.
- It aims at giving information and educating the community.
- It combines suitable mass media and interpersonal communication channels for greater impact.
- It is based on the audience characteristics and their environment.

Development communication is a two way process of communication between those who have information and those who are ignorant. It assumes that people who face the problem have the innate ability to find solutions. They may need help or assistance in seeking resources. It views motivation as the key element. It tries to build dialogue between people and development agencies. Therefore, it is a social process designed to seek a common understanding or consensus among all the participants in development leading to concerted action.

Now you will read about some of the outstanding examples of Development Communication initiatives in India. Similar initiatives have been carried out in other parts of the world too, especially in developing countries like Brazil, Peru, Indonesia, Bangladesh and many others. This will help you not only to understand how the development communication efforts use technologies and means of mass communication but also employ them chiefly for development purposes involving local people and find sustainable solutions for the future. This will also give you an idea about the future scope of this area and what kinds of job opportunities are available to the students interested in this field.

We will learn about Journalism, Campaigns on Radio/Television/Print media/Video as means of Development Communication in order to enable you to appreciate and be informed about similar attempts on other mass media channels for prevention of smoking, tuberculosis, HIV/AIDS and for promotion of literacy, immunisation, safe child birth and consumer awareness through campaigns like ‘*Jago Grahak Jago*’.

Given below is an example of a multi media campaign with coordination between all the participants or stakeholders aimed at breaking silence about HIV/AIDS in rural areas of India.

RED RIBBON EXPRESS (RRE)



RRE was a nationwide communication campaign for generating awareness about HIV/AIDS. A specially designed train traversed over 9,000 km a year, covering 180 districts/halt stations, and held programmes and activities in 43,200 villages. It comprised of seven coaches, equipped with educational material, primarily on HIV/AIDS, interactive touch screens and 3-D models, services in the context of HIV-TB co-infection, an LCD projector and platform for folk performances, counselling cabins and two doctors' cabins for providing counselling and treatment.



RRE started its journey from Kanyakumari, followed the 'parikrama' style and halted at 180 stations and covered almost all the states of India. During the halt at each station the performing artists divided themselves into different groups. Each group had orators and performers who went to different villages to undertake Information Education Communication (IEC) activities such as street plays, folk songs, stories and group counselling sessions. Locally mobilised youth groups joined the team from the trains.

The Project was implemented by National AIDS Control Organisation (NACO), Nehru Yuva Kendra Sangathan (NYKS) and International Agencies such as UNICEF and UNAIDS, in cooperation with Indian Railways.

It aimed to:

- Spread information regarding primary prevention services
- Develop an understanding of the disease, to reduce stigma and discrimination against people with AIDS
- Enhance people's knowledge about preventive measures, health habits and lifestyle.

Many methods are used in this field. In this unit, let us review some selected methods.

1. Campaign is a combination of the usage of different communication methods and materials such as meetings, tours, newspaper articles, leaflets and exhibitions about a theme for a predefined period of time. It is a well organised and intensive activity. A campaign creates public awareness and provides specific message. Use of dramatics through different channels ensures attention and interest. It lasts in the memory of the people and stimulates action. It creates conducive environment for adoption of practices.

ACTIVITY 1

List any two issues for which campaigns have been initiated. Briefly describe the methods and materials used for the campaign. Were you part of that campaign? If yes, in what capacity?

2. Radio and Television are the most popular, cheapest and convenient mass mediums that can be used for development purposes. The field of broadcast journalism has distinct advantage over print media, as it can be used to reach out to more people, particularly those with poor literacy levels. It also has an advantage over television as it is available at

a comparatively lower cost. Radio is the most accessible mass medium. It is a mobile medium i.e. it can move with the listener at work or rest.

Radio programmes are presented in the form of news, interviews, discussions, documentaries, drama, quiz etc. News cover many different topics in a short time. Interesting facts and stories of current human interest are broadcast at regular intervals. Public Service Announcement (PSA) is a brief 10-60 second message between programs, generally in the form of jingles. They provide information or suggestions for action. These are basically advertisement of some idea or a message for public good like 'obey traffic rules' or 'say no to tobacco' and more. These are generally found to be quite effective because of their catchy slogan(s) and repeated broadcasts.

The earlier limitation of radios (of not receiving feedback) is overcome with the newer interactive format and local radio called community radio which has been successfully used as a people's medium. Owing to the popularity of radio as medium of communication, All India Radio has introduced a new concept of 'local radio station' in which broadcast journalism professionals have an important role to play. With a small investment, a radio station can be set up with broadcasting possible in a limited area. It is run and managed by local people and the contents are for local use in their local dialect. The local radio station generally supports local programmes of development. It gives opportunity to people to participate and express their views and display their talents. Radio thus becomes the voice of the people, a catalyst for people's development, and encourages youth to prepare for a career in DCJ (Development Communication Journalism).

Community Radio sector is a pathway to a career in the radio broadcasting industry. Participatory content development and appraisal along with rapport formation with the community become important prerequisites for a successful community radio initiative. NGOs and educational institutions are given license to set up a local community radio station to broadcast information on developmental aspects. Participation of local community is encouraged. There have been some successful attempts in using community radio in different parts of the country. Some examples are Community radio being operated in Vanasthali Vidyapeeth (Rajasthan), Self Employed Women's Association (SEWA) (Gujarat), Delhi University (DU) FM in North Delhi and many such others that are helping communities in voicing their problems and finding solutions.

ACTIVITY 2

Plan and list the programmes you would broadcast for your listeners from a campus radio of your school or colony.

In September 2004, India launched Education Satellite (**EDUSAT**) which was the first Indian satellite built exclusively to serve the educational sector. EDUSAT is used to meet the demand for an interactive satellite-based distance education system in India.

Television today offers a variety of programmes through several channels, international, national and local levels. Some of the programmes have scope for people to participate in the form of talk shows, reality shows, competitions, etc. Other programmes of immense educational value like 'Kyunki Jeena isi Ka Nam hai' and 'Aap ki Kacheri Kiran Ke Saath' can be viewed on private channels. These indicate the scope of education and entertainment to be harnessed together for common good.

ACTIVITY 3

Prepare an exhaustive list of programmes/jingles on different national and local channels which try to generate awareness among masses on issues related to Health, Sanitation, Food, Literacy, Environment, Pollution, Energy conservation or any kind of donations. Additionally, encourage students to plan and conduct a quiz.

3. Print media The bulk of news appearing in the national and regional dailies is urban in its approach. In general, reports on agriculture, problems of rural areas, and other development concerns remain low in priority. Newspapers and periodicals operating in rural areas, covering local themes are few. Still the power of press cannot be denied. Though limited to a very few good examples, it is a medium of continuous education.

Given below is an example of an experiment '**Project Village Chhatera**', which is considered a success story.

The Project Village Chhatera was started in 1969 and focussed its attention on a small village Chatera in Northwest Delhi. The Hindustan Times started a regular fortnightly column describing the lives of the people. A team of enterprising reporters wrote with sensitivity giving detailed stories of the situation in the village. They wrote about the Village Chaupal, aspirations of people, livelihood issues and festivities. The problems of electricity, water supply and deficit rainfall etc. were reported with photographs. It proved to be a catalyst in bringing various services and benefits. Solutions to problems were available due to attention of the local leaders. The print coverage brought machines, bridges, roads and banks into the project area.

There is a dearth of DCJ professionals who write with passion and sensitivity for rural poor. This is one area which can be taken up by Communication and Extension students to demonstrate the impact of Press on development. Print journalists can cover different stories and send to the editors of different dailies. Their working day may involve interviewing people, attending press conferences or making phone calls and sending emails to create story leads. For development journalists, the internet is a valuable research tool and without a basic level of computer literacy, one is unable to work satisfactorily.

ACTIVITY 4

Identify a newsletter or a small newspaper in circulation in your area. Find more details about its circulation, contributors and editorial board.

ACTIVITY 5

Write or express your opinion about an issue concerning people living in your colony, village or locality.

4. Information, and Communication Technologies (ICTs)

is an umbrella term that includes computer hardware and software, digital broadcast and telecommunications technologies. ICTs have been used for informing people. In both poor and wealthy countries, mobile phone use has enabled and facilitated the expansion of markets, social business and public services. An entire range of economic services, enabled by mobile phones, have enabled banking and financial transactions, marketing and distribution, employment and public services. ICTs are proving to be economically, socially and politically transformative.

A more direct approach to the use of ICTs aimed at bettering the lives of the poor is through the setting up of tele-centres. Many projects were started in India over the last decade or so and there is a sizeable research literature on the topic, some of which will be summarised here. For example:

- The Sustainable Access in Rural India (SARI) project in the state of Tamilnadu: Some 80 tele-centre kiosks were set up offering a range of services including basic computer education, e-mail, web browsing and various e-government services including the provision of certificates.
- Empowering Women at the Grassroots: SEWA and ICTs

The Self Employed Women's Association (SEWA) is a union of several thousand poor women working in the informal sector in India. SEWA's aim is to achieve full employment and self-reliance for women workers by focussing both on work and support in other related areas like income, food and social security (health, childcare and shelter). Having understood the effect of poor access to information on poverty, SEWA embarked on a journey to include ICTs within its work. The vision was to make ICTs a tool for empowering its ever-increasing numbers of grassroots members. It now runs programmes which develop women's abilities in the use of computers, radio, television, video, telephone, fax machines, mobile phones and satellite communication. Community Learning Centres (CLCs) have been set up in rural areas, and focus on IT training to build the capacity of members including areas such as electrical, mechanical and IT engineering. Besides savings in time and cost, this medium enables the members of SEWA to achieve quick and easy communication and problem-solving across districts.

KNOWLEDGE AND SKILLS REQUIRED FOR A CAREER IN THIS FIELD

Cognitive skills are required to be able to comprehend an issue. *Creative skills* are required to project the issues and concepts in a creative way to attract attention and make an impact. Any student with skills in media designing, production and technical instrument handling will have an advantage while undertaking assignments or jobs with media houses and advertising agencies.

Technical skills - Those interested to work as a development filmmaker, need to know camera techniques and video production apart from content development and implementation. Apart from these, skill in editing comes handy for marketing management.

DCJ professionals need to learn the technical skills to operate equipment correctly to optimise their presentations. They need to learn laws and regulations about what they can and cannot do. Developing presentation techniques to deliver smooth and entertaining programs along with interviewing techniques are important. They need to learn about the computers used to operate the station, basic radio production skills using suitable software and how to write a creative brief that effectively communicates. A development communication student as an apprentice

generally gains real experience at writing a radio spot and having it recorded and scheduled for airplay. For a career in DCJ, a combination of journalistic and presentation skills are required. Interest in current affairs and local conditions, hands-on experience in radio, the ability to communicate and knowledge of music are useful.

Questioning ability helps to look into the finer details of any issue. Passion for adventure and travel are added advantages because travel to the remotest parts of the country would help to gather unique and interesting stories.

Ability to work with diverse groups is imperative for a development communication student. S/he needs to be people centric to understand people's viewpoint on issues affecting their lives and find solutions which will work for them. For this, it is important to know the principles of social work. The guiding principle has to be 'helping people help themselves'. Also, acquiring and practising leadership skills helps to be successful. If a person is keen on being a development communication specialist, the person should be a good listener too, to write with sensitivity. Excellent interpersonal skills, ability to interact professionally with staff, partners and consultants are the demands of present day work culture.

Language and computer skills are very essential. Command in any one language is important and includes speaking, writing and reading with an ability to write technical reports and documents. Basic computer skills in using Microsoft Office applications, including Word, Excel and PowerPoint are desirable for success.

SCOPE AND CAREER AVENUES IN DEVELOPMENT COMMUNICATION

This field employs a variety of media and communication techniques to address issues like information dissemination and education, behavior change, social marketing, media advocacy, communication for social change, and participatory development communication. Thus, this field has a wide scope in terms of content and use. Undertaking training, advisory and action projects that help build up the communication capabilities and resources of people in the development process also fall in the scope of study.

A development communication specialist can take up a variety of career paths in the social sector like media houses, government and non-government organisations. Since large scale projects are run by Government departments with the help of international agencies, employment

opportunities are satisfying both economically and psychologically.

Some more options can be summarised as:

- *Development Journalist* in Print, TV, Radio, community media, traditional media, radio jockeying and anchors
- *Research scholar* in research organisations to study aspects/ issues in gender and development, environment, consumption behaviour, health, agriculture and livelihood issues etc.
- *Trainer* to train grassroots level and field functionaries, policy makers, and officers of corporate houses
- *Freelancer and consultant* for organisations.

Thus it is clear that Development Communication offers a vast range of careers and will diversify in the future too.

KEY TERMS

Development communication, mass communication, campaign, community radio, print media, Information, communication technologies ICTs, questioning.

REVIEW QUESTIONS

1. What is Development Communication? And what is its role in development?
2. What are the essential features of Development Communication?
3. What is a Campaign? Design a slogan for a campaign on any issue of your choice.
4. How is community radio different from All India Radio?
5. Take one newspaper from your school library. Look for news related to environment. Discuss in the class the visibility of news related to cinema, life styles and development and the possible reasons.
6. 'ICTs are the future vehicles of development'. Comment.

PRACTICAL 1

- Theme:** Study of Radio Public Service Announcement (PSA)
- Task:** Listen and record PSA on radio for its content, relevance, impact and technique.
- Purpose:** Gain an insight into how radio as a mass media is able to create awareness through Public Service Announcements.
- Procedure:** Divide the class into four groups for analysis of radio PSA. The student group listens to the recorded PSA and then analyses it based on the parameters provided. After the analysis scoring can be given to analyse the quality of a PSA.

Analyse the recorded PSA on the following parameters

Topic/Message	
Date and Time	
Duration	
Techniques used	E.g. Dialogue with humor/Jingle
Channel	
Target Group	
Medium of Instruction	
Objectives	

	Excellent(3)	Good(2)	Average(1)	Poor(0)
Suitability of the day/date/time				
Engage the listener				
Create Interest				
Promote Awareness				
Motivate Audience				
Selection of voice over				
Clarity of message				
Clarity of sound recording				
Appropriateness of sound effects				
Mention the source or originator of the PSA				

Total Score= ____/30

Discussion could be held to examine the contribution made by radio in creating awareness about social issues through PSAs.

CHAPTER 22

ADVOCACY

LEARNING OBJECTIVES

After completing this chapter, you will be able to–

- explain the concept of Advocacy, Behaviour Change Communication (BCC) and Social mobilisation
 - describe the types and purposes of Advocacy
 - distinguish between Advocacy and Behaviour Change Communication BCC (IEC)
 - understand knowledge and skills required for careers in Advocacy.
-

INTRODUCTION

You must have seen different types of appeals for help by individuals or groups, for example financial help for a child's cancer treatment; rehabilitation of tsunami affected families or a cause such as ensuring that every child goes to school, or preventing child labour. You may have also seen the advertisements on television showing persons suffering from cancer caused by the use of tobacco. There are appeals being made by famous personalities about immunising children against polio. Also, most organisations need finances in order to carry out these activities. This is generally done by appealing and persuading individuals/corporate bodies/ the public in general to donate in cash or kind. Such activities could be termed 'advocacy'.

For advocacy to be effective, the key is to sensitise people or to influence people for desired change in behaviour. This is best done by professionals who apply their persuasion skills in writing and action. Advocacy skills can work wonders in persuading people. Key decision makers are generally busy and/or may not have complete information on a particular issue. Advocacy can influence how they think and act on behalf of their constituents. Let us briefly take a glimpse into the world of advocacy and communication for behavioural change.

BASIC CONCEPTS

What is advocacy? **Advocacy** is one of the methods of communication for social change. It consists of planned activity or activities undertaken by individuals or organisations with a common goal/vision and common frame of reference to influence policy related to specific cause(s) or issue(s). The purpose is to create a supportive environment and build consensus towards realising or actualising the vision. Advocacy can be undertaken at global, regional and local levels, depending on the issue and the laws which influence people's lives and actions. For example, you know that in many communities in India, a girl is less valued than a boy and some parents decide to get rid of the female foetus before it is even born. In some areas, the female newborn is killed by gruesome methods. This must be stopped. Advocacy is required to build consensus of people about not getting rid of female foetus and create an environment to discourage such a practice at local and national levels. Advocacy can be planned to sensitise people to the issue of not aborting female foetus.

The Purposes of Advocacy can be summed up as-

- To promote or reinforce a change in policy, legislation, programme, resource allocation or socio-cultural norms.
- To win support from influential people and pressure groups for one's agenda.

Advocacy is the act of 'explaining and persuading' on behalf of a particular issue, idea, person or animal. An advocate is someone who does this. Both the terms *advocate* and *advocacy* have specialist meanings but in this field they are different from advocates for legal court procedures. The advocacy in this context is to argue for social purposes to highlight

an issue or a problem and generate awareness among all the concerned people. The people to be persuaded or convinced may vary in each situation or context. These may be political leaders, administrators, policy makers and general public or fellow citizens.

What are the methods used for advocacy?

Method used will depend on the issue, the intensity desired, who is to be addressed or targetted and the financial resources available for advocacy. Common methods used are holding rallies, demonstrations, campaigns through interpersonal and mass media to exert pressure for positive social change. The need for such advocacy is growing as society becomes more and more complex and as people from socially and economically disadvantaged groups increasingly feel the need for someone to support them to interact with other individuals, organisations and agencies. This obviously creates a need for professionals who can develop the strategies for advocacy.

Polio immunisation campaign is conducted by using various methods such as putting up posters, famous persons making an appeal on TV, and conducting discussions by experts. A few days before the day of vaccination, the corporation or government may send people in a vehicle announcing the date and venue. Health workers may go door to door to advise mothers to take their young child for polio immunisation, if they have not already done so.

What are the different types of advocacy generally used? Let us deal with them briefly.

Types of advocacy are:

- *Issues advocacy* aims at creating awareness on selected issues, creating policy where they are needed and do not exist, reforming ineffective and harmful policies, as well as improving policy implementation.
- *Programme advocacy* aims at fostering a favourable environment for implementing programmes.
- *Organisational advocacy* aims to enhance the image of the organisation and publicise/promote its mandate and also to mobilise resources for the organisation for implementing programmes.

Given below is a success story of 'Advocacy initiative'.

'The Right to Information Act' (RTI) came into being in 2005 as a result of consistent advocacy efforts by social activists and NGO who worked closely at the grass root level. Why did they advocate for RTI? They felt the

dire need for the right of citizens of this country to access information that they require and pertains to them. They had witnessed the high handed attitude of the administrators while dealing with people in villages and slums. Daily wage labourers were asked to sign or give thumb impressions on the amount which was much higher than what they were actually paid for working on construction sites for some Government programmes. Similarly, ration shops were closed without informing people about the reason and they were supplied lesser quantities of ration than were due to them and that too of substandard quality.

What is RTI? The Right to Information Act, 2005 (RTI) is a law enacted by the Parliament of India “to provide for setting out the practical regime of right to information for citizens.” The Act applies to all States and Union Territories of India, except the State of Jammu and Kashmir - which is covered under a State-level law. Under the provisions of the Act, any citizen (excluding the citizens within J&K) may request information from a “public authority” (a body of Government or “instrumentality of State”) which is required to reply expeditiously or within thirty days. The Act also requires every public authority to computerise their records for wide dissemination and to proactively publish certain categories of information so that the citizens need minimum recourse to request for information formally.

ACTIVITY 1

Discuss with examples any one type of advocacy initiatives.

Besides advocacy, there are other ways of changing human behaviour. One such way is: **Behaviour Change Communication (BCC)**. This is a comparatively new concept, which has evolved from an earlier term ‘Information, Education and Communication’ or ‘IEC’. Behaviour Change Communication or BCC is used to bring about change in human practices and behaviour, generally through communication interventions.

What does it involve? It involves the process of understanding people’s situations and responding to the concerns by developing appropriate strategies. Communication processes and media channels are used to persuade people through increasing their knowledge, changing their attitudes, perceptions and thereby changing their practices and behaviour. An example is use of BCC by health experts nationally for changing practices and using preventive measures to safeguard against tuberculosis and HIV infection. Messages about safeguarding against these two deadly diseases are widely propagated through mass media and reinforced through personal interactions such as counselling, training or workshops etc. to influence the masses and facilitate change in their behaviour/practices which increase risk of contracting HIV infection, or spreading tuberculosis.

You may think that advocacy and IEC/BCC are essentially the same. If you look closely at Table 22.1 you will find the important points which can help you distinguish between the two.

Table 22.1: Differences between IEC/BCC and Advocacy

Criteria	IEC/BCC	Advocacy
Objectives	Seeks to change individual knowledge, attitudes and behaviour leading to change in beliefs, values and socio-cultural norms of a community	Seeks to change laws and policies to improve the enabling environment
Output	Change in behaviour of individual community members	Change in a specific law, policy or programme
Target groups	Individual, community and family members	Policy makers/officials, opinion leaders/ influential members of society, legislators
Orientation	Individual change, leading to community action	Public policy-oriented
Risk taking	Individuals can opt out at any stage, hence risk is not high	Greater degree of risk taking when controversial issues are undertaken
Focus	Focus on individual(s) internalising the concepts for better understanding and change	Emphasis on networking and coalition building to broaden the base of support

Social Mobilisation

Social Mobilisation is a process to engage people's participation in achieving a specific development goal through self-reliant efforts by mobilising necessary resources and disseminating information to targeted audiences. To put in simple words, organising resources and people for betterment of society is social mobilisation. Social mobilisation and effective communication are essential for achieving the objectives for which advocacy is undertaken. Advocacy helps the process of Social Mobilisation.

Let us briefly take a look at what is social mobilisation.

- Social mobilisation is an approach and tool that enables people to organise for collective action by pooling resources and building solidarity required to resolve common problems and work towards community advancement.

- It is an empowering process enabling people to organise their own democratically self-governing groups or community organisations that help them initiate and control their personal and community development, as opposed to mere participation in an initiative designed by the government or external organisation.
- Effective social mobilisation goes beyond community organisations, harnessing the potential and efforts of government, non-governmental sector and citizens to work towards sustainable social, economic and political development.

CASE STUDY

A diagrammatic presentation of an Advocacy attempt in the field of sanitation in Bangladesh is presented here. The links between advocacy, social mobilisation and communication are shown with the example from an eight-year sanitation programme in Bangladesh. Communication planning for advocacy was used for the sanitation programme that the Government of Bangladesh implemented from 1993 to 1998 with UNICEF and Danish and Swiss support.



(Source: Dick de Jong. 2003. *Advocacy for Water, Environmental Sanitation and Hygiene. Thematic Overview Paper*. IRC International Water and Sanitation Centre)
<http://www.irc.nl/themes/communication/cases/bangladesh.html>

KNOWLEDGE AND SKILLS REQUIRED

Professional qualifications for advocacy require education, an understanding of advocacy and experience of writing reports. The professionals should be able to research, assimilate information and should be sensitive to people's needs. Besides this an ability to form public opinion in favour of the issue about which they are taking a stand, would be an important asset. The advocates for RTI created a large group of informed citizens, brought this issue to limelight through mass media and exerted pressure on political leadership and policy makers. Other examples are campaigns to save animals from cruelty, save tigers, donating eyes and organs, that are strongly and effectively advocated ideas. Persons intending to work in this field should develop the following skills:

Persuasive techniques are the arguments and attempts to influence the target audience to support the issue. Most often the following two methods are employed.

Lobbying is the process of achieving public policy goals through the selected application of political pressure. It is most effective when there is need for something specific from the legislative system, such as a law to legalise abortion.

Media relations include use of mass media like radio, television, newspaper, magazines, journals, community newsletters. Suggested formats for media include, press releases, press conferences, fact sheets, press kits, guest editorials, letter to the editor, appearing on radio and television, pictures or graphic illustrations, buying space or time on radio, newspaper.

ACTIVITY 2

- Select any two issues for which you would like to design an Advocacy campaign.
- What methods and media will you use for your campaign? Describe briefly.

SCOPE

The scope of advocacy has grown tremendously with time. Today, people with these skills are required in all sectors. Government departments need them for promoting various programmes and projects. International and National Agencies working in the development sector need people with

such expertise to implement their projects and generate mass awareness. Corporate social responsibility initiatives has become successful only because the right set of networks and persuasive groups are mobilised by people with expertise in advocacy. Non-government organisations generally require them for fund raising and project writing to seek support network. These days advertising agencies and marketing management for companies also hire their services to create goodwill and to build more of the grassroots perspective(s) into campaigns.

KEY TERMS

Advocacy, behaviour change communication, social mobilisation, lobbying, information, education and communication or IEC.

REVIEW QUESTIONS

1. What is Advocacy? What are the types of advocacies?
2. Describe the skills required for advocacy.
3. How does Advocacy differ from IEC/BCC?

CHAPTER 23

MEDIA MANAGEMENT, DESIGN AND PRODUCTION

LEARNING OBJECTIVES

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

- know the importance of Media Planning and Media Management
 - understand the process and scope of Behaviour Change Communication (BCC) strategy
 - grasp the procedure of media research, media design and development, media production.
-

INTRODUCTION

Media plays a significant role in shaping present day society. Persons of all ages in India like to watch television. Go to a newspaper vendor and you will find that there are many more newspapers and magazines today than were there about one decade ago. In large cities, many people like to have the outfits and hairstyles of actors/actresses that they see on television or in films. Thus media influences public perceptions on a variety of important issues, and shapes modern culture by selecting and portraying a particular set of beliefs, values, and traditions. Print and electronic media have become a part of one's daily life. For any item in the media to have success and impact, it has to be planned, designed and produced well. These processes are part of 'Media Management'. Media

management is considered to be one of the most important part of any promotional strategy. The success of a publicity campaign of businesses or social campaigns depends, to a large extent, on media planning and management of the campaign. Today, more expansive terms such as 'media strategy' or 'communications planning' are also being used.

SIGNIFICANCE

In an age of globalisation and liberalisation media plays a significant role. Media's role in this society is fundamentally a function of how this society chooses to use the media. Media's relationship with society is both reflexive (automatic) and varied—the mass media simultaneously affects and is affected by society. Tasks and duties of media are increasing day by day. Therefore, media management, design and production are very important.

BASIC CONCEPTS

I. Media: This is an umbrella term used for all type of print, broadcast, out of home and interactive communication. They are tools used to store and deliver information (Fig. 23.1).

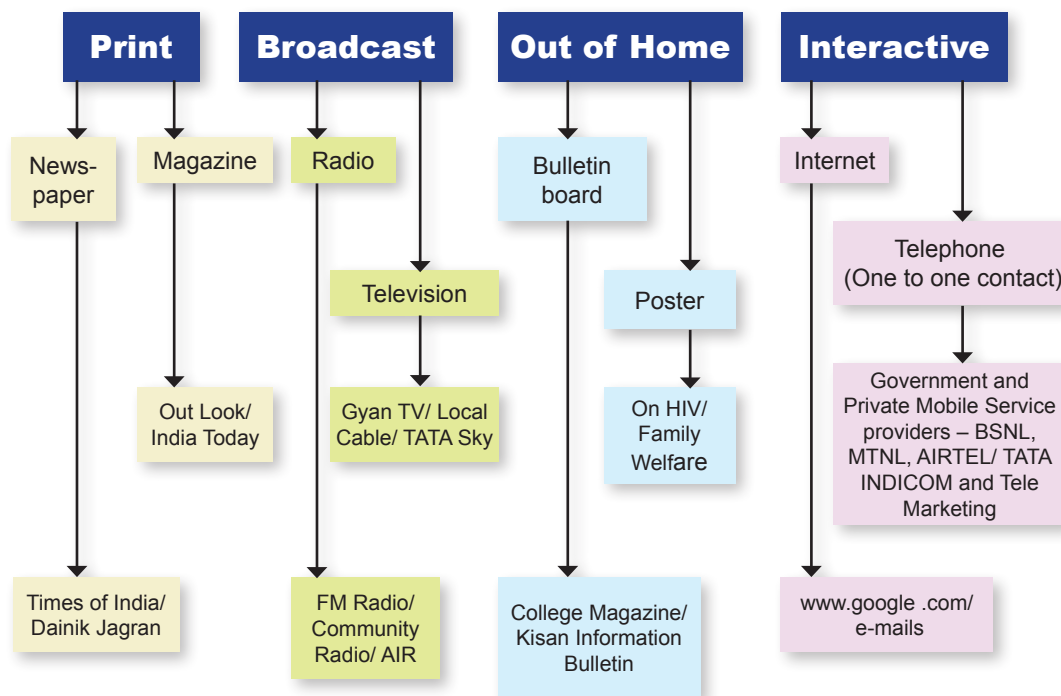


Fig. 23.1: Examples of Media as an Umbrella Term

Media can be understood in two contexts:

- a) Media as an end product or campaign design
- b) Media as a channel or vehicle or medium

Look at the two posters to understand media as an end product and media as a channel/vehicle.



No product can be of good quality unless considerable effort has been made right from the stage of planning. Media professionals have to do a lot of planning before producing a specific item.

II. Media planning is the process of determining the most cost effective and influential mix of media for achieving a set of pre-decided objectives. It is the process of designing a course of action that shows how advertising time and space will be used to contribute to the achievement of advertising and marketing objectives. Media planning involves not only selecting a medium for advertising but also analysis of the outreach of the advertisements. Many media planners select unconventional streams of advertising such as mobile vehicles and advertising in small retail stores.

Whoever the producer, cost is an important factor because s/he will not have unlimited money and has to manage within a budget. For example, to advertise about a garment sale, the shop owner can circulate leaflets in the area or put up a big banner/poster at an appropriate spot or prepare a commercial for the T.V. The media planner will select the media after considering the media budget and its reach. The cheapest media having maximum reach will be selected. Similarly for inter-collegiate fest, college students will select the most economical media having greatest reach. This means maximising impact of media and at the same time minimising

cost of its production. Therefore, media planning is done to communicate information to bring out desired change. There are four key criteria that a media planner can consider — reach, frequency, continuity and costs.

There are certain essential points that should be kept in mind while planning, designing, producing and finally managing (implementing) a media message/strategy. They are:

Felt needs and interests of the audience: It includes disseminating the information, demand for which is expressed by the audience, not what communicator wants to convey.

- Type of information needed
- Amount of information needed
- Purpose of information
- Understanding and comprehension level of the audience.

Time and Duration: It includes:

- Moment (exact point of time) at which a media, message or communication product is to be launched or is to be delivered to the intended audiences
- Duration (amount of time allotted for delivering the message) for which a media, message or communication product is to be delivered
- Frequency (number of times) at which a media, message or communication product is to be delivered.

The ‘Mood’ (emotional or mental state) of audiences:

- At the time ‘when’ the audiences receive or are exposed to the media, message or communication product presented. Which could be in form of any campaign, advertisement etc.
- At the time ‘when’ the audiences give their response for a media, message or communication product presented.

The ‘Mindset’ (ways of thinking) of audiences: This is governed by multiple factors such as socio-cultural, economic, political background, education, age, gender, other environmental factors such as learning and other opportunities as well as understanding and comprehension level of audience etc.

This also includes concerns for social marketing issues and social communication networks.

Media — medium or channel or vehicle and media mix/ IEC/ BCC:

This includes the channels as well as the method used to convey or carry a media, message or communication product to the intended audiences. Different media have different delivery features as we have already discussed in media characteristics. A single communication vehicle seldom reaches everyone in the target audience due to variation in the level of reach, availability and accessibility, and proper exposure of audience to the media. It includes:

- Decision on use of 'one or more number of media vehicles in one production' as per the requirement, audience type, budget, reach, accessibility and availability facility of channel to the intended audiences.
- Decision on use of "result oriented media planners" to maximise the use/enhance penetration of all types of media channels that connect with the audience, again to augment reach and accessibility of media, message or communication product.
- Decision on use of 'one or more number of media methods mix in one production' as per the requirement, audience type, budget, reach and availability of media to maximise the possibility of understanding the message easily in a heterogeneous audience group.
- Decision on using "result oriented media planners" to maximise the use of 'all type of media mix' that connects with the audience again to provide a variety to make messages more understandable in a heterogeneous audience group.

Treatment: It is the 'way and form' in which a media, message or communication product is carried to the intended audiences. The form could be rational or emotional; folk, tribal or modern; musical or dramatic; in a simple tag line/punch line or descriptive/narrative; audio or visual or both. So here the format in which the information is needed by the audiences is important.

It could be:

- For the whole set of media package
- For a single media, message or communication product.

Content type and clarity: It is the extent to which any media, message or communication product is able to convey the concept or issue correctly and easily in its intended meaning in true sense it was planned for the target audience. Following points should be considered while deciding on the content for media, message or communication product for an intended audience.

- Decision regarding use of 'subject matter' to be included.
- Decision regarding use of 'kind and type of language'.
- Decision regarding 'mode' (only verbal or only visuals or a mix) for presenting content for clearly conveying the concept or issue.
- Decision regarding 'written (script) or pictorial presentation (type, form and quality of pictures) of the content' for clearly conveying the concept or issue.

Therefore, all efforts should be made to present the message as clearly as possible so that it is interpreted and understood by the intended audience in its intended meaning.



ACTIVITY 1

- Write your comments on the poster “More children: Supporting hands for earning bread or a burden” highlighting points to be kept in mind while planning an ad campaign on family planning.
- Show the poster (cover the title) to people of rural area/tribal areas/or residing in nearby slum, and request them to interpret and comment on the same.

Credibility: Acceptance and impact of any such attempt also depends on the trustworthiness of primarily –

- the sender or the organisation campaigning the issue,
- relevance of the issue for the receiver,
- audience’s personal likes and dislikes,
- content chosen and its way of presentation, and
- medium of communication of a media, message or communication product for an intended audience.

Use of person, product or model:

It is a decision about -

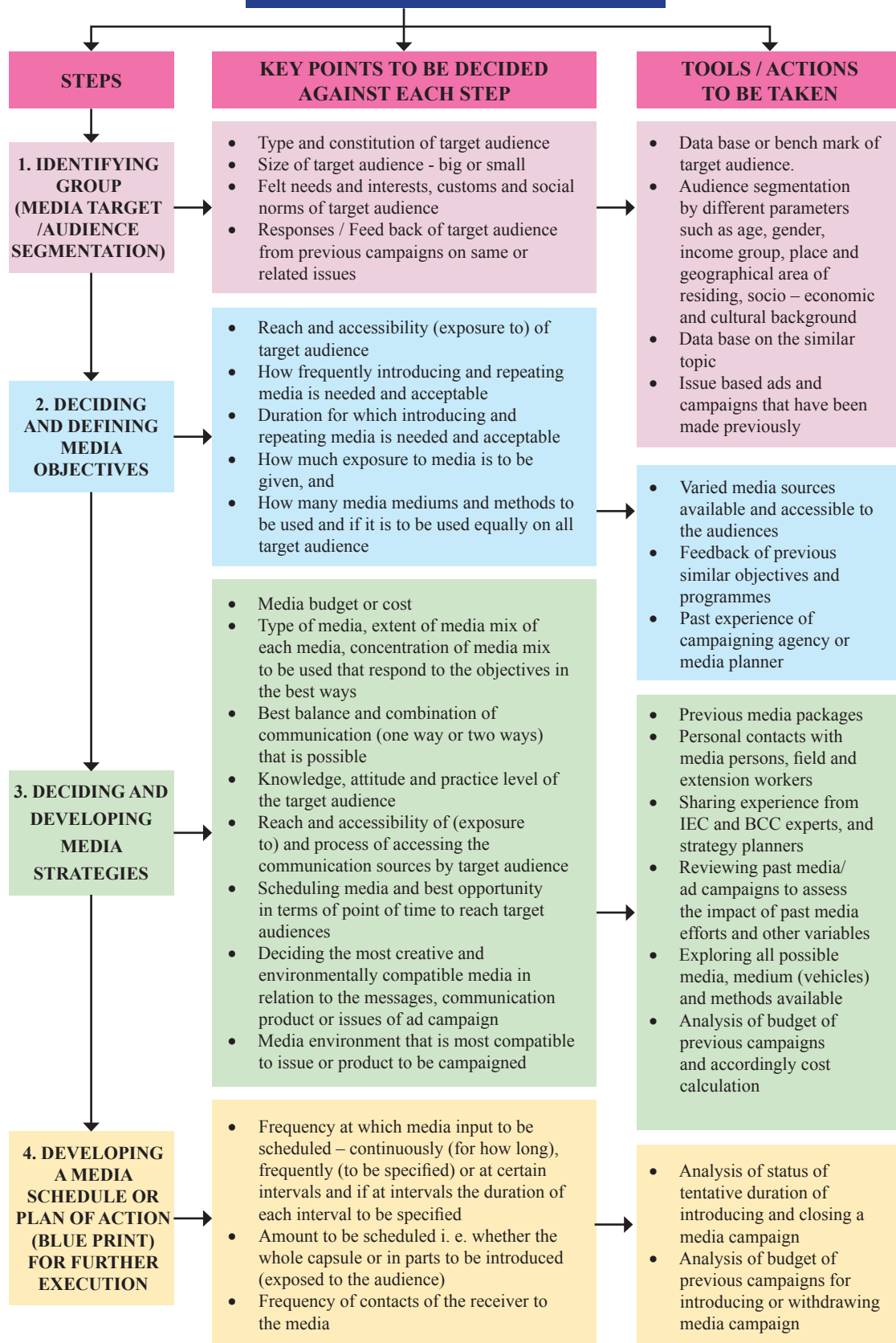
- which person, product, or model to be used for presenting the issue or content, and
- Type and form of elements to be added for the promotion of a particular issue or product through a media, message or communication product or package.

COST AND MEDIA BUDGET

Costs are incurred for developing and producing a media, message or communication product. Media campaign development often needs a single large budget and involves high cost in any social communication campaign related to social development issues in extension education. If budget permits, it is advisable to use a mix of more than one medium or media types for an ad campaign.

Given below is a flow chart showing **media planning process** at a glance; it shows the steps of media planning, key points to be decided at every step and tools or actions to be taken to accomplish each step.

MEDIA PLANNING PROCESS



III. Media designing and production

Media designing and production is done for various reasons: Providing initial information or introducing a concept, idea or product, message for promotion of an idea, message or a product for awareness generation; for providing knowledge; for providing skill training and to support varied issues of importance such as agriculture, entrepreneurship development and livelihood generation, health, family welfare, nutrition, education, improvement in quality of life, sustainable development, and even life skills.

Media design and production includes several built in steps that have multifarious sub-steps and are individual sections by itself. But here we will be talking about them in brief—

- Identifying, listing and understanding audiences: Media research plays a major role in increasing understanding of the audience. Steps involved are defining the problem, designing the research plan, collecting the data, analysing the data, and submitting the report. Media research or audience research is carried out in two phases—pre-production, and post-execution to take feedback.
- Identifying Media/Medium Effectiveness
- Coverage: Audience measurement: On an average people spend 85 per cent of their media time with broadcast media (radio, television, satellite communication) and only 15 per cent with print media (newspaper, magazines, folders, brochures etc.). The broadcast commercials are more intrusive than message given through print media since programmes commercials on social issues are presented in a stream one after another. Readers of print media can select stories and ads. Readers likewise can also decide what they want and can completely ignore whole sections but in broadcast media this choice and freedom is either not there or is very limited. Little bit flexibility is possible due to use of control.
- Distribution wise/ownership wise coverage of media/medium
- To how many people subscribe or own a medium
- Readership/viewership of any media/medium
- Irrespective of ownership or reach of media it is very important to know the actual number of people who actually read or view the medium.
- Pass along rate of any media/ medium - But here not only readership but also “pass along rate” of the magazine is taken care of. “Pass along rate” is the number of people who read the print medium in addition to actual subscribers and buyers. This could be almost three

times the circulation number. Magazines have got much higher pass along rate 'as compared to many of the newspapers.'

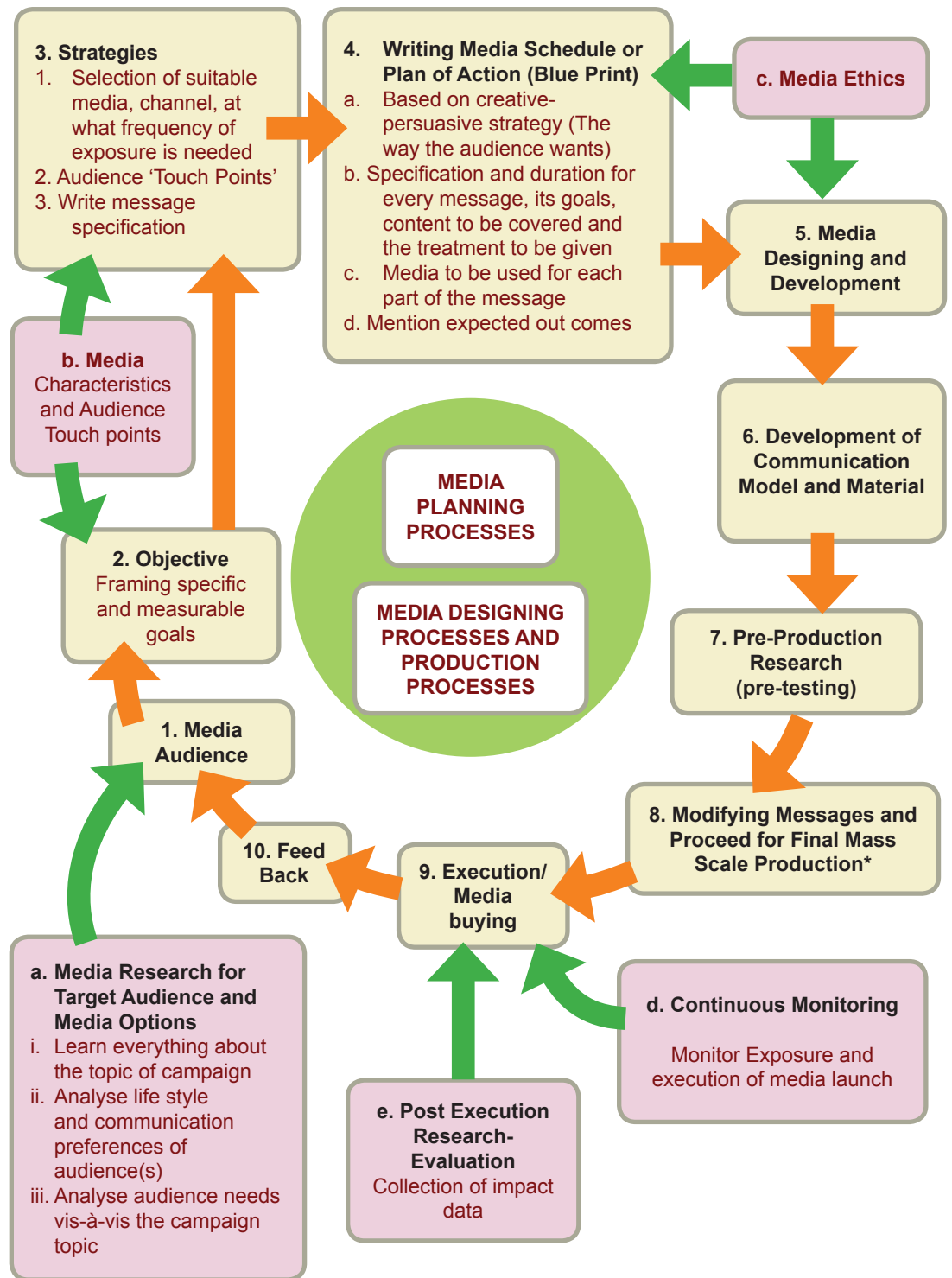
- Audience measurement in terms of exposure to any media: Exposure to any broadcast media is measured in terms of "*rating points*." Rating points is the percentage of a communication of the coverage area or marketing universe that has been exposed to a media programme/medium. For example, in case of broadcast media it tells the percentage of households or persons using a radio or TV at a particular time who are tuned to a particular station.
- Media Budget/Pricing factor: Reach or use of any media or medium depends on its pricing factor. It also affects the rates of subscription and consequently affects the penetration with the number of ownerships and viewership. Normally cost of purchasing a media depends on duration of time given to the slot, timing that is directly linked with the estimated size of viewers/audience. Other important factors are — income, social structure background, life style, setting rural, urban tribal, etc. The growing importance of communications budgeting can be attributed to increasing media costs, rise in competition and the increased focus of top management on productivity in a company's operations. Moreover, the media budget is the first area to be reconsidered during trying times, to save costs. This has put a great deal of pressure on media planners to maximise the effectiveness of the communication spending by the organisation.
- Format of available medium: For instance, there are different radio formats such as news station, talk radio music, vocal, classical, light as well as instrumental etc. and attracts a definite type of audience, listeners etc.
- Audience, listeners/viewers/readers type: Thus selection and development of media should be based on media characteristics, reach and access, audience segmentation and essentially should further be tested in real life situation.

ACTIVITY 1

List all commercial and community radio services you know. Prepare a case study of one commercial and one community radio broadcast keeping the above points in mind.

STEPS IN MEDIA MANAGEMENT

(MEDIA PLANNING AND DESIGNING PRODUCTION PROCESS)



Every 'draft' message should be pre-tested in actual field situation and on the audience for its understanding, comprehension in intended meaning, reliability, validity and foremost acceptance by the target audience before it is finally produced for mass dissemination.

Buying Behaviour

Understanding audience behaviour can help the advertisers develop advertisement campaigns effectively. Audiences will pass through a series of steps before making a purchase. These steps include problem recognition, information search, alternative evaluation, and acceptance/adoption decision and post acceptance/adoption evaluation. Problem recognition occurs when there is considerable difference between the actual state of affairs and desired state of affairs of the audience.

IV. Media evaluation and feedback

Pre and post execution feedback: Two types of feedback are:

1. **Immediate Feedback:** Immediate order, buying, asking questions, queries, or interacting in same or other way to get more information after a message is launched.
2. **Delayed Feedback:** Response given at a later time. This does not mean that the message has no impact but, for example, in advertising the impact comes at points when the audience is planning a purchase or making final decision.

Strength and Weakness of Major Media

Medium	Strength	Weakness
Newspaper	Reading, education and income	Poor reproduction especially colour
	Tangible	Decreasing readership
	Readers, habit, loyalty involvement	Clutter
	Short lead time	Media waste
	Low production cost	Mass audience
	High one time reach	
	Good for detailed copy	

Magazines	Audience selectivity	Long lead time
	Expertise environment	Low mass reach
	High quality reproduction	
	Long life	
	High credibility	Costly production
		Low frequency
		Weekly, Monthly or Quarterly
Television	Impact: sight sound mention	Broad audience
		High production cost
	Local and national	Intrinsive
	Targeted cable channels	Message short lives
Radio	Audience selectivity	Background (low attention)
	Theatre of the mind	Low reach
	Frequency builder	Sound only
	Relatively low product cost	Messages short lived
Outdoor	Localised	Low attention
	Frequency builder	Short exposure time
	Directional signage	Poor reputation (visual pollution)
		Zoning restrictions

Direct Mail	Highly selective	Clutter/ junk mail perception
	Measurable results	High cost per message
	Can be personalised	Long lead time
	Demands attention	
Telemarketing	Personalised	Costly
	Real time interaction	
	Attention getting	Intensive
	Measurable results	
Internet	Mass addressable	Clutter
	Can be personalised	Limited reach
	Extremely low cost	Limited creative options
	Can be interactive	

SCOPE

The discipline of communication exposes its students to media management, i.e., through case studies and internships. Students assignments include the analysis of the history of how media got to become an important impact component within and on our society, and also the way in which it developed and progressed.

Many existing businesses, even though they are not especially focussed on the media as their primary business, also require people who can handle the use of media for advertising, promotion, image building, and growing their industry share so that they can use this as a tool to improve and expand their companies. Therefore, people with media planning and management experience and degree in, communication will be valued in a lot of industries.

Careers in media have become careers of choice today. Print media, advertising, mass media, electronic media, web publishing and mass communication have opened up a new spectrum of job opportunities to young college graduates with the drive to succeed. The chances of growth, both vertical and lateral, are very bright and with the explosion of television

channels the faceless media persons have acquired the status of household personalities. The proliferation of TV channels, particularly a number of 24/7 channels, have opened up career opportunities in electronic media. Career options are present in public broadcasting agencies like Doordarshan and All India Radio or in private broadcasters. One can be a field reporter, writer, editor, researcher, correspondent and in-studio anchor, presenter and news analyst. These professionals also can work in a number of fields like direction, production, camera, graphics, editing, sound, programme research, script writing etc. Moreover one can open his/her own TV/FM Radio channel.

Anyone desirous of entry in the media must be very hard-working, self-confident, well-versed in the required skills and, above all, must possess excellent communication skills. Notwithstanding one's score in the academics, i.e., examinations, only those will be able to enter the media field who can project themselves effectively right from group discussion to interview to actual working on the desk and in the field. They must be able to think clearly, write clearly for print/electronic/internet/web media with an eye on the readers', viewers' and users' requirements and their level of understanding. Their written 'copy' should mean value addition to its target audience.

It is, therefore, clear from the above narration that there are vast opportunities for employment and also of entrepreneurship in the Media and Media-related fields. Media requires competent and result-oriented professionals. Here comes the important role of universities, colleges, professional institutions and bodies imparting education and training in diverse fields under the overall umbrella of Media.

CAREERS IN MEDIA MANAGEMENT, DESIGN AND PRODUCTION

- Businesses and industries require people to handle use of media for advertising, promotion, image building, enlarging and expanding their companies.
- With print media, advertising, mass media, electronic media, web publishing. Doordarshan and All India Radio or with private broadcasters.
- As a field reporter, writer, editor, researcher, correspondent and in-studio anchor, presenter and news analyst.
- Work in fields like direction, production, photography, graphics, editing, sound, programme research, script writing etc.
- Entrepreneurial initiatives.

KEY TERMS

Key terms: Media, media planning, feedback, media research, media design and management.

REVIEW QUESTIONS

1. Why has media planning become important for communication for persuasion?
2. What are the essential steps in media planning?
3. Plan a media campaign for young school going children to promote the idea of safe use of internet/promoting the idea of no smoking, as per the process explained in media planning and designing productions.

PRACTICAL 1

Theme: Study of Print Media

Tasks: Read editorials/sports page/front page/entertainment page/social message of three newspapers for one week.

Purpose: Develop the ability in students to grasp and understand the selected section of print media with reference to focus, presentation, technology and cost.

Conduct 1. Divide the class in groups of 5-10 depending on strength of the class.

Let each group select a section of a newspaper. The newspapers must be different and of different dates. No two students should be studying the same article.

2. Selected section of the paper should be studied from the point of view of focus, presentation, technology and cost. The students should record their opinions and reactions. This should be followed by reactions of others in the form of a discussion. A sample for record is given below. Make your own on similar lines.

Parameters for Content Analysis

PRINT MEDIA		
	Name of the Newspaper/Magazine	
	Date	
	Advertisement Size	
	Frequency of Advertisement of Development Issue	
	Page No.	
CONTENT		
	Issue	
	Key Message	
	Message Conveyor/organisation	
	Clarity of Message	
	Legibility	
PRESENTATION		
	Presence of Visual	
	Presence of a caption supporting the visual	
	Area Coverage	
	Colour Scheme	
	Balance	

CORPORATE COMMUNICATION AND PUBLIC RELATIONS

LEARNING OBJECTIVES

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

- understand the meaning, significance and scope of Corporate Communication and Public Relations (PR)
 - comprehend functions of and skills required for corporate communication and public relations
 - understand areas and principles of PR activities.
-

INTRODUCTION

Every idea, fact or opinion is static until communicated and understood. In today's information driven society it has been acknowledged time and again that communication is as important as food, clothing and shelter. In this chapter we are looking at communication as it is related to organisations and business establishments. Corporate communication is considered as an important tool of management which has evolved over the years.

Corporate communication is described as the set of activities involved in 'managing and orchestrating all internal and external communications' which are designed to create favourable starting points.

Corporate communication is based on giving out of information by a variety of specialists and generalists in an organisation. It is concerned with people, organisational processes, activities and media.

SIGNIFICANCE

A major variable for the success of any organisation is the perception of the public. What the general public, competitors, employees “perceive” about the organisation is what defines its respectability, its position and ultimately its success. The primary objective of corporate communication is to establish a perception (true or otherwise) in the eyes of all its stakeholders. That is the significance of corporate communication; ‘controlling how the world sees you’. For example, in a crisis, regardless of what actually happened, it is the public’s and employees’ understanding of the crisis and how it was tackled that will define their reaction to the organisation. If a company does not present itself as quiet, dignified and peaceful, and projects aggressive behaviour it will be questioned by the stakeholders.

The company’s fortune is influenced by the public’s assessment of whether aggressive behaviour was necessary or not. The significance of the corporate communication team is to understand how the stakeholders will react to such behaviour. They have to ensure through press releases, newsletters, ads and other modes of communication so that public gets only that information which the organisation wants them to have.

PR is a very important function or activity of any organisation. Therefore, it must be entrusted to effective and experienced executives. Each public relations programme can have different objectives, strategy and plan. For example, to create a positive image of a company, to handle a company crisis, to motivate the employees, to create curiosity about a product, to advertise a product and to inform about an event in advance. PR plans to achieve each of the above mentioned objectives with different approaches. Some of these are: press conferences, press releases, parties and get-togethers before any special event. Public Relations and advertising and media are inter-related and may have common characteristics and activities.

BASIC CONCEPTS

Corporate Communication

Corporate communication creates an efficient and effective avenue of communication with employees, consumers, investors and many others,

locally and globally. A great deal of management's current concern for employee productivity and the need to empower people has revolved around the use of teams. But more often what is required is the simplest need of all — communication. This is illustrated in the following study:

When a group of industrial engineers were asked in a 1990 study how to improve productivity, communication concerns drew the strongest response to any question on survey. More than 88 per cent of the engineers strongly agreed that lack of communication and cooperation among different components of a business leads to reduced productivity ("P and Q Survey" 1990).

CEOs have also recognised the importance of communication. In a study by A. Foster Higgins and Company, an employee-benefits consulting firm found that 97 per cent of the CEOs surveyed believe that communicating with employees positively affects job satisfaction. Furthermore, the survey found that 79 per cent think that communication benefits the bottom line; surprisingly, only 22 per cent communicate with employees weekly or more (Farnham 1989).

Source: http://findarticles.com/p/articles/mi_m1038/is_n5_v36/ai_14723295/

Public Relations

Public relations (PR) is both an art and a science. It has the beauty and emotionality of art and the system of science. It may mean different things to different people. Though it is of recent origin in India and the world over, it is used in Government, public and private sectors and other institutions. The PR techniques, strategies and practices vary from organisation to organisation.

"The fundamental way of getting public approval is to deserve it" – Arthur W. Page

Following definitions of PR will give you some idea about its nature and scope.

"Establishing a bond of relationships and contacts between two groups of public"

"Deliberate, planned and sustained effort to establish and maintain mutual understanding between an organisation and the public"

"PR is an attempt, through information, persuasion, adjustment and contacts, to seek for some activity, cause, movement, institution, product or service"

Code of ethics is a very crucial requirement in any profession. PR professionals are no exception to this requirement. They have access to information or knowledge about events to come; pressure or temptation to commercialise this information must be avoided at all costs. While serving the interests of clients and employees, PR professionals must ensure that they adhere to a code of ethics and a code of conduct so that they are not labelled as fixers or manipulators.

Corporate communication is important primarily as it creates:

- Positive and favourable public perception
- Effective and efficient avenues of communication
- Strong corporate culture, corporate identity and corporate philosophy
- Genuine sense of corporate citizenship.

Functions of Corporate Communication

Corporate communication builds a healthy organisational environment. In an organisation information is to be disseminated by specialists and generalists to a variety of people besides sharing information with employees, stockholders, media and customers. Corporate communication creates and maintains the brand and looks after the organisation's reputation. It projects the company's brand within and beyond the organisation. Thus, the process of corporate communication ensures a liaison between an organisation and outside bodies. Nowadays it is used as a public relations tool to project a positive corporate image, to build strong relationships with stockholders, to inform the public about new products and achievements. A smooth and affirmative relationship with all stakeholders helps in maintaining and sustaining a positive corporate image. Be it a corporate body, company, organisation, institution, non-governmental organisation or a governmental body—all of them need to have a respectable image and reputation. Increasing competition, accessibility of information and the media explosion have made 'reputation management' a priority for most organisations. This is handled in a professional manner by corporate communicators. Dealing with crisis control, enabling sophisticated approaches to global communications, and comprehension and utilisation of complicated communication tools and technologies are also important functions of corporate communication.

Functions of PR

Functions performed by corporate PR Departments and PR agencies have many factors in common. Given below are most of the common functions:

1. **Public Relations Policy:** Develop and recommend corporate public relations policy and share it with top management and all departments. This is truer for PR agencies.
2. **Statements and Press Releases:** Preparation of corporate statements, sometimes speeches for executives and press releases are to be prepared by the PR personnel. In the process, they are in a position to articulate and project positive image of the company or product or policies.
3. **Publicity:** Issuing announcements of company activities and products to media and community. Planning promotional campaign using media is also a vital function. Handling inquiries from press and people at large is a part of the function.
4. **Maintaining Relations:** The PR personnel are expected to maintain liaisons with Government units at local, national and international levels. They are expected to uphold good relations with the community as 'good neighbours'. This includes compliance with environment protection standards, giving employment opportunities to locals, and cooperating and participating in locality development programmes. Communication between company and shareholders and with other investors is also an important part of maintaining relations. Sometimes the PR agency may have to prepare annual/quarterly reports and planning meetings of stockholders.
5. **Publications:** Preparing and publishing in-house magazines is also sometimes the function of a PR agency.

Major Areas of PR Activity

1. **Press Relations:** PR persons have to maintain cordial relations with the press at all levels, from editor to reporter. Press and PR are both dependent on each other for their bread and butter. Providing well written and well-timed press releases, helping the correspondent to write their articles, easy accessibility, forbearance of press criticism, avoiding biases and undue favours to some papers are some of the features of press relations. The PR man should project the culture of the organisation while disseminating information about the product or service. Journalists need news to remain in the business, and PR needs publicity. Thus, there is a give and take between the two. This interdependence of PR and press should be understood.

2. **Advertising:** A product does not sell on its own merit, it needs to be advertised. The purpose of advertising may be to disseminate information, persuade or influence people to consume the product. There are many media for advertising like newspaper, radio, TV and so on. Usually, it is the PR person who decides the budget and which media to use for advertising.
3. **Publications:** Bringing out brochures, folders, pamphlets, circular-letters, in-house-magazines and similar materials are the responsibility of PR department. While preparing the material simplicity, clarity, cost, true image of the organisation and attractiveness are the points to be remembered.
4. **Other Media coordination:** Use of other audio-visual media, films, exhibition, hoardings, puppetry and folk-songs come under the range of operations of PR department. Good public speaking and courteous speaking over the phone can also add to the positive image as spoken words are still one of the best modes of communication. They have to maintain good relations with other publicity media like radio and television.
5. **PR with Constituents:** Along with the local press, PR persons also have to have a liaison with local community, financial analysts, bankers, major leading institutions, share-holders and potential investors. Internal PR activities include maintaining relations with all employees including executives and other senior personnel, so the PR man gets all the information, keeps himself informed of all the happenings in the organisation.

Seven Principles of Public Relations

Arthur W. Page practised seven principles of public relations management as a means of implementing his philosophy.

- *Tell the truth.* Let the public know what is happening and provide an accurate picture of the company's character, ideals and practices.
- *Prove it with action.* Public perception of an organisation is determined 90 per cent by what it does and 10 per cent by what it says.
- *Listen to the customer.* To serve the company well, understand what the public wants and needs. Keep top decision makers and other employees informed about public reaction to company products, policies and practices.
- *Manage for tomorrow.* Anticipate public reaction and eliminate practices that create difficulties. Generate goodwill.

- *Conduct public relations as if the whole company depends on it.* Corporate relations is a management function. No corporate strategy should be implemented without considering its impact on the public. The public relations professional is a policymaker capable of handling a wide range of corporate communications activities.
- *Realise that a company's true character is expressed by its people.* The strongest opinions good or bad about a company are shaped by the words and deeds of its employees. As a result, every employee active or retired is involved with public relations. It is the responsibility of corporate communications to support each employee's capability and desire to be an honest, knowledgeable ambassador to customers, friends, shareowners and public officials.
- *Remain calm, patient and good-humored.* Lay the groundwork for public relations miracles with consistent and reasoned attention to information and contacts. This may be difficult with today's contentious 24-hour news cycles and endless number of watchdog organisations. But when a crisis arises, remember, cool heads communicate best.

Two types of communication are used more in corporate communication — Internal and External Communication.

Internal Communication: It takes place between and among the employer and employees of an organisation. It is considered a vital tool for binding an organisation, enhancing employee morale, promoting transparency and reducing slow destruction. The root cause of most internal problems faced by a company is ineffective communication.

Internal communication flows in different directions — vertical, horizontal, diagonal, across the organisational structure. Internal communication may be formal or informal. It helps in discharge of managerial functions like planning, direction, coordination, motivation etc. The broad policies and objectives flow downward from top management to lower level. Both written and oral or verbal media can be used to transmit messages. Written media consists of instructions, orders, letters, memos, house journals, posters, bulletins boards, information racks, handbooks, manuals, activity reports.

External Communication: It takes place between members of an organisation and the outside world. External communication is also very important as it enhances and enables significant functions of creating positive image, brand preservation and maintaining public relations. In a global society, external communication helps in marketing as well.

External communication is concerning transmission of messages, desirable information outside the organisation with Government, its departments, customers, dealers, inter-corporate bodies, general public etc. External communication promotes goodwill with the public. Certain facts and information must be shared and exchanged with outsiders. Both written and verbal media can be used. Written media consists of letters, memos, in-house magazines, posters, bulletins, annual reports and so on.

Two major areas of communication activity are:

1. Composing message
2. Transmitting message

The following 7 Cs of communication should be kept in mind while composing a message:

1. **Conciseness:** The message should be concise in nature so that it is easy to catch the readers' attention.
2. **Concreteness:** Message should be concrete as having all the meanings conveyed in it but should be short in length.
3. **Clarity:** It must give appropriate and explicit meaning that would not diversify and confuse the reader at any instance.
4. **Completeness:** Also it is important that the message must have complete meaning that will provide sufficient information to its reader.
5. **Courtesy:** Another important feature is that the sender must emphasise on courteous tone and must give some compliments and benefits to its readers.
6. **Correctness:** The message conveyed must be checked for correctness and should be free from all grammatical errors.
7. **Consideration:** There must be proper consideration in the message and it should emphasise on your attitude rather than 'I' and 'we' kind of words.

Source: <http://www.articleclick.com/Article Importance-of-communication-in-organisation/914799>

KNOWLEDGE AND SKILLS REQUIRED

Skills equip you to be a better and effective communicator. They help you in composing and transmitting messages successfully. Listening skills can be self taught; interpersonal skills, negotiation skills and rapport establishment skills can be learnt by observing successful and effective people; presentation skills involve use of software-hardware which requires formal training. Similarly, there are training programmes for accent neutralisation, public speaking, telephone etiquette, basic writing skills, decision making and stress management. Time management may require some training or many executives develop it through experience.

1. **Listening Skills:** Listening is an active process involving three parts: hearing, understanding and response. Hearing is the physical aspect of your body receiving and interpreting sounds. You may hear these words as part of a conversation. Hearing is critical to listening, but it is only the first part. Understanding is where your brain processes the words that you hear and derives meaning from them in the context of the entire conversation. Information is communicated to you at this stage. Once you understand what you are hearing, the last part is responding. Responding in a conversation shows that you have heard what was said and that you understand the intent of the speaker. Responding may involve making a decision to act on the information you have understood and perhaps replying with your opinion or comments.
2. **Interpersonal Skills:** Interpersonal skills refer to the measure of a person's ability to operate within business organisations through social communication and interactions. These are the skills that one uses to interact with other people. Having positive interpersonal skills increases productivity in the organisation since conflicts are reduced. In informal situations, it allows communication to be easy and comfortable. People with good interpersonal skills can generally control the feelings that emerge in difficult situations and respond appropriately, instead of being distressed by emotion.
3. **Negotiation Skills:** Negotiation is a process in which both the parties have unacceptable points regarding an issue or deal. Through negotiation, each party tries to convince the other. There will be usually more issues and variables than could be used for such a trading; both the sides must be fully prepared. Through good negotiation it is possible for both the sides to come out of a deal happy. Each of the negotiators will, if done properly, be concerned with trading concessions against each other. Good negotiator should consider all the possible variables before meeting, calculate or do estimate what each will cost, then decide

which he/she will prefer to use and which others would be prepared to use if it came to a crunch.

4. **Presentation Skills:** These are used for communicating ideas and information to a group. A presentation carries the speaker's personality better and allows immediate interaction between all the participants. A good presentation has: content, structure, packaging and human element. Content contains information that people need. The information must be as much as the audience can absorb in one sitting. Structure has a logical beginning, middle, and end. It must be sequenced and paced so that the audience can understand it. The presenter must be careful to hold the attention of the audience. Packaging refers to the treatment given to content. There is scope to use technologies like software, PPT with use of software.
5. **Human Element:** A good presentation will be remembered because it has a person attached to it. You still need to analyse the audience's needs and select an approach. For example, in many offices cards are sent on employee's birthdays or special occasions. Along with the card if the superior wishes him/her personally, it always makes one feel better.
6. **Rapport Establishment:** "Rapport is the establishment of trust and harmony in a relationship. It is the key element in the art of obtaining the support and co-operation of other people. Around 93% of communication is transmitted by your body language and the way that you speak (analogue communication). Only 7% of the message is carried by the words (digital communication). Most of the time your analogue communication is unconscious. By developing an ability to work at both the conscious and unconscious levels of communication, you will learn how to establish deeper rapport and build trust and harmony - *with virtually anyone*, in a much shorter time frame. Most of us are able to establish rapport with certain types of people but a master communicator has the ability to establish rapport with a wider range of people."
7. **Effective Decision Making:** Decision making can be a complex process; all the same, every successful person must have this skill. There are human and material elements involved in decision making. One has to assess or prioritise all these factors, anticipate the outcome and take decisions in the best interest of all parties concerned. For example, as students you get a certain amount of pocket money. There are always many options like food, movies, gifts for friends/family members, Xeroxing study material and so on. How you spend it to make yourself happy and take care of your needs will depend on your decision making skill. You also have a few hours per week to pursue

your hobbies and other pastimes. Your ability to decide the order of importance of activities will guide the decision about activity selection. In corporate houses managers have the challenge of effective decision making because they are faced with situations of balancing between efficiency, profit, satisfaction of stakeholders, employees and owners.

8. **Telephone Etiquette, Basic Writing Skills (Writing Email and Notes, etc.), Public Speaking Skills:** You must have been exposed to these three skills and by now must have acquired reasonably good proficiency. Telephone etiquettes create good impression and puts the other person at ease. Basic writing skills are part of your English Curricula. Many of you must have participated in elocution competitions, won prizes and heard speeches of good orators, lecturers. As a corporate communicator you have to develop and apply them for success in your business.
9. **Accent Neutralisation:** A language is spoken with an accent according to the cultural bearing. We all have experienced the different English accent of Indians and also from the British, Americans, and Australians and so on. There is a difference in the accent of all. In accent neutralisation one pronounces the words in such a way that the listener is able to understand what is being spoken. There are many other reasons such as: to increase personal and professional opportunities, improve professional image of your company, engaging in extensive conversations, presentations, and telephone calls, be more confident and effective, both socially and professionally, greater understanding from listeners.
10. **Time Management:** Time is a matchless and valuable resource that you need in order to do your work, accomplish your goals, spend time with your loved ones, and enjoy everything that life has to offer. Utilising time to achieve your goals is a skill that can be developed if you don't have it. There are ways to learn or improve this skill. Time management is a set of principles, practices, skills, tools, and systems working together to help you get more value out of your time with the aim of improving the quality of life. It leads to the development of processes and tools that increase efficiency and productivity. Time management enables each of us to improve and be more productive and to be fulfilled individually, so logically the effects across whole organisations of good or poor time management are enormous. Time management leads to less stress.
11. **Stress Management:** Although most of us experience some kind of stress on a daily basis (even if it's only from something like reaching school on time, preparing for test, deciding how to look attractive for a special occasion), few may actually know what stress actually is. What

is Stress? A situation that causes pressure or strain is stress. Stress is our physical, mental, and emotional response to the various demands, changes, and events in our life. In some cases, stress motivates and encourages us to complete a task we find difficult so that we can take pride in ourselves and what we achieve. Stress symptoms begin to manifest themselves when we feel that life demands are exceeding our ability to deal with them. Before stress begins to take its toll, we should do something to reduce, manage, and even counteract the negative side-effects of stress. Managing stress is all about taking charge of your thoughts, your emotions, your schedule, your environment, and the way you deal with problems. The ultimate goal is a balanced life, with time for work, relationships, relaxation, and fun – plus the flexibility to hold up under pressure and meet challenges head on.

In PR work, besides composing messages, transmitting through appropriate media, characteristics of the target audience have to be kept in mind. Use of language will be depending on the target group. PR persons have to take care of their disposition and inter-personal skills.

Use of Technology to Communicate

Technology has revolutionised the scope of communication. It has opened doors to a variety of information, knowledge and news all over the world.

The more popular term is Information and Communication Technologies. Information and Communication Technologies (ICT) is an umbrella term that covers all technical means for processing and communicating information. While this technically encompasses pre-digital technologies, including paper-based writing, it is most often used to describe digital technologies including methods for communication, transmission techniques, communications equipment, media, as well as techniques for storing and processing information. The term has gained popularity partially due to the union of information technology (IT) and telecom technology.

SCOPE

- Corporate offices and other organisations need PR to cover all the communication that takes place between employer and employees.
- PR officer to extend communication with stockholders, media, press, NGOs, Government, customers and the general public. PR plays a crucial role in dealing with outside agencies.
- Innovator in use of media and technologies.

KEY TERMS

Communication; extension; corporate communication; internal and external communication; public perception; ICT (Information and Communication Technology); IT (Information Technology); stress management; time management; Accent Neutralisation; listening skills; negotiation skills; interpersonal skills; presentation skills; rapport establishment skills; Public relations; Press release; Press relations; Advertising; Public perception.

REVIEW QUESTIONS

1. What is the significance of corporate communication in today's times?
2. Enumerate functions of corporate communication.
3. Compare internal and external communication.
4. Describe the single most factor that has revolutionised the scope of communication.
5. Enlist verbal and non-verbal skills and briefly explain with examples any three from each category.
6. Explain the meaning and significance of Public Relations today.
7. In your opinion which two areas of PR work are important? Why?
8. What are the principles of PR work?
9. What is the relationship between corporate communication, PR and Media?

ASSIGNMENT

- I. **Prepare Case-Study of a PR agency based on the following points:**
 1. Description of the situation in the client's company

2. Formulate objectives to resolve the situation.
3. Study the plan of action to achieve the objectives.
 - a. Target group orientation
 - b. Message selection
 - c. Media selection
 - d. Creativity and innovation
 - e. Resource assessment
 - f. Man-power review
4. Understand implementation of the plan and the results thereafter.

II. Present a case-study from a book/magazine or any other source.

REFERENCES

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<http://www.abbyeagle.com/nlp/seminar-rapport.php>

MANAGEMENT OF DEVELOPMENT PROGRAMMES

LEARNING OBJECTIVES

After completing this chapter the learner will be able to:

- know the concept of Development and the importance of people's participation in Development
 - comprehend the concept of Programme Development and Evaluation
 - understand the skills needed for Programme Development and Evaluation professionals.
-

INTRODUCTION

India today faces several developmental challenges. Despite the fact that India has experienced rapid economic growth in recent years, 22% of Indian population continues to live below the poverty line, accounting for nearly one third of the world's poor. In keeping with the Millennium Development Goals (MDGs), a range of development programmes are responding to the challenges India faces. Over time, as circumstances and resource availabilities have changed and newer problems and realities have emerged, development programmes have endeavored to provide an appropriate response, evolving new methodologies and strategies to meet the challenges.

SIGNIFICANCE

The discipline of Communication and Extension has made an effort to respond to the development challenge faced by communities, families and individuals for promoting their development.

BASIC CONCEPTS

Programme Development : Development is the process of enlarging capabilities, choices and opportunities of people to lead a long, healthy and fulfilling life. This process includes the expansion of people's capacities and skills to gain access to and control over factors that affect the basic needs of their lives. Development aims at enabling people to use their capabilities and resources to the fullest.

What are the Millennium Development Goals?

The Millennium Development Goals (MDGs) are eight broad time-bound development goals the world has agreed to strive towards. These eight goals provide concrete, numerical benchmarks for tackling extreme poverty in its many dimensions. Adopted by world leaders in the year 2000 and were set to be achieved by 2015, the MDGs were both global and local, tailored by each country to suit specific development needs. They provided a framework for the entire international community to work together towards a common end — making sure that human development reaches everyone, everywhere.

- Goal 1: Eradicate extreme poverty and hunger.
- Goal 2: Achieve universal primary education.
- Goal 3: Promote gender equality and empower women.
- Goal 4: Reduce child mortality.
- Goal 5: Improve maternal health.
- Goal 6: Combat HIV/AIDS, malaria and other diseases.
- Goal 7: Ensure environmental sustainability.
- Goal 8: Develop a Global Partnership for Development.

Programme development focusses on the deliberate efforts made to change a given state of affairs. By and large the areas include development of different programme strategies and activities as well as understanding the impact of these efforts on the lives of the target client groups.

Programme Evaluation: Programme evaluation is a process used to determine the effectiveness of the design and delivery system, and how far its goals have been achieved. The scope of programme evaluation activities may differ. It can be applied on a small scale to an individual workshop; on a larger scale to a comprehensive community initiative or to a county or statewide programme of action.

While designing programmes for achieving developmental goals, most programmes have one or more of the following three components namely, Developmental, Institutional and Informational, that guide the approach and focus of the activities carried out. The developmental component comprises the activities that focus largely on conceptualising the interventions. The institutional component involves the capacity building of different personnel for their roles in executing the programme. The informational component attempts to provide the critical programme-related information to different stakeholders using different communication channels.

Programme development is currently seen as a democratic exercise, requiring dialogue and consensus building around a range of issues regarding PD&E (Programme Development and Evaluation) like the following:

- How can a given situation be described and analysed?
- What are the major problems, needs and expectations?
- What are the alternatives to solve the problems?
- What kinds of resources, information and technologies are required?
- What projects and activities should be implemented? When? How? Where? By whom?
- How should evaluation be seen? Who should do it and when?
- How and by whom will the programme be managed and controlled?

People's Participation in PD&E: PD&E is currently recognised as a process and a social practice. As a social practice, it implies a negotiation of interests and the construction of some type of common platform involving different stakeholders. Democratic development of programmes requires participation of different stakeholders without any bias for gender, dominant groups and marginalised sections of the community. People from different sections of the community should be encouraged to voice their views without any economic, social and or political risks.

Creating programmes with the people implies a broad view of people's involvement. Participation in the past was seen as the occasional presence of people in an information meeting, the simple use of public services, the

voluntary contribution (with labour, money etc.) to a project, or as any kind of activity to increase support to preplanned top-down projects. However in the modern context, participation requires people's involvement in reflection and action, a process of empowerment and active involvement in decision making throughout the programme implementation, and access and control over resources and institutions. Further, this requires a new view about local people and their role in development programmes rather than the earlier paternalistic and superior attitude of programme planners who thought they 'knew best and had the right answers' to development problems.

Stakeholders' Participation: Increasingly development practitioners have realised that one of the essential pre-requisites for the success of any development programme and for achieving sustainable results is the nature and level of stakeholder participation in them.

Who are stakeholders?

- Stakeholders are those persons who have definite interest in a programme and are in some way involved in it.
- Primary stakeholders are persons who are directly or ultimately affected by the programme. Secondary stakeholders are intermediaries such as implementing organisations, or other individuals, groups, organisations, even donors involved in interventions.
- For achieving development goals, different stakeholders need to work together, contributing the diversity of resources that are needed for realising them.

Several benefits of stakeholder participation are recognised, making it an essential tool in development programmes.

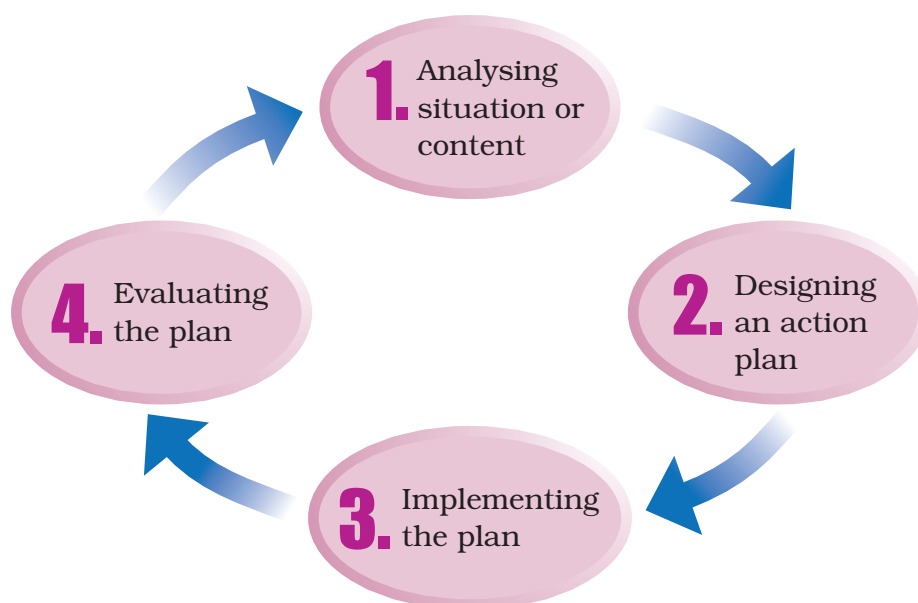
- *Providing basic services effectively:* Participation enables the development of effective mechanisms for the provision of basic services like health, education, water etc. in a more cost effective and inclusive manner, making them more accessible and affordable, especially to the marginalised groups.
- *Voice in policy formulation:* By participating in policy formulation activities of research, local governance initiatives, public hearings and budgeting etc. the voice of different stakeholders — especially the ordinary citizens — can be fed into the policy formulation process.

Thus more 'people-responsive' policies and programmes can be developed.

- *Monitoring progress towards goals:* Participation enables involvement of different stakeholders in the direct monitoring of programme activities and their effective regulation.
- *Facilitating reflection and learning:* Participation creates opportunities for dialogue, critical reflection and learning among different stakeholder groups, which are central elements in development programmes or projects.

On one end, participation can be a peripheral activity indulged in for a cosmetic reason and on the other, a mainstream activity guiding and directing development activity leading to sustainable change in communities.

Programme Development Cycle



- (i) **Analysing the Situation or Context:** During this stage the development problem is understood and defined. Involving different stakeholders can provide multifaceted insights and a holistic understanding of the key issues. Appropriate tools and methods must be used to collect facts in an unbiased manner. Efforts must be made to know past experiences related to the development problem, understand individual and community knowledge and attitudes, prevailing norms and practices and other information about socio-economic and cultural perspectives for a complete understanding of the problem.

Another important aspect of this phase of programme development is to create mechanisms for different stakeholders to dialogue and build understanding amongst themselves about the key issues. Dialogue will enable not only an understanding of different stakeholders, perceptions about needs, problems, risks and solutions perceived by them but also help reconcile different perceptions, develop consensus about the prioritisation of issues and define solutions/ programme objectives they are agreeable to.

- (ii) **Designing an Action Plan:** During this phase the strategy that will be adopted and the activities that need to be carried out for realising the programme objectives are decided upon. Successful strategy design begins with clarity about the definition of objectives. Objectives that are broad and vague are poorly understood and can become a major cause of programmes failure. The SMART (i.e., objectives must be Specific, Measurable, Attainable, Realistic and Timely) requirement can be considered as a guideline to define objectives in a feasible and measurable manner.

Another important aspect of this phase is the identification of relevant individuals, groups and institutions with whom partnerships need to be formed for realising the goals and improvement of the situation. Since individual and group motivations and commitments for a programme might vary, nurturing partnerships, active participation and support of partners at all times is a challenge that needs to be considered. Also, while developing the programme strategy it is important to consider and clearly define what is expected and how to assess and measure it.

ACTIVITY 1

Read the following case-study to know ‘designing the action-plan’.

The people of Dasghara village were facing acute water shortages. The village people decided to develop a programme to solve the problem. A committee was formed for overseeing the programme. Members included local leaders, government officials, village SHG and youth club leaders and NGO functionaries. The programme decided upon for solving the problem included the revival of traditional water harvesting structures, cleaning and regulating the use of the village wells, as well as planting more trees to raise the water table of the area. The Youth Club members along with the NGO functionaries agreed to take responsibility of the tree plantation campaign. The SHG members along with the local leaders volunteered to clean the wells as well as develop and enforce a system for their use. The government officials,

as part of an ongoing government scheme, were requested to expedite the revival of traditional water harvesting structures in the village.

Discuss

- Who were the partners collaborating for solving the village's water problem?
- Comment upon the roles and duties assigned to different groups and individuals.

- (iii) **Implementing the Plan:** Once the programme plan has been developed, it is important to draw an action plan to implement and facilitate the management and monitoring of all relevant activities. The box below highlights a method for developing an action plan, the objective being to raise awareness of out of school youth between the ages of 16-18 years, living in the slum community of Phari about HIV and AIDS.

ACTION PLANNING FRAMEWORK					
Audience/ Stakeholders	Activities required	Resources needed	Party Responsible	Time frame	Indicators
Out- of- school- youth (between 16- 18 years of age)	Production of street play, posters and training course	Funding for production, staging of street plays; design, production of posters; training courses	Local Nehru Yuvak Kendra	6 months from start to complete by December 2010	Knowledge test to indicate awareness levels

- (iv) **Evaluating the Plan:** Evaluation of the planned programme forms the final step and completes the programme cycle. Simply stated Evaluation is a time-bound exercise that attempts to assess systematically and objectively the relevance, performance and success of ongoing and completed programmes and projects. It helps to discern and understand the merits and demerits of a programme, project or instructional material. Attitudes and the active participation of different stakeholders toward evaluation can influence the process and its ability to objectively understand the pros and cons associated with a programme. If done in the spirit of

learning and improvement, it can be a valuable tool for correcting and streamlining existing programmes as well as formulating future ones. In most cases the evaluation phase is planned and performed towards the end of a project or a programme, while in reality, planning for it should begin right at the start of the project.

Based on at what stage of the programme cycle they are done, broadly evaluation can be classified as Formative or Summative evaluation.

Formative/Monitoring Evaluation: Focus is on information for programme improvement, modification and management. It begins during project development and continues throughout the life of the project. The intention is to assess ongoing activities, monitor and improve the project.

Summative/Impact Evaluation: This is to assess a mature projects' success in reaching its stated goals. It collects information about outcomes and related processes, strategies, and activities that have led to them. It is an appraisal of worth or merit.

The parameters that are used to assess the programme's progress and/or its impact are clearly defined and measurable. Programme indicators must be decided at the planning stage. Indicators of programme inputs measure the specific resources that go into carrying out a project or programme (for example, *amount of funds allocated to the health sector annually*). Indicators of outputs measure the immediate results obtained by the programme (for example, *number of viewers reached* or *number of staff trained*). If indicators are not defined, assessed and validated from the beginning, no evaluation exercise will be able to measure the impact of the initiative.

KNOWLEDGE AND SKILLS REQUIRED

PD&E as a core area of the discipline of Communication and Extension imply new roles for its professionals as programme planners, managers, implementers and evaluators of development programmes. These roles demand knowledge and skills in different areas. The shift in the approach towards programme development from a conventional focus that stressed technical preparation, to the participatory approach require the same knowledge and skills for designing, preparing budgets, data collecting methods, analysing and reporting data. However, the newer approach demands additional skills and preparation, especially in the political and ethical fields:

- On the political side, extension personnel must have the skills to analyse the institutional context and the power structures (both

formal and informal), to improve their negotiation capacities. This includes being capable of communicating (especially listening) and working with different people and institutions to develop mutual trust and build capacities.

- On the ethical side, extension and communication professionals must be able to adhere to own values as well as have the capacity to assess others' interests, values, and commitments regarding the programme. It is important to consider what kind of changes to stimulate and what types of adverse effects to avoid.

Moreover, ability to ensure team work and cooperation from all the concerned stakeholders and participants is vital for a creative and effective programme functioning. Thus a major challenge that all professionals of Communication and Extension face is to definitely move from the “planning for” to “planning and creating with” approach. Professionals in programme development must understand and apply the principles of extension education.

SCOPE

Programme Development and Evaluation are activities that have tremendous bearings both at the micro and macro level. At a micro level, PD&E can help enhance the efficiency and effectiveness of programmes and facilitate beneficiaries benefitting from programmes. At a macro level, information becomes available through the invaluable insights about grass-root realities and the managerial logistics of implementing programmes. This can help modify existing policies and shape future policies that are more responsive to grass root realities.

The Government of India has initiated several programmes that are reaching out and providing assistance to different segments of the population, especially the vulnerable and marginalised groups in rural and urban areas with a view to improving their physical well being and quality of life. Programmes have focussed upon issues of nutrition, health, gender, population and reproductive health, agriculture, livestock, forestry, environment, literacy, income generation, sustainable livelihoods and other key areas. Knowing about these initiatives will help you to understand the scope for employment in this sector.

Some major programmes presently being implemented by the government of India include — Mahatma Gandhi National Rural Employment Guarantee Act (MNREGA), Integrated Child Development Scheme (ICDS) that strives to reduce maternal and child mortality, Mid-day Meal programme, Sarv Shiksha Abhiyan (SSA) for the achievement of

universalisation of Elementary Education (UEE), National Rural Health Mission (NRHM) for providing quality health services to rural areas, Jawahar Lal Nehru National Urban Renewal Mission (JNURM) for the development of urban areas, Rajiv Gandhi National Rural Drinking Water Programme (NRDWP).

KEY TERMS

Development programmes, people's participation, stakeholders, needs assessment/situational analysis, action planning, implementation plan, evaluation indicators.

REVIEW QUESTIONS

1. Explain the concept of programme development.
2. Enumerate Millennium Development Goals.
3. Why is stakeholders, participation in programmes essential?
4. Describe the programme development cycle.

PROJECTS

NOTE : Any one of the following projects may be undertaken and evaluated.

PROJECT 1: ANALYSIS OF TRADITIONAL OCCUPATIONS

Analysis of traditional occupations prevalent in one's own local area, their beginnings, present status and challenges faced. Analyse gender roles, entrepreneurial opportunities, future careers and family participation.

Content of the Project

Identify the traditional occupations prevalent in your region. Interview some craftsmen about their beginnings, present status, and problems and challenges that they face.

Purpose of the Project

You have read in Unit 1 about traditional occupations in India. Doing this project will give you insights into the origin and history of the craft, the changes that have emerged in the modern context, its marketability and the challenges faced by craftsmen. You may also learn about how some of them have become entrepreneurs. It is intended that this will enable you to think of entrepreneurial possibilities in the modern context.

Procedure

1. Teacher to initiate brainstorming session in the class by asking students to identify different occupations prevalent in their region or state.
2. List all the occupations on the black board. For example,
 - (i) Occupations related to food industry — pickles, jams, snacks, sweets, traditional festival specialty cuisines etc.
 - (ii) Occupations related to garment industry — weaving, stitching, embroidery, knitting etc.
 - (iii) Occupation related to handicraft industry — carpet making, pottery, bamboo art, traditional paintings, paper art, assessor making etc.
 - (iv) Any other occupation prevalent in the local area.

3. The class can be divided into groups consisting of not more than 5 students per group.
4. Each group will identify a specific traditional craft or art or product.
5. Each group will identify artisans/craftsmen practising the selected craft/art.
6. Develop an interview format based on the list of points given below under 'Discussion Points'.
7. Students will interact with approximately 2-3 such persons and discuss with them the following points:

Discussion Points

- i. Origin of the specific art or craft, if they know any historical perspective
- ii. Types of products made, raw materials used, the source of raw materials, process of manufacture and skills required at various stages, training acquired, any formal training required
- iii. Costing and profitability
- iv. Production per month and approximate earnings, customers, profitability
- v. Changes that have occurred in the modern setting and challenges or problems faced
- vi. Remedial actions and support required, if any
- vii. Government or private schemes available and availed of
- viii. Gender aspects in relation to (a) type of products made (b) specific tasks assigned for production (c) family support and participation including children (d) payment to males and females
- ix. Marketing strategies adopted
- x. Assistance, support and funds required
- xi. Self-employment and entrepreneurship possibility

Responses of the persons interviewed should be recorded and a project report prepared.

Each group will then draw conclusions in relation to entrepreneurial possibilities and gender roles in the modern context as well as child labour.

Each group will make a presentation to the class, which will be evaluated by the teacher(s).

Outline for project report — Introduction to the profession, job description and skills required, etc., followed by presentation and discussion.

PROJECT 2: DOCUMENTATION OF ANY PUBLIC/MASS CAMPAIGN

Documentation of any public/mass campaign being implemented in own area, with reference to:

- (a) Purpose of campaign
- (b) Focal group
- (c) Modalities of implementation
- (d) Stakeholders involved
- (e) Media and methods used
- (f) Comment on the relevance of the campaign.

Content of the Project

Documentation of a public or mass campaign implemented in your own area.

Purpose of the Project

You have learnt about the use of media for various purposes. This project will enable you to gain firsthand experience in how campaigns are conducted.

Procedure

The class is divided into four groups. Class should identify and select two public or mass campaigns that have been or are being conducted in their locality or region. For each campaign, one group should interview some members of the organising committee and the other group should interview some members of the focal or target group.

1. Each group should prepare a file which contains the record of the event in detail.
2. Record should be kept of the interviews regarding the following details:

Purpose of the Campaign

- i. Focal or target group intended to be covered
- ii. Methods of implementation
- iii. Media used
- iv. Methods of communication
- v. Duration of the campaign
- vi. Persons/organisations involved in planning and implementation (stakeholders)
- vii. Actual coverage of focal and target group in terms of number or geographic areas/age groups
- viii. Amount and type of planning required
- ix. Sources of funds
- x. Responses to the campaign
- xi. Evaluation done by the organisers

Each group should present their observations in brief to the class. Teacher and students can discuss in classroom whether the purpose has been served and whether any aspect could have been dealt with differently.

PROJECT 3 : STUDY OF AN INTEGRATED COMMUNITY-BASED PROGRAMME

Study of an integrated community-based nutrition/health programme being implemented in own area, with reference to:

- (a) Programme objectives
- (b) Focal group
- (c) Modalities of implementation
- (d) Stakeholders involved

Content of the Project

Study of a community-based nutrition/health programme being implemented in your own area.

Purpose of the Project

You have read that there are several nutrition problems that the country has to tackle. This practical will enable you to gain some knowledge and insight into programme(s) that are currently being implemented.

Procedure

Divide the class into 4-5 groups. Each group should study one of the following programmes/schemes:

- ICDS
 - Mid-day Meal Programme
 - Pulse polio programme
 - Programme for reproductive and child health
 - Programme for safe/clean water and sanitation
 - Any other programme that is being implemented in the area
1. Each group should prepare a file which contains the record of the programme in detail.
 2. Each group should visit the site where the programme is being implemented and interact with the persons in charge e.g., Child Development Project Officer (CDPO) in ICDS, the field workers (e.g., anganwadi *sevika*/worker), observe the activities that are going on and interact with the participants/beneficiaries.
 3. Observations, understanding of the manner in which the programme is implemented, number of participants/beneficiaries, services given and benefits perceived by participants, suggestions of participants for improvement of programme.
 4. Each group should make a presentation to the class and give their comments and suggestions as to how they can contribute to the programme.

A Note to the Teacher

It should be ensured that students are guided to cover and understand details regarding programme objectives, partners/stakeholders involved, focal group/target group and strategies of implementation, source of support(financial) costs and benefits, total coverage.

PROJECT 4 : PERCEPTION OF ADOLESCENTS AND ADULTS REGARDING PERSONS WITH SPECIAL NEEDS

Visit to the neighbouring areas and interviews with two adolescents and two adults regarding their perception of persons with special needs.

Content of the Project

Identify two adolescents and two adults in the neighbourhood and interview them, using the given interview schedule, about their perceptions of persons with special needs.

Purpose of Project

You have read that one of the career options that you can take up after specialising in the Human Development/Child Development stream is working with children and adults with disabilities. Doing this Project (and the next one) will help you to develop some ideas of this career option. Specifically, this Project will help you to understand what people in general think about persons with disabilities. Talking with people may also cause you to introspect about your own beliefs and perceptions. You may find that there are many similarities in your thinking. Think about whether you need to change some of your beliefs.

Key Concepts in the Project/Learning Points in the Project

Some important terms in this area include — adolescents, adults, neighbourhood, interview, interview schedule. We can say that these are the key concepts that we want you to understand through the Project. Why are you being asked to interview adolescents and adults? Why in the neighbourhood? And what is an interview and how is it different from talking to a person? You know:

1. That adolescence is the time when the person starts to focus on the self and others in a very deliberate and conscious manner. Recall your reading about the Development of Self in Class XI. The ability for abstract thinking makes it possible for the person to think of various possibilities. This is also the time when many values are in the process of being formed. The adolescent's values and beliefs regarding diversity in humanity is important as it shapes everyday interaction.

2. That adults often have well established opinions and beliefs — all of which may not necessarily be humane and just. Adults are also the ones who shape the attitude of children by their words and actions, directly and indirectly. Knowing their beliefs is important.
3. That you have been asked to interview adolescents and adults in your neighbourhood rather than interview people by visiting a centre or institution for people with disabilities. This means that persons with disabilities are a part of the society and we expect that most people would have some experience of interacting with people with disabilities. Therefore, we are asking you to interview people in the neighbourhood — we are not asking you to go to special places to look for people who would have interacted with people with disabilities.
4. You have to find out perceptions by interviewing the people — not simply by talking to them. What is the difference between an interview and a talk? Interview is a major method of collecting information or 'data' and doing this Project provides you exposure in this. Talking is an informal interaction between people. An interview is a conversation which is planned to some extent by the person who conducts the interview. The person doing the interview follows some rules in directing the talk. There is a certain way in which the interview should be conducted as well as there are ethics of an interview. We shall discuss these aspects in detail a little later.
5. To conduct a good interview so that you get all the information that you want, you need to have some advance preparation. You need to think of the questions that you will ask. These are written out in the form of an interview schedule. While for now we are providing you the schedule that you will use to conduct the interview, in another section, we will talk about the guidelines for developing interview schedules. This will help you to understand why we have constructed the interview schedule the way we have.

Preliminary Activities for the Project

1. Read the relevant section in the textbook of Class XII. You should be familiar with the persons with special needs.
2. Locate one adolescent and one adult. It would be good if you can identify one male and one female.
3. Become familiar with the interview schedule we have provided which you will use to collect the required information for this Project.

The Interview Schedule

Instructions: Read out the instructions before starting the questions.

Introduction: I am a student of Class XII. We are conducting interviews with the public regarding their views about persons with disability. Please assist by answering the questions below:

1. Have you met or heard about anyone with a special need or disability? Yes or No? If Yes, who and where? Describe the problems.
2. Can you describe what you felt when you met or saw this person?
3. What did you first notice about the person?
4. What do you think were the abilities the person had?

A Note to the Teacher

Conduct a guided discussion in the class on:

- I
 - a) Interviewing
 - b) Recording the answers given by interviewees
 - c) Why was this activity done in your neighbourhood?
 - d) Activities towards disability

- II Report from the students should have:
 - a) answers to interview
 - b) concluding points

PROJECT 5: PROFILING A PERSON WITH SPECIAL NEEDS

Profile any one person with special needs, child or adult, to find out their diet, clothing, activities, physical and psychological needs.

Content

Profile any one person with special needs, child or adult, to find out his/her:

- (i) Diet
- (ii) Clothing
- (iii) Activities
- (iv) Physical needs
- (v) Psychological needs

Procedure

Identify a child (11-18 years) or an older person who has a disability. Ensure that the child/adult is willing to be a participant and can answer your questions; alternatively his/her caregiver/family member can answer on his/her behalf.

Develop a set of questions in the form of an interview schedule that can elicit information in the areas listed above.

Note: Include questions, and ask them in a manner that you do not make the child/adult feel awkward, excluded or being labelled.

Conclusion

Draw up a brief profile of the child/adult, focussing on how he/she is similar to children/people who do not have a disability.

A Note for the Teacher

This project is expected to develop in students the ability to frame relevant questions, plan and conduct an interview and also write up a case profile.

PROJECT 6: PLANNING AND EXECUTING AN EVENT IN SCHOOL

Plan and execute any event in your school. Evaluate the same with respect to:

- (a) Its relevance
- (b) Resource availability and mobilisation
- (c) Planning and execution of the event

- (d) Financial implications
- (e) Feedback from stakeholders
- (f) Suggest modifications for the future.

Purpose

To enable students to plan an event efficiently.

Procedure

Using your knowledge about team members required for an event, plan and allocate duties to different personnel in the team. Make three columns and discuss duties such as, pre-event, during-event and post-event activities.

1. Plan and allocate work to different team members for an event you wish to plan in future. List the pre-event, during-event and post event activities.

After doing this activity you will be able to allocate duties to different personnel involved in organising the event for successful execution.

2. Divide the students into groups.
3. Assign groups the following tasks :
 - Designing an invitation card
 - Making copies of invitations and distribution
 - Choose a theme for the event (if desired)
 - Decide on a budget
 - Decide on a menu for refreshments
 - Make decisions about the decorations of the venue
 - Choose the music, activities, etc., to happen during the event (Programme)
 - Conduct the event
 - Record of income and expenses

4. Post-event evaluation to be done using the following points:

Name of Event

Date

Location

Type of Event

- Did you enjoy the event? If no, then please state the reason.
- What did you like most in the event?

- What did you like least in the event?
- What are the problems you faced during the event?
- What could have been done to make this event better?
- How do you rate the various services provided by us (please tick one option):

	Excellent	Good	Average	Poor
Hospitality				
Catering				
Transportation				
Management Staff behaviour				
Management Staff Services				

Would you like to participate in our next event?

Note: Collect invitations of ten different events and understand the programme schedule in detail. Based on the information gathered, design the invitation card

For card evaluation or design, students can use the following checklist to ensure that all critical attributes are included.

S.No.	Attributes of the invitation card	Present/ Absent	Good	Average	Poor
1.	Text				
a.	Venue				
b.	Location map				
c.	Landmarks				
d.	Time duration				
e.	Programme details				
2.	Layout of information				
3.	Appeal of the card				
4.	Clarity of information				
5.	Theme of the event				
6.	Expectation from guests				
7.	New design concept				

S.No.	Attributes of the invitation card	Present/ Absent	Good	Average	Poor
8.	Organising team and their contact numbers				
9.	Any other				

A Note to the Teacher

Teacher can ask students to bring invitation cards for different events and discuss the aspects important in card designing like —

- Relevant text such as, the venue and its location map or the significant landmarks, time, occasion, programme details, etc.
- Layout of information
- Appeal of the card
- Clarity in information
- Theme of the event and expectation from guests
- New design concept
- Organising team and their contact numbers

PROJECT 7: PLANNING MESSAGES FOR NUTRITION, HEALTH AND LIFE SKILLS

Planning messages for nutrition, health and life skills using different modes of communication for different focal groups.

Content

1. Identification of a target group for education
2. Identification of needs and problems that are specific to the selected group
3. Planning a suitable message to educate the group
4. Selecting a mode of communication
5. Developing the educational material.

Purpose

This practical is intended to enable the students to plan suitable messages for health and nutrition education of different groups of the community and to select an appropriate mode of communication to deliver the message.

Procedure

1. The class can be divided into groups of 4-5 students in each group.
2. The first task is to identify the focal/target group for whom the message is to be made. The different focal groups could be — adolescents, school children, pregnant mothers, adults.
3. Once the focal/target group is selected, identify the nutritional problem or a topic about which you would like to educate the group.
4. Identify a suitable message (aimed at the selected group) which will help in improving the nutrition and health profile of the selected group. This will depend on the needs and the existing problems specific to each group. For example, the message to be delivered to pregnant mothers could be improvement in their diet during pregnancy. For adults it could be increasing physical activity to maintain weight, and enhance fitness and well being.
5. Select a suitable mode of communication to deliver the message. A variety of modes are available like poster, charts, flipbooks, puppet stories and short skits to convey the message. The learners can select any one depending on the availability of time and resources.
6. Each group should discuss about the target group they want to select and the message that they want to deliver. They are assisted by the teacher in this process. Then they decide as to how they will deliver the message. Once the plan is finalised, the group works on the message and develops the final product.
7. Each group will present its product to the teachers and classmates.
8. Group Evaluation of the product and presentation.

PROJECT 8 : MARKET SURVEY OF PROCESSED FOODS

Content

Market survey of processed foods, their packaging and label information

Purpose

This practical is intended to familiarise students with the variety of processed foods available in the market, create awareness about the different types of packaging materials used for processed foods and to generate interest in the study of label information.

Procedure

The students will work in groups comprising 4-5 students in each group.

1. Each group will go to a different market and collect information on the following:
 - A:** Availability of the following foods:
 - Cereal foods like breakfast foods, noodles, *atta*.
 - Dairy products – milk, cheese, butter, *ghee*, ice-cream.
 - Preserves – jams, pickles, squashes, ketchup, sauces.
 - Snacks – chips, *bhujias*, biscuits,
 - Nutrition Supplements such as Complan, Bournvita, Horlicks, Milo, Boost and other branded products.
 - Beverages – fruit juices, carbonated soft drinks, bottled water.
 - B:** Note the packaging material used for these products.

2. Make a table comparing the types of packaging materials used for different types of foods.

Name of product	Packaging materials used	Label information					
		Date of packaging	Best before date	Weight	Certification mark (e.g. Agmark/FPO/ISI)	Nutrition Information	Remarks, if any

3. Compare costs of different packaging for the same product (if available).

Result/Conclusion: The collected information to be tabulated on a chart and displayed. The findings can be discussed in a classroom session where the teacher can point out the relative merits and demerits of the different packaging materials used.

NOTES

FEEDBACK QUESTIONNAIRE

(HUMAN ECOLOGY AND FAMILY SCIENCES TEXTBOOK)

Please give your comments on the textbook by filling this feedback questionnaire. You may please send the questionnaire by post, or through email, to Dr. Tannu Malik, *Assistant Professor*, Department of Education in Social Sciences, NCERT, Sri Aurobindo Marg, New Delhi-110016. Email: tannu_malik@rediffmail.com

We welcome feedback from teachers, students, parents and any other user of the textbook. *You may attach a separate sheet as per your requirement.*

Teacher/Student/Parent/Any other (please specify)

Name _____

School address _____

1a. Is the cover page and printing of the textbook attractive? Yes/No

1b. If not, please specify

1c. Do you find the language simple and easy to understand? Yes/No

1d. Mention the chapters/pages where the language is difficult to understand.

Chapter No	Page No.	Lines
_____	_____	_____
_____	_____	_____

2a. Do you find the content of the textbook adequate to meet the requirements of the syllabus? Yes/No

2b. Mention the chapters which are lengthy.

2c. Mention the chapters which are too sketchy.

3a. Does the textbook explain the scope and significance of each domain of HEFS? Yes/No

3b. If no, please specify.

4a. Certain practical and activities have been suggested in the textbook. Which of them have you undertaken in your class? Mention those which you found useful, engaging and enriching.

4b. Mention difficulties, if any, faced while organising/doing these practical/ activities.

5a. Do you find the illustrations helpful in understanding the content? Yes/No

5b. Mention the illustrations which are not helpful in understanding the content.

Chapter No.	Page No.	Figure No.
_____	_____	_____
_____	_____	_____

6. Mention the printing errors, if any.

Chapter No.	Page No.	Line
_____	_____	_____

7. Any specific comments/suggestions for overall improvement of the textbook.

PROJECTS

NOTE : Any one of the following projects may be undertaken and evaluated.

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Purpose of the Project

You have read in Unit 1 about traditional occupations in India. Doing this project will give you insights into the origin and history of the craft, the changes that have emerged in the modern context, its marketability and the challenges faced by craftsmen. You may also learn about how some of them have become entrepreneurs. It is intended that this will enable you to think of entrepreneurial possibilities in the modern context.

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 - (iv) Any other occupation prevalent in the local area.

3. The class can be divided into groups consisting of not more than 5 students per group.
4. Each group will identify a specific traditional craft or art or product.
5. Each group will identify artisans/craftsmen practising the selected craft/art.
6. Develop an interview format based on the list of points given below under 'Discussion Points'.
7. Students will interact with approximately 2-3 such persons and discuss with them the following points:

Discussion Points

- i. Origin of the specific art or craft, if they know any historical perspective
- ii. Types of products made, raw materials used, the source of raw materials, process of manufacture and skills required at various stages, training acquired, any formal training required
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- vi. Remedial actions and support required, if any
- vii. Government or private schemes available and availed of
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- (b) Focal group
- (c) Modalities of implementation
- (d) Stakeholders involved
- (e) Media and methods used
- (f) Comment on the relevance of the campaign.

Content of the Project

Documentation of a public or mass campaign implemented in your own area.

Purpose of the Project

You have learnt about the use of media for various purposes. This project will enable you to gain firsthand experience in how campaigns are conducted.

Procedure

The class is divided into four groups. Class should identify and select two public or mass campaigns that have been or are being conducted in their locality or region. For each campaign, one group should interview some members of the organising committee and the other group should interview some members of the focal or target group.

1. Each group should prepare a file which contains the record of the event in detail.
2. Record should be kept of the interviews regarding the following details:
 - Purpose of the campaign

- Focal or target group intended to be covered
- Methods of implementation
- Media used
- Methods of communication
- Duration of the campaign
- Persons/organisations involved in planning and implementation (stakeholders)
- Actual coverage of focal and target group in terms of number or geographic areas/age groups
- Amount and type of planning required
- Sources of funds
- Responses to the campaign
- Evaluation done by the organisers

Each group should present their observations in brief to the class. Teacher and students can discuss in classroom whether the purpose has been served and whether any aspect could have been dealt with differently.

PROJECT 3 : STUDY OF AN INTEGRATED COMMUNITY - BASED PROGRAMME

Study of an integrated community - based nutrition/health programme being implemented in own area, with reference to:

- (a) Programme objectives
- (b) Focal group
- (c) Modalities of implementation
- (d) Stakeholders involved

Content of the Project

Study of a community-based nutrition/health programme being implemented in your own area.

Purpose of the Project

You have read that there are several nutrition problems that the country has to tackle. This practical will enable you to gain some knowledge and insight into programme(s) that are currently being implemented.

Procedure

Divide the class into 4-5 groups. Each group should study one of the following programmes/schemes:

- ICDS
 - Mid-day Meal Programme
 - Pulse polio programme
 - Programme for reproductive and child health
 - Programme for safe/clean water and sanitation
 - Any other programme that is being implemented in the area
1. Each group should prepare a file which contains the record of the programme in detail.
 2. Each group should visit the site where the programme is being implemented and interact with the persons in charge e.g., Child Development Project Officer (CDPO) in ICDS, the field workers (e.g., anganwadi *sevika*/worker), observe the activities that are going on and interact with the participants/beneficiaries.
 3. Observations, understanding of the manner in which the programme is implemented, number of participants/beneficiaries, services given and benefits perceived by participants, suggestions of participants for improvement of programme.

Note to Teachers

It should be ensured that students are guided to cover and understand details regarding programme objectives, partners/stakeholders involved, focal group/target group and strategies of implementation, source of support(financial) costs and benefits, total coverage.

4. Each group should make a presentation to the class and give their comments and suggestions as to how they can contribute to the programme.

PROJECT 4 : PERCEPTION OF ADOLESCENTS AND ADULTS REGARDING PERSONS WITH SPECIAL NEEDS

Visit to the neighbouring areas and interviews with two adolescents and two adults regarding their perception of persons with special needs.

Content of the Project

Identify two adolescents and two adults in the neighbourhood and interview them, using the given interview schedule, about their perceptions of persons with special needs.

Purpose of Project

You have read that one of the career options that you can take up after specialising in the Human Development/Child Development stream is working with children and adults with disabilities. Doing this Project (and the next one) will help you to develop some ideas of this career option. Specifically, this Project will help you to understand what people in general think about persons with disabilities. Talking with people may also cause you to introspect about your own beliefs and perceptions. You may find that there are many similarities in your thinking. Think about whether you need to change some of your beliefs.

Key Concepts in the Project/Learning Points in the Project

Some important terms in this area include — adolescents, adults, neighbourhood, interview, interview schedule. We can say that these are the key concepts that we want you to understand through the Project. Why are you being asked to interview adolescents and adults? Why in the neighbourhood? And what is an interview and how is it different from talking to a person? You know:

1. That adolescence is the time when the person starts to focus on the self and others in a very deliberate and conscious manner. Recall your reading about the Development of Self in Class XI. The ability for abstract thinking makes it possible for the person to think of various possibilities. This is also the time when many values are in the process of being formed. The adolescent's values and beliefs regarding diversity in humanity is important as it shapes everyday interaction.

2. That adults often have well established opinions and beliefs — all of which may not necessarily be humane and just. Adults are also the ones who shape the attitude of children by their words and actions, directly and indirectly. Knowing their beliefs is important.
3. That you have been asked to interview adolescents and adults in your neighbourhood rather than interview people by visiting a centre or institution for people with disabilities. This means that persons with disabilities are a part of the society and we expect that most people would have some experience of interacting with people with disabilities. Therefore, we are asking you to interview people in the neighbourhood — we are not asking you to go to special places to look for people who would have interacted with people with disabilities.
4. You have to find out perceptions by interviewing the people — not simply by talking to them. What is the difference between an interview and a talk? Interview is a major method of collecting information or 'data' and doing this Project provides you exposure in this. Talking is an informal interaction between people. An interview is a conversation which is planned to some extent by the person who conducts the interview. The person doing the interview follows some rules in directing the talk. There is a certain way in which the interview should be conducted as well as there are ethics of an interview. We shall discuss these aspects in detail a little later.
5. To conduct a good interview so that you get all the information that you want, you need to have some advance preparation. You need to think of the questions that you will ask. These are written out in the form of an interview schedule. While for now we are providing you the schedule that you will use to conduct the interview, in another section, we will talk about the guidelines for developing interview schedules. This will help you to understand why we have constructed the interview schedule the way we have.

Preliminary Activities for the Project

1. Read the relevant section in the textbook of Class XII. You should be familiar with the persons with special needs.
2. Locate one adolescent and one adult. It would be good if you can identify one male and one female.
3. Become familiar with the interview schedule we have provided which you will use to collect the required information for this Project.

The Interview Schedule

Instructions: Read out the instructions before starting the questions.

Introduction: I am a student of Class XII. We are conducting interviews with the public regarding their views about persons with disability. Please assist by answering the questions below:

1. Have you met or heard about anyone with a special need or disability? Yes or No? If Yes, who and where? Describe the problems.
2. Can you describe what you felt when you met or saw this person?
3. What did you first notice about the person?
4. What do you think were the abilities the person had?

Note to the Teacher

Conduct a guided discussion in the class on:

- I
 - a) Interviewing
 - b) Recording the answers given by interviewees
 - c) Why was this activity done in your neighbourhood?
 - d) Activities towards disability

- II Report from the students should have:
 - a) answers to interview
 - b) concluding points

PROJECT 5: PROFILING A PERSON WITH SPECIAL NEEDS

Profile any one person with special needs, child or adult, to find out their diet, clothing, activities, physical and psychological needs.

Content

Profile any one person with special needs, child or adult, to find out his/her:

- (i) diet
- (ii) clothing
- (iii) activities
- (iv) physical needs
- (v) psychological needs

Procedure

Identify a child (11-18 years) or an older person who has a disability. Ensure that the child/adult is willing to be a participant and can answer your questions; alternatively his/her caregiver/family member can answer on his/her behalf.

Develop a set of questions in the form of an interview schedule that can elicit information in the areas listed above.

Note: Include questions, and ask them in a manner that you do not make the child/adult feel awkward, excluded or being labelled.

Conclusion

Draw up a brief profile of the child/adult, focussing on how he/she is similar to children/people who do not have a disability.

Note for the Teacher

This project is expected to develop in students the ability to frame relevant questions, plan and conduct an interview and also write up a case profile.

PROJECT 6: PLANNING AND EXECUTING AN EVENT IN SCHOOL

Plan and execute any event in your school. Evaluate the same with respect to:

- (a) Its relevance
- (b) Resource availability and mobilisation
- (c) Planning and execution of the event

- (d) Financial implications
- (e) Feedback from stakeholders
- (f) Suggest modifications for the future.

Purpose: To enable students to plan an event efficiently.

Procedure: Using your knowledge about team members required for an event, plan and allocate duties to different personnel in the team. Make three columns and discuss duties such as, pre-event, during-event and post-event activities.

1. Plan and allocate work to different team members for an event you wish to plan in future. List the pre-event, during-event and post event activities.

After doing this activity you will be able to allocate duties to different personnel involved in organising the event for successful execution.

2. Divide the students into groups.
3. Assign groups the following tasks :
 - Designing an invitation card
 - Making copies of invitations and distribution
 - Choose a theme for the event (if desired)
 - Decide on a budget
 - Decide on a menu for refreshments
 - Make decisions about the decorations of the venue
 - Choose the music, activities etc. to happen during the event (Programme)
 - Conduct the event
 - Record of income and expenses
4. Post-event evaluation to be done using the following points:

Name of Event	
Date	Location
Type of Event	

 - Did you enjoy the event? If no, then please state the reason.
 - What did you like most in the event?

- What did you like least in the event?
- What are the problems you faced during the event?
- What could have been done to make this event better?
- How do you rate the various services provided by us (please tick one option):

	Excellent	Good	Average	Poor
Hospitality:				
Catering:				
Transportation:				
Management Staff behavior:				
Management Staff Services:				

Would you like to participate in our next event?

Note: Collect invitations of ten different events and understand the programme schedule in detail. Based on the information gathered, design the invitation card

For card evaluation or design, students can use the following checklist to ensure that all critical attributes are included.

S.No.	Attributes of the invitation card	Present/ Absent	Good	Average	Poor
1.	Text				
a.	Venue				
b.	Location map				
c.	Landmarks				
d.	Time duration				
e.	Programme details				
2.	Layout of information				
3.	Appeal of the card				
4.	Clarity of information				
5.	Theme of the event				
6.	Expectation from guests				
7.	New design concept				

S.No.	Attributes of the invitation card	Present / Absent	Good	Average	Poor
8.	Organising team and their contact numbers				
9.	Any other				

Note to Teachers

Teacher can ask students to bring invitation cards for different events and discuss the aspects important in card designing like —

- Relevant text such as, the venue and its location map or the significant landmarks, time, occasion, programme details, etc.
- Layout of information
- Appeal of the card
- Clarity in information
- Theme of the event and expectation from guests
- New design concept
- Organising team and their contact numbers

PROJECT 7: PLANNING MESSAGES FOR NUTRITION, HEALTH AND LIFE SKILLS

Planning messages for nutrition, health and life skills using different modes of communication for different focal groups.

Content

1. Identification of a target group for education
2. Identification of needs and problems that are specific to the selected group
3. Planning a suitable message to educate the group
4. Selecting a mode of communication
5. Developing the educational material.

Purpose

This practical is intended to enable the students to plan suitable messages for health and nutrition education of different groups of the community and to select an appropriate mode of communication to deliver the message.

Procedure

1. The class can be divided into groups of 4-5 students in each group.
2. The first task is to identify the focal/target group for whom the message is to be made. The different focal groups could be — adolescents, school children, pregnant mothers, adults.
3. Once the focal/target group is selected, identify the nutritional problem or a topic about which you would like to educate the group.
4. Identify a suitable message (aimed at the selected group) which will help in improving the nutrition and health profile of the selected group. This will depend on the needs and the existing problems specific to each group. For example, the message to be delivered to pregnant mothers could be improvement in their diet during pregnancy. For adults it could be increasing physical activity to maintain weight, and enhance fitness and well being.
5. Select a suitable mode of communication to deliver the message. A variety of modes are available like poster, charts, flipbooks, puppet stories and short skits to convey the message. The learners can select any one depending on the availability of time and resources.
6. Each group should discuss about the target group they want to select and the message that they want to deliver. They are assisted by the teacher in this process. Then they decide as to how they will deliver the message. Once the plan is finalised, the group works on the message and develops the final product.
7. Each group will present its product to the teachers and classmates.
8. Group Evaluation of the product and presentation.

PROJECT 8 : MARKET SURVEY OF PROCESSED FOODS

Content

Market survey of processed foods, their packaging and label information

Purpose

This practical is intended to familiarise students with the variety of processed foods available in the market, create awareness about the different types of packaging materials used for processed foods and to generate interest in the study of label information.

Procedure

The students will work in groups comprising 4-5 students in each group.

1. Each group will go to a different market and collect information on the following:
 - A:** Availability of the following foods:
 - Cereal foods like breakfast foods, noodles, atta.
 - Dairy products – milk, cheese, butter, ghee, ice-cream.
 - Preserves – jams, pickles, squashes, ketchup, sauces.
 - Snacks – chips, bhujias, biscuits,
 - Nutrition Supplements such as Complan, Bournvita, Horlicks, Milo, Boost and other branded products.
 - Beverages – fruit juices, carbonated soft drinks, bottled water.
 - B:** Note the packaging material used for these products.

2. Make a table comparing the types of packaging materials used for different types of foods.

Name of product	Packaging materials used	Label information					
		Date of packaging	Best before date	Weight	Certification mark (e.g. Agmark/FPO/ISI)	Nutrition Information	Remarks, if any

3. Compare costs of different packaging for the same product (if available).

Result/Conclusion: The collected information to be tabulated on a chart and displayed. The findings can be discussed in a classroom session where the teacher can point out the relative merits and demerits of the different packaging materials used.

NOTES

FEEDBACK QUESTIONNAIRE

(HUMAN ECOLOGY AND FAMILY SCIENCES TEXTBOOK)

Please give your comments on the textbook by filling this feedback questionnaire. You may please send the questionnaire by post, or through email, to Dr. Tannu Malik, *Assistant Professor*, Department of Education in Social Sciences, NCERT, Sri Aurobindo Marg, New Delhi-110016. Email: tannu_malik@rediffmail.com

We welcome feedback from teachers, students, parents and any other user of the textbook. *You may attach a separate sheet as per your requirement.*

Teacher/Student/Parent/Any other (please specify)

Name _____

School address _____

1a. Is the cover page and printing of the textbook attractive? Yes/No

1b. If not, please specify

1c. Do you find the language simple and easy to understand? Yes/No

1d. Mention the chapters/pages where the language is difficult to understand.

Chapter No	Page No.	Lines
_____	_____	_____
_____	_____	_____

2a. Do you find the content of the textbook adequate to meet the requirements of the syllabus? Yes/No

2b. Mention the chapters which are lengthy.

2c. Mention the chapters which are too sketchy.

3a. Does the textbook explain the scope and significance of each domain of HEFS? Yes/No

3b. If no, please specify.

4a. Certain practical and activities have been suggested in the textbook. Which of them have you undertaken in your class? Mention those which you found useful, engaging and enriching.

4b. Mention difficulties, if any, faced while organising/doing these practical/ activities.

5a. Do you find the illustrations helpful in understanding the content? Yes/No

5b. Mention the illustrations which are not helpful in understanding the content.

Chapter No.

Page No.

Figure No.

6. Mention the printing errors, if any.

Chapter No.

Page No.

Line

7. Any specific comments/suggestions for overall improvement of the textbook.
