Growing up in Samoa in the 1920’s

- **Fishing** was a very important activity on the islands.
- Both boys and girls looked after their younger siblings.
- But by the time a boy was about nine years old, he joined the older boys in learning outdoor jobs like fishing and planting coconuts.
- After the age of fourteen or so girls also went on fishing trips, worked in the plantations and learnt how to weave baskets.
- **Cooking** was done in special cooking houses where boys were supposed to do most of the work while girls helped with the preparations.

POSSIBLE QUESTIONS

Q What role was assigned to young boys and girls in the Samoan islands?
Q Mention the most important activity on the Samoan Islands.

**Societies make distinctions between boys and girls**

- Boys are usually given cars to play with and girls dolls.
- Toys become a way of telling children that they will have different futures when they become men and women.
- How girls must dress, what games boys should play, how girls need to talk softly or boys need to be tough.
- All these are ways of telling children that they have specific roles to play when they grow up to be men and women.
- Later in life this affects the subjects we can study or the careers we can choose.

POSSIBLE QUESTIONS

Q “Gender inequality emerges in a family much before the birth of a child and continues throughout the life.” Analyse the statement.
Q Why girls and boys are given different toys to play at young age?

**Valuing housework**

- Across the world the main responsibility for housework and care giving tasks like looking after the family, especially children, the elderly and sick members lies with women.
- Homemaking is not classified as productive work but rather as reproductive work.
- Consequently it is a non income generating activity and in a society that bases value in terms of wages and cost benefit analyses, it become impossible to adequately assign a value to this kind of work.
- It is also assumed that this is something that comes naturally to women.
- It therefore does not have to be paid for. And society devalues this work.

POSSIBLE QUESTIONS
Q What are the expected responsibilities of women in the family?
Q The work women do at home is often devalued. Why?
Q Define the following terms-Care giving, Devalued.

**Life of domestic workers**

- Domestic workers do a lot of work - sweeping and cleaning, washing clothes, cooking, looking after young children or the elderly.
- Sometimes even young boys and girls are employed to do this work.
- Wages are low as domestic work does not have much value.
- A domestic worker’s day can begin as early as five in the morning and end as late as twelve at night.
- Despite the hard work they do their employers often do not show them much respect.
- They work barefoot during winters.

POSSIBLE QUESTIONS

Q Discuss the hardships faced by the domestic workers.
Q Critically evaluate life of domestic workers.

**Housework involves many different tasks**

- In the rural and urban areas women and girls have to fetch water.
- In rural areas women and girls carry heavy headloads of firewood.
- Tasks like washing clothes, cleaning, sweeping and picking up loads require bending, lifting and carrying.
- Many chores like cooking, involve standing for long hours in front of hot stoves.
- If we add up the housework and the work women do outside the home, we find that women spend much more time working than men and have much less time for leisure.

POSSIBLE QUESTIONS

Q The household chores done by the women are highly strenuous and physically demanding. Justify the statement.
Q Define the term Double-burden.

**Women’s work and equality**

Equality is an important principle of our constitution. The constitution says that being male or female should not become a reason for discrimination. Therefore the government is taking various steps to promote equality between the boys and girls.

- The government has set up anganwadis or child care centres in several villages in the country.
- The government has passed laws that make it mandatory for organizations that have more than 30 women employees to provide crèche facilities.
- The provision of crèches helps many women to take up employment outside the home.
- It also makes it possible for more girls to attend schools.

POSSIBLE QUESTIONS

Q What efforts have been taken by the government to reduce gap between boys and girls?
Q Discuss the initiatives taken by the government to promote equality between the boys and girls.
C- L5: WOMEN CHANGE THE WORLD

Fewer opportunities and rigid expectations

- Many people believe that women make better nurses because they are more patient and gentle. This is linked to women’s roles within the family.
- Similarly it is believed that science requires a technical mind and girls and women are not capable of dealing with technical things.
- In most families once girls finish school, they are encouraged by their families to see marriage as their main aim in life.
- Boys are pressurised to think about getting a job that will pay a good salary.
- They are also teased and bullied if they do not behave like other boys.

POSSIBLE QUESTIONS
Q Why is it felt that women are good at only certain jobs?
Q What pressure do children have to face right from their childhood?

Learning for change

- In the nineteenth century, many new ideas about education and learning emerged.
- Schools became more common and communities that had never learnt reading and writing started sending their children to school but there was a lot of opposition to educating girls even then.
- Yet many women and men made efforts to open schools for girls.
- Women struggled to learn to read and write.

POSSIBLE QUESTIONS
Q What change was witnessed in 19th century in the field of learning?

Rashsundari Devi

- Rashsundari Devi wrote her autobiography in Bangla. Her book titled ‘Amar Jiban’ is the first known autobiography written by an Indian woman.
- At that time it was believed that if a woman learnt to read and write she would bring bad luck to her husband and become a widow.
- Despite this she taught herself how to read and write in secret, well after her marriage.
- After learning the alphabet, Rashsundari Devi was able to read Chaitanya Bhagabat.
- Through her writing she also gave the world an opportunity to read about women’s lives in those days. Rashsundari Devi wrote about her everyday life experience in detail.

POSSIBLE QUESTIONS
Q Who wrote the book ‘Amar Jiban’? What does it contain?
Q Discuss the struggle of Rashsundari Devi in learning to read and write.

Rokeya Sakhawat Hossain and her dreams about ‘Ladyland’

- Rokeya Sakhawat Hossain wrote a remarkable story titled Sultana’s Dream in 1905 to practice her English skills when she was merely 25 years old.
- She imagined a story of women who reaches a place called Ladyland.
- In ladyland women had the freedom to study, work and create inventions like controlling rain from the clouds and flying air cars.
• In this ladyland men had been sent into seclusion— their aggressive guns and other weapon of war defeated by the brain power of women.

POSSIBLE QUESTIONS

Q What type of ‘ladyland’ was dreamt by Rokeya Sakhawat Hossain?
Q ‘Rokeya Sakhawat Hossain writings imagined new ways of thinking and living for both men and women.’ Justify the statement.

Pandita Ramabai

• Pandita Ramabai never went to school but learnt to read and write from her parents.
• She was given title of Pandita as she could read and write Sanskrit.
• She set up a Mission near Pune in 1898 where widows and poor women were encouraged not only to become literate but be independent.
• They were taught a variety of skills from carpentry to running a printing press, skills that are not usually taught to girls even today.

POSSIBLE QUESTIONS

Q ‘Pandita Ramabai championed the cause of women’s education’. Justify the statement by giving suitable points.

Schooling and education today

Children from Dalit, Adivasi and Muslim communities leave school in many parts of the country especially in rural and poor areas

• there may not even be proper schools nor teachers who teach on regular basis.
• If school is not close to people’s homes.
• No proper transport so parents may not be willing to send their girls to school.
• Many families are too poor and unable to bear the cost of educating their children.
• Boys may get preference over girls.
• Many children also leave school because they are being discriminated against by their teachers.

POSSIBLE QUESTIONS

Q ‘Providing school education to all is still a challenge in India’. Justify the statement.
Q What are the possible reasons for children from marginalised communities to leave school?

Women’s movement

• Women individually and collectively have struggled to bring about changes. This struggle is known as the Women’s movement.
• Different strategies have been used to spread awareness, fight discrimination and seek justice like Campaigns have led new laws being passed for eg Domestic violence Act passed in 2006. Efforts made by women’s movement that led Supreme Court to formulate guidelines in 1997 to protect women against sexual harassment at the workplace and within educational institutions.
• Raising awareness through street plays, songs and public meetings.
• Public rallies and demonstrations a powerful way of drawing attention to injustices.
• Women’s movement involves showing solidarity with other women and causes.

POSSIBLE QUESTIONS
Q What is women’s movement?
Q Describe the strategies adopted to reduce discrimination, bring awareness and seek justice for women?
Q Define the term Sexual Harassment.

C- L7: UNDERSTANDING ADVERTISING

Advertising and its objectives

- The objectives of advertising is to give information about a particular product, to increase the demand of product and to keep the organization in the public eye.
- Advertising is all about building brands. At a very basic level, ‘branding’ means stamping a product with a particular name or sign. This is done to differentiate it from other products in the market.
- Branded products cost much more than products that are sold loose because they include the cost of packaging and advertising.
- Social advertising refer to advertisements made by the State or private agencies.
- They have a larger message for society.
- Social advertisements regarding educational rights of disabled children.

POSSIBLE QUESTIONS

Q Enlist the objectives of advertising.
Q Define the term ‘branding’.
Q Branded products cost more than non branded products. Give reason.
Q Discuss the salient features of social advertising with the help of suitable examples.

Influence of advertisements on our lives

- We watch advertisements discuss them and often judge people according to the branded products they use.
- They often target our personal emotions.
- Advertisements also act as a tool of entertainment by being witty.
- Advertising tends to promote a certain lack of respect for the poor. They are not the faces we most often see in advertisements and so we tend to dismiss their lives as worthless.
- It tends to make people who cannot afford certain brands feel bad.
- By focusing on lives of the rich and famous it helps to forget about issues of poverty, discrimination and dignity.

POSSIBLE QUESTIONS

Q What influence do advertisements have on our lives?
Q Explain the impact of advertisements on the idea of equality?

Techniques of Advertising

- The techniques of Advertising are as follows -Recommendations of actual users or experts.
- Advertisers make use of catchy slogans to win back the support of the people.
- Advertisements often appeal to personal emotions.
- Advertisers make the customers remember the brand name by continuous repetition.
- Advertisers tend to create pressure on customers for eg ‘Buy now before the sales are all gone’.
- Advertisements make use of interesting visuals and images such as models, celebrities, beautiful landscape etc.

POSSIBLE QUESTIONS

Q Explain the techniques of advertising.
Q ‘Advertisers make use of different techniques to advertise a product.’ Explain.