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Analysis of the second five year plan of India with implications for the home science program in higher secondary schools (multipurpose) with special reference to West Bengal State.

Bani Sen
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To the Graduate Council:

I am submitting herewith a thesis written by Bani Sen entitled "Analysis of the second five year plan of India with implications for the home science program in higher secondary schools (multipurpose) with special reference to West Bengal State.." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Home Economics Education.

Ilene Brown, Major Professor

We have read this thesis and recommend its acceptance:

Phyllis Ilett, Virginia S. Hardie

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

October 4, 1960

To the Graduate Council:

I am submitting herewith a thesis written by Bani Sen entitled "Analysis of the Second Five Year Plan of India with Implications for the Home Science Program in Higher Secondary Schools (Multipurpose) with Special Reference to West Bengal State." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Home Economics Education.

Gene Brown
Major Professor

We have read this thesis
and recommend its acceptance:

Virginia L. Hardie

Phyllis Dett

Accepted for the Council:

H. E. Spivey
Acting Dean of the Graduate School

**ANALYSIS OF THE SECOND FIVE YEAR PLAN OF INDIA WITH IMPLICATIONS
FOR THE HOME SCIENCE PROGRAM IN HIGHER SECONDARY SCHOOLS
(MULTIPURPOSE) WITH SPECIAL REFERENCE TO
WEST BENGAL STATE**

**A Thesis
Presented to
the Graduate Council of
The University of Tennessee**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Science**

**by
Bani Sen
December 1960**

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B.S.

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CHAPTER I

INTRODUCTION

Planning and Plans

A plan is essentially the result of purposive thinking and aims in a well-thought-out development. Plans may be of different kinds--as individual, group, regional, or national. The national plan may belong to one of two categories, distributional plan and developmental plan. The distributional plan comes only when there is sufficient wealth to distribute. This can be seen in countries like the U.S.A. and the United Kingdom. Russia, during recent years, has been demonstrating the value of short term developmental planning to the world. After independence, the Government of India decided to launch short developmental plans in the country. But there is a fundamental difference between the two; Russia's planning was under Communist regime. In Russia a sort of compulsion was felt, whereas in India there was planning for a sovereign republic with a democratic set-up.

Purpose of the Study

1. To analyze the Second Five Year Plan of the Government of India in relation to educational needs in the area of Home Science.
2. To point out some ways in which Home Science can contribute towards the fulfillment of the objectives of the plan through suggesting learning experiences to be incorporated in the school syllabus that are related to the developmental program of India.

Hypothesis

A better understanding of the Five Year Plans of India in relation to the needs of individuals should help teachers of Home Science to develop more effective educational programs.

Assumptions Underlying the Study

It is assumed that:

1. The Second Five Year Plan will be fairly representative of the Third Five Year Plan which is now being prepared.
2. Analysis of the Second Five Year Plan would provide some indications of the needs of individuals in India.
3. Suggestions for ways in which the Home Science program can implement the Five Year Plan will be helpful to teachers.

Limitations of the Study

1. This study is limited to an analysis of the Second Five Year Plan of India, since the Third Five Year Plan has not been released.
2. Implications are limited to those factors relating to Home Science Education in higher secondary schools only (Multipurpose).

Procedure

1. The Second Five Year Plan has been critically studied and those facts relating to Home Science have been identified.
2. Considering the cultural heritage and environmental needs of the future homemakers of India, the existing curriculum of Home Science, 1960, for higher secondary schools (Multipurpose) has been surveyed and

suggestions made for the organization of learning experiences designed to stimulate appropriate skills, competencies, and knowledge.

A New Horizon

The 15th of August, 1947, was a red-letter day in Indian history. India achieved her freedom. The country suddenly woke up to regain her lost pride and prestige and to rebuild herself for her 360 million people. India is the second most populous nation in the world; with an area of 1,269,640 square miles, the Indian Republic spreads over a fifteenth of the earth's surface. It is one of the oldest civilized countries in the world. With all her mineral resources, fertile lands, enormous manpower and cultural heritage, India is still one of the poorest and most backward countries in the world.

The living standards in India are among the lowest in the world. Our average intake of food is below accepted nutritional standards. The consumption of cloth at 16 yards per capita is still almost a pre-war level. Housing is very deficient and educational facilities are inadequate. The per capita consumption of electricity and steel is only 1/73 and 1/122 of that in U.S.A. There is vast unemployment and under employment in the country and our population is growing at the rate of about 1.25 per cent each year. (24)

The situation described above is due largely to the fact that the country's resources have not been fully utilized in its development.

Free India is throbbing with a new life. Her poverty and illiteracy must be wiped away; every individual person of India must live happily in the community, in the country, and in the world. To achieve this end, she has a long way to go--a vast horizon is extending before her.

India is not a poor country. She is abundantly supplied with everything that makes a country rich. . . . Nothing

can be clearer than the fact that India has the resources as well as the intelligence, skill, and capacity to advance rapidly. She has accumulated cultural and spiritual experience of ages behind her. She can progress both in science theory and the application of science and become a great industrial nation . . . it is significant of what will happen when the energies of the nation are released and opportunities are provided. (32)

India has achieved freedom, but the country is divided with the establishment of a new territory, Pakistan. This partition of the country resulted not only in the great reduction of her raw materials but also created a problem of caring for many millions of refugees. To add to these, the floods and famines also visited the country. Thus for a period of four years India was busy with settling immediate affairs.

In March 1950, the Government of India set up a Planning Commission to prepare a plan for the economic development of the country. On December 8, 1952, the initial version of India's First Five Year Plan was submitted to the Parliament and was approved after eleven days.

The central objective of planning was defined as initiating "a process of development which will raise living standards and open out to the people new opportunities for a richer and more varied life." (22)

Agriculture in India is a way of life, as well as a commercial enterprise. Eighty-five per cent of India's people live in some 600,000 villages, depending on agriculture for their livelihood. The highest priority in the Plan was, therefore, given to agriculture, including irrigation and the provision of power. The development of transportation and communications also received high priority. The industrial development was mainly left to private initiative. The distribution of actual

outlay in major heads in the First Five Year Plan was as follows:

	<u>Actual Outlay</u> (in crores of rupees)	<u>Percentage of</u> <u>Outlay</u>
Agriculture and community development	299	14.8
Irrigation and power	585	29.1
Industries and mining	100	5.0
Transportation and communications	532	26.4
Social services	423	21.0
Miscellaneous	<u>74</u>	<u>3.7</u>
Total	2,013	100.0 (22)

The central objective of the First Five Year Plan was to strengthen the economy of India and to lay a foundation for future plans. The First Plan completed its course on March 31, 1956. As a result of this Plan there was an increase in national income by 18.4 per cent and the economy was strengthened.

Towards the end of the First Five Year Plan, Prime Minister Jawaharlal Nehru said:

"We have completed the first stage of our journey, but must immediately start on the next. . . ." "Just as the flow of life is continuous, planning and development which try to regulate the flow of life of a nation are also a continuous process. So, ultimately there are no resting places in the journey we have undertaken." (24)

So the Second Plan began in the year 1956, and essentially it is a continuation of the developmental efforts undertaken in the First Five Year Plan. The basic objectives were:

- (i) an increase of 25 percent in the national income;
- (ii) rapid industrialization with particular emphasis on the development of basic and heavy industries;
- (iii) a large expansion of employment opportunities; and
- (iv) a reduction of inequalities in income and wealth and a more even distribution of economic power (22)

The Second Five Year Plan is also about to be completed. The final targets expected to be achieved in the Second Plan are not very encouraging. The rise in the national income is estimated to be only 20 per cent as against the target of 25 per cent. The prospect in the sphere of employment is not very flattering. But, so far as the establishment of a socialist pattern is concerned the Second Five Year Plan has taken some significant moves. The over-all picture of the results of the Plan is neither very encouraging nor too depressing.

It is against this background that India's Third Five Year Plan for economic and social development between the years 1961-1966 is being developed. The details of the Third Plan are not yet known. It is expected that it will be a continuance of the First and the Second Plan.

The beginning and the end of a Five Year Plan are vital dates in the nation's history. Each Five Year Plan is both an assessment of the past and a call for the future. It seeks to translate into practical action the aspirations and ideals of the millions in the country and gives to each of us the opportunity of service in the common cause of eliminating poverty and raising standard of living. (21)

Secondary Education System in India

The educational system of a country is directly associated with its socio-economic growth. As the country develops economically its demand on human resources increases. This is true in India. Its democratic set-up and socialistic pattern is requiring more and more

participation of the people in the constructive activities of the country.

Economic development naturally makes growing demands on human resources and in a democratic set-up it calls for values and attitudes in the building up of which the quality of education is an important element. The socialist pattern for society assumes widespread participation of people in all activities and constructive leadership at various levels. (21)

After Independence, the Secondary Education Commission set up by the Government of India made a critical study of the educational needs and submitted its report in 1953.

The Commission considered the basic shortcomings of the present secondary schools and observed that the curricula now followed and the traditional methods of teaching did not give students sufficient insight into the every day world in which they lived and failed to train the whole personality of the pupil. . . . The Secondary Education Commission, therefore, made proposals for bringing about a greater diversity and comprehensiveness in educational courses and providing more comprehensive courses which would include both general and vocational subjects. . . . In the new organizational pattern which the Commission recommended it was visualized that following the four or five year period of primary or junior basic education, there would be a middle or senior basic or junior secondary stage of four years. . . . The Commission recommended the establishment of multipurpose schools of technical schools either separately or as a part of multipurpose schools. The provision in all secondary schools for courses in Languages, General Science, Social Studies and a Craft as a common core was also proposed for general adoption. (21)

The Commission further recommended the abolition of the intermediate college, the extension of secondary level by one year, and the institution of a three year Degree Course in place of the present two year one. These recommendations of the Secondary Education Commission

were accepted by the Central Government (Government of India) and the state governments, and steps were taken to proceed along this line in the Five Year Plans.

Higher Secondary Schools

In view of the recommendations suggested by the Secondary Education Council, a conference of Vice-Chancellors of Universities and Chairmen of Boards of Secondary Education was held on January 8, 1955

The Conference was unanimously of the view that the general pattern of educational re-organization as recommended by the Secondary Education Commission should be adopted by the Universities and Boards concerned, i.e., there should be a Higher Secondary school course continued up to the age of 17 plus years followed by a three year integrated course leading to the Bachelor's degree. The Conference was of the opinion that the change-over to the new pattern should be completed by 1961.

In this connection mention may also be made of the resolution adopted at the 22nd Annual Meeting of the Central Advisory Board of Education held at New Delhi in January, 1955 which reads as follows:

The Board after very careful consideration of the stage of termination of Secondary Education and the qualifications necessary for entry into the universities arrived at the following unanimous conclusions:

- (a) The Degree course should be of three years and 17 plus should be the minimum age for entry into universities.
- (b) The end of the Secondary education at 17 plus should mark a terminal stage in education and prepare students for life. It should also be of a standard which would enable them to participate with profit in a three year Degree course.
- (c) The Government of India be requested to appoint a committee to draw up an integrated syllabus for the School Final Examination to achieve the above objectives.
- (d) The last class in the Secondary stage should be called the 11th class and may be reached after

schooling of not less than ten years, the actual duration of the School System in the various states to be determined by the State Government concerned. (19)

The curricular subjects for Classes IX, X, and XI would be:

1. First Language or its alternative
2. Second Language
3. Third Language
4. A Craft
5. Elementary Mathematics
6. General Science
7. Social Studies
- 8-10. Three elective subjects
11. An additional elective subject (in Science and Technical Group only)

The third language and craft are to be discontinued at the end of Class IX; and Elementary Mathematics, General Science and Social Studies, at the end of Class X. (6)

Multipurpose Schools

The Secondary Education Commission emphasized the necessity for the diversification of secondary education. Some of the higher secondary schools were converted into multipurpose schools with the help of Governmental financial assistance. These multipurpose schools have units of diversified courses in Science, Technology, Agriculture, Commerce, Fine Arts, and Home Science. A student passing from a multipurpose school can take up the three year degree course, if so desired, or can enter directly into a vocation. (See Appendix, Exhibit I)

Place of Home Science in the School Curriculum

One of the urgent problems in India is that of the education of girls and women. In 1937, the University of Calcutta created a fellowship from the endowment of the late Viharial Mitra and in the same year appointed

Jyotiprova Das Gupta to survey the educational needs of the women of Bengal at the secondary level. On the basis of her report, which was published by the University in 1938, Home Science under the name of Domestic Science including Domestic Hygiene was first introduced in the schools of Bengal in the same year for girl students only. Roughly speaking, almost three-fourths of the total number of girl candidates appearing for the School Final Examination had had Domestic Science. This signified the demand and popularity of the subject. In 1958, with the revision of the secondary school curriculum, more emphasis was placed on the subject--especially on its practical application. The subject is now taught in secondary schools under the name Home Science, including Home Nursing, in lieu of Classical Language to girl students.

The Secondary Education Commission appointed by the Government of India have pointed out, that the present day education does not conform to the objectives of general education, especially, in the case of girls, and that education should be more closely connected with the home and community. Therefore they have urged that the teaching of Home Science is essential and homemaking should become an integral part of educational background for girls.

Following the recommendation of the Secondary Education Commission, the Government of India have included Home Science in Multipurpose High Schools. (11)

In the new curriculum for the higher secondary course, Home Science finds an important place. It can be offered as one of the elective subjects from the Science, Arts, Fine Arts, and Humanities group; or it may be offered in the place of a whole group of elective subjects. The courses offered under the Home Science group are:

- Paper I - Household Management
- Paper II - Textiles, Clothing and Laundry
- Paper III - Food, Nutrition and Cookery
- Paper IV - Health and Home Nursing
- Paper V - Mother Craft
- Paper VI - Human Relationships. (6)

In India, more than any other country, perhaps, a vast majority of women marry and run their homes. Most of them terminate their education at the secondary level. During these high school years, the girls begin to think of their future lives. It is expected that an introduction of a Home Science course would be appreciated by them, and also would be of great help. Finally, if it is assumed that education means preparation for life, Home Science, because of its close relationship with individual and community life, has an important contribution to the general education.

It may be pointed out that in this study, the writer has made an attempt to show the contribution that Home Science may offer in some of the areas to the realization of the developmental plans of India. The material is suggestive rather than a pattern to be followed. The official syllabus outlines subject matter areas; the material presented here is introduced to supplement the syllabus, providing some guides to be used in determining emphases which should be placed upon certain areas of Home Science in order that it may make a more practical application to the fulfillment of the Five Year Plans.

CHAPTER II

THE SECOND FIVE YEAR PLAN AND HOME SCIENCE IN MULTIPURPOSE SCHOOLS

Home Science has many rich and varied experiences to offer in multifarious aspects of home and social life for the successful implementation of the Five Year Plans of India. For this study, however, only four major areas that are intrinsically correlated to national development and that could be offered for secondary school pupils have been selected. They are:

- A. Household Management
- B. Food and Nutrition
- C. Health and Home Nursing
- D. Mother Craft

No one teacher in any particular situation is expected to cover all the experiences that have been listed under each area; only a framework stating the possibilities has been presented here. The appropriate experiences are to be selected by the teacher and pupils in relation to their needs.

A. HOUSEHOLD MANAGEMENT

The standard of living in India is very low--one of the lowest in the world. The major objective of the Second Five Year Plan was to raise this standard of living: "(a) a sizeable increase in national income so as to raise the standard of living in the country; . . ." (24) A higher standard of living is a relative factor. It requires an increased

production which depends upon a rapid industrialization creating more employment, resulting in an increased purchasing power of the people.

The other objectives of the Second Five Year Plan are:

- (b) rapid industrialization, with particular emphasis on the development of basic and heavy industries;
 - (c) a large expansion of basic and heavy employment opportunities; and
 - (d) reduction of inequalities in income and wealth and a more even distribution of economic power. . . .
- At the end of the Plan period, the Indian economy is likely to undergo the following changes in the composition of the national income:

National Product by Industrial Origin
(Crores¹ at 1952-53 prices)

	1950- 1951	1955- 1956	1960- 1961	Percentage of Increase	
				During 1951-56	1956-61
1. Agriculture and allied products	4,450	5,230	6,170	18	18
2. Mining	80	95	150	19	58
3. Factory establishments	590	840	1,380	43	64
4. Commerce, transport and communications	1,650	1,875	2,300	14	23
5. Small enterprises	740	840	1,085	14	30
6. Construction	180	220	295	22	34
7. Profession and services including government administration	1,420	1,700	2,100	20	23
8. TOTAL NATIONAL PRODUCT	9,110	10,800	13,480	18	25
9. Per Capita Income (Rs) ²	253	281	331	11	18 (24)

¹One crore is equivalent to one billion.

²Rs is the abbreviation for the term rupee, a unit of Indian money. One rupee is equivalent to approximately one-fifth of the American dollar.

It is clear from the preceding table that the national per capita income is expected to increase by about 18 per cent during the period of 1956-61.

So long as the people are living on the bare necessities of life, the question of choice is not important, but with the increase of national income it is expected that more people will be in a better position to buy and choices would come into play.

Housing in India is very deficient. Good housing is one of the fundamental requirements of good health. Every person in a free country should have the right to live in a good house. Shortage of housing in India became acute during the World War II and after partition of the country, even now it is inadequate--this, despite the fact that during the First Plan period about 13 million houses were constructed. Under the Second Plan the total provision for housing is Rs 274 crore as against Rs 140 crore in the First Plan, the estimated requirement of the Second Plan period being 19 million units.

It has been suggested that a phased programme should be drawn up in each State for the development of urban and rural housing. Steps should be taken in the towns for slum clearance and for construction of houses for the sweepers and industrial workers on a subsidized basis. Master plans should be drawn up for all important towns and legislation for town and country planning. (24)

The housing conditions of the rural areas had also been stressed in the Plan:

In the rural areas, most of the 54 million existing houses need to be rebuilt. Every village must have a plan which provides for wide streets and drains, proper spacing of houses, location of community buildings and play grounds for children. Every state should have a small technical unit in its Housing Department for evolving designs of rural houses and suggesting the maximum use of local materials. (24)

To achieve this end, a positive drive has been undertaken in the Plan.

The Second Plan has made a provision of Rs 120 crore for the following schemes--subsidized industrial housing, low income group housing, slum clearance and sweepers' housing, plantation housing, rural housing and middle income group housing. (24)

The problem of housing is closely related with the problem of water supply and sanitation. "As regards water supply and sanitation, the Second Plan makes a tentative provision of Rs 43 crore for urban water supply and sanitation." (24)

The per capita consumption of electricity in India is only 1/73 and steel is only 1/122 of that in the United States. The living standards of a country are closely related to the power resources of the country. In advanced countries like the U.S.A., electricity is freely used for operating almost every kind of work in industry or in the home. The wide use of power-driven mechanical devices in industries and in the home has simplified the elaborate process of operations and facilitated greater opportunity for leisure time. The use of electrical equipment at home for cooking, cleaning, sweeping, washing, drying, etc., has converted homemaking activities from drudgery to pleasure.

The Second Five Year Plan had as a major objective to increase the production of electrical power.

In March 1951, the total installed capacity of our power generating plants was 2.3 million kw. During the first Plan period, 1.1 million has been added to this total. About 3,700 additional towns and villages were electrified during this period, raising their number to 7,400. The per capita consumption of electricity increased from 14 units in 1950-51 to 25 in 1955-56. . . . The electrification programme is expected to cover 18,000 towns and villages by the end of second Plan. The per capita consumption of electricity is expected to increase to 50 units in 1960-61. (24)

With the increase of electric power it is expected that people will be in a better position to use electricity for domestic work. Unless people are made conscious of how electricity could help them in their homes and how electrical equipment is operated, the increase in the supply of electricity would be meaningless. As more and more electrical goods arrive on the market, consumer education in their use will be required.

From the above facts, it follows that towards the end of the Second Five Year Plan, it is expected that the national income will increase, housing problems will be eased to some extent, and the electrical facilities will be obtainable to a greater extent. The three together should result in a higher standard of living--the basic objective of the Second Five Year Plan. It may also be mentioned that increase of resources need not necessarily be followed by a higher standard of living. Resources have no positive effect unless people are in a position to utilize them wisely. So, a major task in Home Science would be to educate people about what they have and help them to derive increasing satisfaction out of their resources. The Household Management Course as it has been outlined, if taught in proper perspective, should go a long way in educating the minds of the younger generation.

The major objective of teaching this area is to develop in pupils an appreciation of management in the economical use of time, energy, money, and other material goods, as well as, the human resources to derive maximum joy in home life. Pupils study space, time, effort and finances available for meeting the demands of family life.

. . . It is concerned with all aspects of family life.
 . . . Girls get practical experience in learning to care for the house, to select and use utensils, to choose furnishings, to arrange furniture, to decorate the home, to maintain accounts, to budget time and money and to save for the future.
 (11)

The major objective of a teacher in developing a comprehensive subject like "Household Management" would be to guide the students towards a better standard of living within the available resources of the family. Her guidance should be directed towards developing:

- I. Values, attitudes, and appreciations
- II. Understandings, information, and principles
- III. Abilities, skills, and techniques

I. Teachers' objectives for the first category should be to help students to develop:

A. An appreciation of:

- 1. A higher standard of living as one of the means to utilize increased national income for human benefit.
- 2. The basic economic problems of the family in relation to the wise use of family income.
- 3. The importance of setting family goals for achieving desired ends.
- 4. The existence of individual differences among family members as they relate to decision making.
- 5. The economical use of (a) time, (b) energy, and (c) money for increased satisfaction.
- 6. The value of thrift in relation to better use of money.

7. The importance of art in everyday life as a means to satisfy creative thinking.
 8. The creative use of leisure time in relation to better establishment of family goals.
 9. The role of hobbies in supplementing family income.
- B. A positive attitude towards:
1. Dignity of labour.
 2. Sanitary home conditions.
 3. Dynamic forces in family living.
 4. Art of living.
- C. A recognition of:
1. The relationship of good housing to healthy living.
- II. Teachers' objectives for the second category should be:
- A. To develop a better understanding of:
1. Various standards of living as related to satisfying family situations: (a) subsistence level, (b) essential needs, and (c) cultural and recreational needs.
 2. The economic policy of the government in relation to raising the standard of living of the country.
 3. The relation of the family cycle to the standard of living.
 4. The ways for identifying family needs in terms of desired or attainable standard of living.
 5. The role of management in achieving family goals.
 6. The (a) human and (b) material resources of the family.
 7. Community facilities available to the family.

8. Those dynamic forces which contribute to changes in our standard of living
9. (a) What constitutes adequate housing, and (b) relationship of housing to the standard of living.
10. Ways in which electricity can contribute to labour saving in the home.
11. The importance of colour in creating a satisfying home environment.
12. House furnishing in relation to the comfort and aesthetic values of the home.
13. The influence of designs of furniture upon costs.
14. The importance of art in relation to the selection of (a) household equipment and (b) accessories.
15. Traditional floor decorations.
16. The relations of hand and body motions to fatigue.
17. The role of mechanical devices in relation to the saving of (a) labour and (b) time.
18. The importance of cleanliness in home to good health.
19. (a) Handling, (b) cleaning, (c) care, and (d) storage of household equipment.
20. Ways of preventing some common diseases by controlling household pests.
21. The role of family income in relation to the family budget.
22. The role of (a) demand and (b) supply of goods, and (c) their relation to market prices.

23. (a) Selecting and (b) buying household goods.
24. (a) The functions of banks and (b) how to operate with bank accounts.
25. Housing in relation to (a) renting and (b) buying.
26. The creative use of hobbies in supplementing family income.
27. Standards for space requirements for activity areas of home.

B. To become more familiar with:

1. Housing conditions of the locality.
2. (a) Electrical equipment for domestic purposes, and (b) its use.
3. (a) Cleaning, (b) polishing, and (c) scrubbing materials.
4. Metals and alloys commonly used at home.
5. Use of insecticides and disinfectants.
6. Concept of (a) cash and (b) credit purchases, and (c) keeping family accounts.
7. Shopping centers in the locality.
8. Sources of information which affect the standard of living.
9. Safety devices of present day equipment.

C. To recognize the concept of:

1. Money value of articles and satisfaction derived from them.
2. Thrift and savings.
3. Leisure time and its wise use.

III. Teachers' objectives for the third category should be to help students:

A. Explore ways for:

1. Identifying family needs.
 2. Setting up goals appropriate for their family.
 3. Creating an atmosphere in which family members express their ideas.
 4. Planning a family budget within the family income to derive increasing satisfactions for each individual family member.
 5. Evaluating standards achieved in relation to the family goals.
 6. Planning convenient work centers.
 7. Critically evaluating house plans in (a) terms of family needs and (b) use of rooms for different purposes.
 8. Maintaining (a) the house and (b) its fittings.
- B. Develop abilities in:
1. Selecting (a) furniture and (b) equipment in relation to the needs of the family.
 2. Handling household equipment.
 3. Keeping family accounts.
 4. Buying wisely.
 5. Applying the principles of time and motion in day-to-day activities.
 6. Creating traditional floor decorations.
 7. Repairing electric fuse.
 8. Operating bank accounts.
 9. Improvising house furnishings from neglected materials; i.e., packing cases, cardboard boxes, used tins, broken china, etc.

10. Better utilization of possessions.
11. Preparing homemade polishes.
12. Making better use of leisure time.
13. Supplementing family income through creative use of hobbies.
14. Recognizing the (a) terminology and (b) symbols used in subject matter area.
15. Reading the (a) labels and (b) advertisements of the consumer's goods.

Suggested approaches in solving the problems may be through:

1. Visiting houses that are run by efficient homemakers.
2. Arranging exhibits illustrating good choice of the (a) house and (b) furnishings.
3. Wide use of illustrative materials like pictures, charts, posters, etc.
4. Use of books, periodicals, bulletins, etc.
5. Use of slides and films.
6. Role playing.
7. Visits to museums, art galleries, and exhibitions relating to better homes.
8. Field trips to markets, shopping centers, commercial banks, and houses of historic importance.
9. Making scrap books for collecting clippings.
10. Home experiences.
11. Sharing responsibilities in decorating school buildings and classrooms during social functions as well as day-to-day programs.

12. Developing projects for group work.
13. Sharing responsibilities in arranging excursions.
14. Using models and specimens.
15. Encouraging hobbies.
16. Keeping acquainted with creative ways of utilizing leisure time.
17. Selecting, buying, and keeping accounts of the materials required for classroom experiences.
18. Using resource persons.
19. Keeping records and evaluating results.
20. Taking part in community activities like decorating halls, arranging exhibitions, organizing social functions, etc.

It has already been pointed out that the existing standard of living in India is very low. The majority of school children would come from homes of such standards and it would be difficult for them to accept some of the experiences mentioned. It is true that the learning experiences should be based on the needs of the children and also of the community from where they come but, in this case, the deviation is due to the new situation which is expected to evolve out of the socio-economic development of the country in the next few years. Behavior patterns will be changed and people must be helped to become conscious of the changes. If the basic principles are not clearly stated, there is every chance of misunderstanding, resulting in a mechanical acceptance only, which would be undesirable. Probably, in many instances, the attitude towards

life would need to be changed. To achieve this, the following suggestions may be effective:

1. Developing a positive attitude towards:
 - a) Art of living.
 - b) Dignity of labour.
 - c) Dynamic forces affecting the ways of life.
2. A better understanding of:
 - a) Scientific inventions relating to better living.
 - b) The basic idea in raising the standard of living--its relation to (1) health and (2) socio-economic development of the country.
 - c) Economic policy of the government.
 - d) Home as a basis of national development.

B. FOOD AND NUTRITION

Wholesome food is essential for a healthy nation. It has been estimated that the average intake of food in India is far below the accepted nutritional standard. One of the main objectives of the First Five Year Plan was to ease the food situation in the country. During the First Five Year Plan period there was a considerable increase in food grains, no doubt, but with it the population of the country also increased at the rate of 1.25 per cent yearly. To meet the needs for a growing population and also for unforeseen circumstances of weather, a total provision of Rs 341 crore was made for agricultural development

in the Second Five Year Plan. The estimated production of food grain in 1955-56 was 650 million tons, which amount included 100 million tons over the amount produced in 1952-53. In 1960-61, the estimated production was 750 million tons, a 15 per cent increase over that estimated for 1955-56.

At the present estimated rate of increase, it is considered that the consumption of food-grain will increase from 17.2 oz per adult at present to 18.3 oz, by the end of the Plan period. (24)

The Third Five Year Plan which is still under consideration is expected to make an increased allocation for food. It is expected that during the operations of the Third Five Year Plan the increase in food production will be at least 40 to 50 per cent. From the above statements, it appears that the consumption of food is likely to increase with the developmental plans of India.

But a better nutritional standard does not necessarily follow an increase in production of food or an increase in consumption of food. People must be made conscious of nutritional requirements, sources of nutrients, correct methods of cooking for conserving food values, etc. Food habits of the people may require basic changes in many cases. People in many instances would need to be made conscious of the role of food adulterants that result in the deterioration of the quality of food.

The Second Five Year Plan has placed considerable importance on canning and preserving foods. It points out that:

The production and preservation of fruits and vegetables will be encouraged by establishing seed and plant nurseries, by assisting canning industry and by setting up cold storage plants. (24)

Home Science through experiences provided in the study of food, nutrition and cookery could help to develop those understandings in relation to the importance of food for maintaining health which is essential for success and happiness. Providing experiences in food storage, food preservation and home canning should go a long way towards implementing the government policy of food preservation.

Food and nutrition includes suggestions for experiences that will help people to select, prepare and combine food in nourishing meals. Through practical activities in the food class pupils are taught items such as the daily food needs of the family member, the cost involved in fulfilling them, the available foods in the locality, planning purchasing, preparing meals. (11)

The syllabus for Food, Nutrition and Cookery, as it has been formulated in the curriculum guide for higher secondary schools, covers a wide range. It includes problems in selecting, buying, preparing, preserving, and serving foods to family members as well as guests and outsiders. If the learners are guided from a proper perspective, it is expected a well-arranged program may be thought out to establish a link with the food policies of the government. For such a course to be effective, the critical task of the teacher would be to tackle the problems from the point of view of the individual, family, community, and the nation as a whole. Guidance should be directed towards developing:

- I. Values, attitudes, and appreciations
 - II. Understandings, information, and principles
 - III. Abilities, skills, and techniques
- I. Teachers' objectives for the first category should be to help students:
- A. Develop an appreciation of:
 - 1. The importance of (a) production, selection, and preparation of food; and (b) conservation of food values for maintaining good health.
 - 2. The importance of cleanliness and sanitation in handling food for avoidance of diseases.
 - 3. The aesthetic values of food in preparation and service in relation to appetite.
 - 4. A willingness to experiment with new foods in the menu for securing better nutritional standard.
 - B. Develop a positive attitude towards food and nutrition.
 - C. Develop a better understanding of the effects of food on maintaining the health of the learner as well as the health of the family members.
 - D. Consider food in relation to the economic standards.
 - E. Develop interest in keeping acquainted with the latest developments in nutrition.
 - F. Appreciate the importance of the kitchen as a work center.
- II. Teachers' objectives in terms of the second category should be to help students:
- A. Develop a better understanding of:

1. The scientific standards of nutritional requirements according to age and occupation.
2. The different methods of food preparation.
3. The factors to consider in buying and selecting foods.
4. The seasonal harvests in relation to diet.
5. The hygienic and labour-saving kitchen equipment.
6. The desirable standards for community eating places like hotels, restaurants, canteens, etc.

B. Become more familiar with:

1. Food policies of the government.
2. Food habits and food fads and fallacies in the locality.

C. Recognize the relation between diet and disease.

III. Teachers' objectives for the third category should be to help students:

A. Develop ability to:

1. Prepare food budgets for different income levels.
2. (a) Plan, (b) prepare, and (c) serve food from an aesthetic and nutritional point of view.
3. Handle (a) materials, (b) tools, and (c) equipment.
4. Make practical application of the available technical knowledge to (a) prepare, (b) preserve, and (c) serve foods.
5. Formulate standardized recipes.
6. Identify individual needs as a basis for providing appropriate learning experiences.

Possible approaches in solving the problems may be through:

1. Use of exhibits in forms of fresh material, where possible, or models.
2. Laboratory experiments and demonstrations showing the results of good and poor nutrition.
3. Films and slides.
4. Role playing.
5. Use of books, periodicals, bulletins, newspapers, etc.
6. Home experiences.
7. Illustrative materials as charts, posters, etc.
8. A food album of collected clippings.
9. Use of resource persons.
10. Maintaining records of evaluation.
11. Field trips to local establishments such as grocery store, dairy, public eating places, clinics, rural and urban health centers, neighbouring houses, etc.

The existing syllabus is extensive enough to cover a fairly wide range of experiences. Better results may be expected, however, if the learners are inspired with a feeling that they are contributing valuable help to their families, their communities, and their country in achieving a common goal.

The following suggested activities may be effective:

1. Acquiring a basic knowledge of the food policies of the government.
2. Connecting the class experiences with home problems.
3. Extending class experiences to community activities.

C. HEALTH AND HOME NURSING

In the Second Five Year Plan, considerable emphasis has been placed upon health education:

The general aim of the health programme during the second Plan period is to expand existing health services to bring them within the reach of all the people and to promote a progressive improvement in the level of national health. (24)

The health program set-up has for its major objective, the control of contagious and communicable diseases.

Adequate attention will also be paid to the provision of an integrated preventive and curative medical service in the rural areas. A sum of Rs 23 crore has been provided for this programme which will entail the opening of 3,000 health units in development blocks. . . .

The control of communicable diseases like malaria and environmental hygiene programme are also to be given a high priority. . . . About 200 T.B. Clinics would be established for the prevention and control of tuberculosis and to provide an effective domiciliary service. (24)

The health program is closely related to various aspects of life such as the food one eats, the water one drinks, the air one breathes, and the houses people live in as well as the ways, customs and environmental influences of the people. To cope with all these factors the Second Five Year Plan has considered water supply, sanitation, housing, social welfare, and labour welfare as some of the important targets to hit.

As regards water supply and sanitation the Second Plan makes a tentative provision of Rs 53 crore for urban water supply and sanitation, Rs 28 crore for rural water supply and a special provision of Rs 10 crore for corporations.

Other schemes in the Health programme relate to the encouragement of indigenous systems of medicine, research in the field of nutrition, industrial health, tuberculosis,

maternity and child health, environmental hygiene and family planning. For the last named, a provision of Rs 5 crore has been made and it is expected that about 300 urban and 2,000 rural clinics will be set up in the Plan period.
(24)

The training facilities for medical personnel will also be increased. The Plan will increase the number of trained nurses, midwives, sanitary inspectors, health visitors, and other technicians. The following table will give the anticipated situation at a glance.

	<u>1950-</u> <u>1951</u>	<u>1955-</u> <u>1956</u>	<u>1960-</u> <u>1961</u>	<u>Number</u> <u>Needed</u>
Doctors	59,000	70,000	82,500	90,000
Nurses (including auxiliary nurse- midwives)	17,000	22,000	31,000	80,000
Midwives	18,000	26,000	32,000	80,000
Health visitors	600	800	2,500	20,000
Nurse-Dais and Dais	4,000	6,000	41,000	80,000
Health Assistance and Sanitary Inspectors	3,500	4,000	7,000	20,000 (24)

Home is the place best designed to protect the younger generation and health education, to be effective, has to begin in the home. This will help to develop healthy habits among children which is as essential as good medical aid. No amount of medical help could promote good health unless health rules are observed. The course on "Health and Home Nursing" as outlined in the curriculum of multipurpose schools, if focused on proper perspective, may help to achieve one of the major objectives of the national developmental Plan of the country. It should help to inculcate among the younger generation firstly, appreciation of the old maxims, "Health is wealth" and "Prevention is better than cure," and lastly the ability to handle the situation better when disease may arrive. The objectives of teaching this area of Home Science

would be to develop an appreciation that the maintenance of good health is the foremost duty of every individual person, and that progress and happiness depend on good health. The Home Science teacher's approach would be to guide pupils in developing:

- I. Values, attitudes, and appreciations
- II. Understandings, information, and principles
- III. Abilities, skills, and techniques

I. Teachers' objectives for this category should be to help the students:

- A. Develop an increased appreciation of:
 - 1. The importance of good health for (a) the individual and (b) the nation.
 - 2. The importance of the observation of health rules for maintaining good health.
 - 3. The interrelationship of health, happiness, and success in life.
 - 4. Good health as a contributing factor to a good personality.
- B. Develop a critical attitude towards established food habits and customs.
- C. Develop a positive attitude towards newer concepts of health based on research.
- D. Develop a sympathetic, constructive attitude towards the sick person.
- E. Develop a recognition of the need for:
 - 1. Each member of the family to assume an active role in the maintenance of family health.

2. Individuals and families to assume their responsibility in the maintenance of community health.

II. Teachers' objectives for the second category should be:

A. To develop a better understanding of:

1. What constitutes good (a) physical and (b) mental health.
2. Health in relation to (a) personality, (b) happiness, and (c) success.
3. Healthy habits in relation to (a) food, (b) exercise, (c) rest, (d) sleep, and (e) personal hygiene.
4. The role of (a) fresh air and (b) sunshine in health.
5. The causes and prevention of contagious and infectious diseases.
6. The problems of community sanitation.
7. Micro-organisms, beneficial and harmful bacteria.
8. The human body and its mechanism.
9. The influence of the home in stimulating healthy habits.
10. Family planning and its relation to good health.
11. Food contamination and its effects on health.
12. Drinking water and causes of water pollution.
13. (a) The importance of safety at home and outside the home, and (b) the concept of first aid to the injured.
14. The responsibilities of nursing a sick person.
15. Invalid and convalescent diets.
16. Contacts and carriers of diseases.

17. The equipment needed in a room for the sick.
 18. The influence of environment on health.
 19. The effects of climatic conditions on health.
 20. Eugenics.
- B. To secure more information relating to:
1. (a) Average longevity, (b) death rate, and (c) infant mortality.
 2. Agencies and organizations which may contribute to health and welfare.
 3. Community resources available for (a) maintenance of health and (b) prevention of diseases.
 4. Commercial (a) disinfectants, (b) germicides, (c) insecticides, and (d) their uses.
 5. Immunity and immunization.
 6. Latest scientific discoveries in the field.
- C. To become more familiar with:
1. Proper heights and weights in relation to age.
 2. Signs and symptoms of (a) common injuries and (b) contagious and infectious diseases.
 3. Such aids as (a) clinical thermometer, (b) temperature charts, (c) medicine chest, and (d) first-aid box.
 4. (a) Pulse rate, (b) temperature, and (c) respiration in normal health.

III. Teachers' objectives for the third category should be to help students:

A. Acquire ability to:

1. Differentiate between healthy and unhealthy conditions of (a) body, (b) mind, and (c) environment.
2. Guide family members to follow health rules.
3. Explore (a) personal needs and (b) needs of family members relating to health.
4. Manage one's own personal health in such a way as to (a) find satisfaction therein and (b) serve as an example for others to learn.
5. Initiate cooperative work with other community groups for (a) enhancing good health and (b) preventing diseases.
6. Recognize early symptoms of physical illness.
7. Observe homes and neighbourhood areas objectively as a basis for improving healthy living conditions.
8. Handle sick persons with sympathetic insight into their needs.
9. (a) Plan, (b) prepare, and (c) serve a nutritious diet to the sick and convalescent.
10. Recognize the importance of practicing safety (a) in the home and (b) outside the home.
11. (a) Identify source of accidents in the home and (b) detect means available for prevention.
12. Use safety devices properly.

13. Understand (a) terminology and (b) symbols used in the area.
- B. To develop skill in:
1. Promoting healthy relationships in the home and in other activity centers.
 2. Keeping accurate records of (a) healthy and (b) sick persons.
 3. Combining firmness and consistency with warmth and humor in handling sick.
 4. Developing skills for nursing sick in the home which accomplish objectives with minimum of time and effort.
 5. Making the choice and use of sickroom requisites.
- C. To learn more about (a) techniques and (b) devices for safeguarding sanitation in the home.

Suggested approaches in solving the problems may be:

1. Survey to determine existing conditions.
2. An extensive use of posters, charts, and tables illustrating positive and negative effects on health.
3. Use of models, photographs, printed specimens, and exhibits.
4. Bulletin boards.
5. Films and slides.
6. Radio.
7. Books and other printed materials.
8. Skits and demonstrations.
9. Discussions.

10. Field trips to clinics, hospitals, nursing homes, and health centers.
11. Use of resource persons like doctors, nurses, and health visitors.
12. Maintaining health records.
13. Role playing.
14. Microscope to use slides showing carriers of diseases.
15. Taking part in community activities relating to health program.
16. Making health album.

The existing syllabus has been carefully drawn to develop a fairly good understanding of personal health and avoidance of diseases among the children. A few modifications may help to make it more meaningful to the learners and act as a coordinator in interpreting the developmental plan of the government to the future homemakers of India.

The following few suggestions may be recommended:

Developing a better understanding of:

1. The public health policy of the government.
2. The contribution of each individual to the improvement of the national health of the country.
3. The birth rates and death rates and their relation to good health.
4. The importance of family planning.
5. The use of safety devices in the home to avoid hazards.

D. MOTHER CRAFT

The constitution has laid down the pattern of society which India should try to achieve eventually. The objective is a "welfare state." One of the objectives of the Second Five Year Plan is to achieve this end through a socialistic pattern of society.

An attempt will be made to see that there is not merely an increase in national income and employment but that the benefits of economic development accrue more and to the relatively less privileged classes of society and that there is a progressive reduction in the concentration of incomes, wealth and economic power. (24)

As one turns over the pages of Our Second Five Year Plan, it reveals a series of projects or programs for the different sectors of the national economy with specific financial allocations and targets. But that is just a superficial look. A more critical analysis will show a different picture. In the words of Prime Minister Nehru:

. . . it is much vaster . . . the mighty scene of a nation building itself, remaking itself, all of us working together to make a new India . . . not abstractly for a nation, but for the 360 million people. (30)

It is expected that through the Five Year Plans, the total efforts of the nation will be combined to build up a new life for itself and to create a new social order that will enable a fuller and richer life to all.

The Plan has considered the various aspects of life very carefully. One most important aspect is "War Against Corruption."

Corruption leads to wrongs which are difficult to redress. It also undermines the confidence of the public in administration. It has, therefore, been emphasized that

a continuous war should be waged against every species of corruption whether in administration or in public life. Methods to root out this evil should be reviewed constructively. Administrative vigilance units should be set up in all States and in the principal public enterprises to root out the factors responsible for corruption. (24)

Successful execution of the Plan demands economy and efficiency hand-in-hand. Any wasteful or unproductive expenditure must be avoided and work must be carried out with greater efficiency. A committee on Plan Projects has been formed by the National Development Council whose functions are:

- (1) To organise investigations, including inspection in the field of important projects, both at the centers and in the states;
- (2) to initiate studies with the object of evolving suitable forms of organization, methods, standards and techniques for achieving efficient execution of projects; (24)

"Administrative and managerial" cadres also need to be strengthened for safeguarding the interest of the government's policy.

During the coming years, the administrative services will be called upon to assume greater responsibilities to meet the increasing demands of a welfare State. The Planning Commission has, therefore, recommended the strengthening of existing administrative cadres and the formation of other permanent cadres where necessary. (24)

Public support is one of the essential factors for the Plan to be carried out successfully. People must be ready to accept the Plan as their own, participate actively and sacrifice if the situation so demands. The Planning Commission has considered this aspect as well and a significant allocation has been made for stimulating public cooperation and publicity.

During the second Plan, the sphere of public co-operation and participation in the development programmes will greatly increase. Accordingly, a sum of Rs 15 crore has been provided for the local development works, besides Rs 5 crore for schemes relating to the organization of public co-operation. . . .

To publicize the purposes of the Plan, a sum of Rs 7 crore at the Centre and Rs 6 crore for the States have been provided for an integrated publicity programme. . . .
(24)

The Plan moves further on and extensive programs of community development and Social Welfare have been drawn to educate the general masses. The amount of money that will be spent in this sphere is no less, proportionately, than other major objectives.

It is proposed to cover the entire country with National Extension Service by the end of the second Plan. . . . In all 3,800 additional Extensive Service Blocks will be set up, 1,120 of these being converted into Community Development blocks. A provision of Rs 200 crore has been made in the Plan to implement this program.

The Plan provides Rs 29 crore . . . for Social Welfare programmes . . . devoted to the welfare of women, children and handicapped, development of welfare services among juvenile delinquents. . . . A provision of Rs 11 crore has also been made for programmes of Youth Welfare and well being of the physically and mentally handicapped.
(24)

Thus it appears that the Planning Commission has planned the economic development of the country, and along with it has perceived every conceivable evil that might cast a shadow on it. The rate of economic progress of a country depends upon several factors, some of which are undoubtedly psychological and sociological, such as, a society's will to change and progress and its capacity to make adjustment to new situations. A vast expenditure of money has been appropriated in the Second Five Year Plan for bringing about a desirable

social and moral change through better organized administrative machinery. But just how far administration and vigilance can be successful in achieving these ends is yet to be settled by human scientists.

On the contrary, if one pauses a while and looks down into the bottom of the problem, he may find a better clue to solving it. Development is continuous--the Plan is neither for today, nor for tomorrow; it is the stepping stone for all the days to come in the history of India. She needs a more effective and more enduring change. It has to come from within and the home is the citadel for it. It is the place where life begins and people learn to love, respect, and share with others. Ethical and moral concepts are formed in the home; traditions and cultures grew up there and are reflected in the modes, standards, ideas, and behavior pattern of individuals forming the society. In India parents tend to protect their children, partially due to joint family system and partially due to the fact that few women in India go out of their homes for employment. Children are mostly brought up in a friendly, congenial atmosphere where the constant companionship with family members limits the number of new situations and new experiences which the children must face. The older members of the family set up their children's limitations, establish most of their routines, and take care of them. Since parents try to solve all of their children's problems, there is little opportunity for the development of initiative and leadership through co-operative thinking and planning among adolescents. Confronted with the realities of life where

there is little or no choice and little freedom of childhood, adolescents feel baffled and somewhat lost. The warm, gay, and wholehearted smile of childhood and the friendly, spontaneous trust of people suddenly seem to disappear in what for the child is the gloom of adolescence. A child that is born, protected, and nurtured in a happy home and has grown into a well-adjusted adult, physically and mentally mature, will perhaps be able to redress some of the burden of a corrupted society, but this would necessarily involve a change in the pattern just described.

The major responsibility is with the mother. Her love, affection, care, sacrifice, wise guidance and understanding will help the child grow up to be a healthy member of a healthy nation. In the curriculum of Home Science in multipurpose schools under the heading "Mother Craft," an attempt has been made to develop a better understanding of the importance of the child in the parents of tomorrow. This is, perhaps, one of the most important branches of Home Science, and the teacher's responsibility in guiding her pupils in this area is just as important as that of the mother guiding her child. Her major objective would be to fulfill the inherent interest of the adolescent learners, with a fair understanding of, delight in, and ability to care for infants and young children through carefully selected experiences. Her guidance should be directed towards developing:

- I. Values, attitudes, and appreciations
- II. Understandings, information, and principles
- III. Abilities, skills, and techniques

- I. Teachers' objectives for this category should be to help students in:
 - A. Developing an increased appreciation of:
 1. The child of today as a citizen of tomorrow.
 2. Observation as a means for better understanding children.
 3. The contribution of healthy family experiences in childhood days to a well-adjusted personality.
 4. The role of (a) companions, (b) play materials, and (c) nursery school in the child's life.
 5. Infancy as a period of rapid learning.
 6. The child's needs for (a) love, (b) affection, and (c) recognition despite his behavior.
 7. The influence of heredity and environment on growth and development of a child.
 - B. Developing a positive attitude towards:
 1. Newer concepts of (a) child care and (b) child guidance based on research.
 2. Ways of helping the child to form good habits in relation to his physical needs for (a) food, (b) sleep, and (c) elimination.
 - C. Recognizing the importance of:
 1. The behavior pattern of adults in the family in relation to those of the children.
 2. Children as individuals capable of learning and responding to others.

3. (a) The home as a major developmental center for the child and (b) the school as a co-partner with the home.

II. Teachers' objectives for the second category should be:

A. To develop a better understanding of:

1. The care of the new-born in relation to his physical needs:
(a) feeding, (b) weaning, (c) bathing, (d) toileting, and
(e) clothing.
2. The role of nursery equipment in developing (a) independence,
(b) security, and (c) self reliance, (d) orderliness, and
(e) aesthetic sense.
3. The criteria for normal (a) physical, (b) mental, and (c)
emotional growth of children.
4. The child's needs in different stages of development and
their relation to a healthy personality.
5. Children's (a) positive and (b) negative behaviors; the child's
chronological age and its relation to behavior changes.
6. The successive stages in social development from infancy
to childhood.
7. The role of (a) family members and (b) companions in social
adjustment of a child.
8. The types of (a) activities, (b) play materials, and (c)
experiences children like and need; and how these, in turn,
can contribute to constructive ways to bring about a child's
growth and development.

9. Individual differences observed among children.
 10. The role of nursery school in helping personal adjustment of a child.
 11. Influence of (a) heredity and (b) environment on the growth and development of a child.
- B. To secure reliable information relating to:
1. The cycle of growth and development from conception to childhood.
 2. Experiences needed for guiding children to become physically and mentally healthy.
 3. Conditions needed to be provided for health, happiness and rapid learning as the children grow up in a family.
 4. The role of the home on (a) personality development and (b) social adjustment of children.
 5. Children's behavior and its meaning.
 6. Adjustments necessary in the family when a new baby comes.
- C. To become more familiar with:
1. Normative weights and measures of infants and children in relation to their age.
 2. Signs and symptoms of children's common ailments, their (a) causes and (b) preventions.
 3. Children's (a) literature, (b) play materials, and (c) nursery equipment.
 4. The latest information relating to (a) child care and (b) child guidance principles.

5. Child welfare clinics and organizations.

III. Teachers' objectives for the third category should be to help students:

A. Acquire increasing ability to:

1. Keep records of the child's (a) growth, (b) development, and (c) behavior.
2. Recognize the child's age from his (a) physical, (b) mental, and (c) emotional development.
3. Guide children in relation to their (a) needs and (b) interests.
4. (a) Understand the child's behavior and (b) help him to adjust to new situations.
5. Recognize individual differences among children.
6. Enjoy children in a natural and easy-going way.
7. Approach children with warm and sympathetic understanding.
8. Exercise self-control in handling children.
9. Enjoy children's play.
10. Select (a) play materials and (b) nursery requisites in relation to the age of the child.
11. Accept the child as he is.
12. Recognize the signs and symptoms of children's common ailments.
13. Handle the sick child with sympathetic understanding.
14. Select children's clothing in relation to (a) health, (b) hygiene, (c) economy, (d) activity, and (e) aesthetic standpoint.

15. Detect possible hazards.

B. To develop skill in:

1. Guiding children to form good habits in relation to (a) food, (b) drink, (c) rest, (d) exercise, and (e) personal cleanliness.
2. Taking accurate records of the child's behavior and interpreting them.
3. Helping the child to grow in (a) understanding and (b) expressing himself.
4. (a) Telling stories, (b) reciting poems, (c) singing nursery rhymes, and (d) playing simple instruments.
5. Making (a) toys and (b) children's clothing.
6. Laundering children's clothing.
7. Arranging and decorating a nursery.
8. (a) Preparing and (b) serving the child's food.
9. Applying first aid when necessary.

C. To learn more about some of the techniques in child guidance.

Suggested approach in solving the problems may be:

1. Field trips to children's clinics, nursery schools, children's hospitals, health centers, neighbouring houses, children's parks and playgrounds, baby shows, etc.
2. Keeping records of physical and social development of children, comparing these records, and presenting reports.
3. Use of models, pictures, exhibits, posters, charts, photographs.
4. Bulletin boards.

5. Wide use of audio-visual instruments.
6. Books, literature and printed materials like magazines, periodicals, newspaper articles.
7. Demonstrating activities like bathing, dressing, and feeding children.
8. Class discussions and reports based on experiences.
9. Using resource persons like efficient mothers, nurses, health visitors, and child guidance personnel.
10. Collecting information relating to children's diseases and accidents.
11. Visiting shopping centers.
12. Arranging children's party.
13. Participating in and working with children's activities.
14. Entertaining children with stories, nursery rhymes, play materials, pictures, literature, etc.
15. Role playing.
16. Making albums and collecting clippings.

The existing syllabus, as it appears, has been drawn on a very broad outline. It is informative and in it more emphasis has been laid on child care than on child development. This outline could be utilized as a good base with a little addition of child guidance principles. More and more attempts have to be made to help pupils become more conscious of the drawbacks of the existing social order. A better understanding of the present situation with an emphasis on the Welfare State that India is

trying to establish may help to develop a renaissance of attitude toward children. Motivated with a noble enthusiasm, the future parents of India are more likely to guide their children in a manner more conducive to the new society. A few suggestions that may be recommended are:

1. Developing increased appreciation of the child of today as the citizen of tomorrow.
2. Becoming more familiar with the (a) existing condition of the society and (b) need for bringing about a change.
3. Getting to know more of the basic objectives of the National Development Plan.
4. Acquiring a better understanding of the principles of child guidance.

CHAPTER III

SUMMARY

The dawn of independence, with a new chapter in the history of India, came on August 15, 1947. The country woke up to shake off her vicious circle of poverty and illiteracy. She must line up with other more advanced countries. Resources are there.

A Planning Commission was summoned in 1950 to prepare an all-round developmental plan of the country designed to bring about a fuller and richer life for all. The First Five Year Plan completed its course on March 31, 1956. The Second Five Year Plan is about to be completed. The Third Five Year Plan is in preparation; the details are not yet known. But, it may be assumed that the Third Five Year Plan will be essentially a continuation of the developmental program initiated by the First Plan. The differences in the successive Plans are only in their magnitude.

The basic objectives of the Plans are to raise the standard of living of the country by providing a better opportunity for employment and economic equality, through greater agricultural and industrial development, and a socialistic pattern of society.

The socio-economic development of a country has its direct relation to social and ethical values which the people cherish and translate in their daily conduct. In India, a radical change in the general outlook of the people as well as in the existing social situations is needed if the Plans are to be successful.

Increased national income, a higher standard of living, greater agricultural output, better medical assistance are all relative terms. Their values are determined in relation to their implication for the betterment of human life.

Home Science, which may correctly be defined as education for home and family living, has a significant contribution to make in support of the Five Year Plans of India. It is expected that with better understanding of human and material resources, the increased national income may be better utilized with greater satisfaction and higher efficiency for human welfare; that with better understanding of scientific nutritional standards along with personal and community hygiene, the increased agricultural output is more likely to improve national health; and that with the better understanding of child guidance principles, a more desirable social and ethical change may come which is less likely to dwindle away.

In this study an attempt has been made to suggest possible ways of approach firstly, in developing values, attitudes, and appreciations; secondly, in becoming more familiar with concepts, information, principles, and understanding; and lastly, in acquiring skills, abilities, and techniques in relation to the content of the subject matter areas, so that both the teachers and the students of Home Science may cooperate with the nation-building activities launched by the government.

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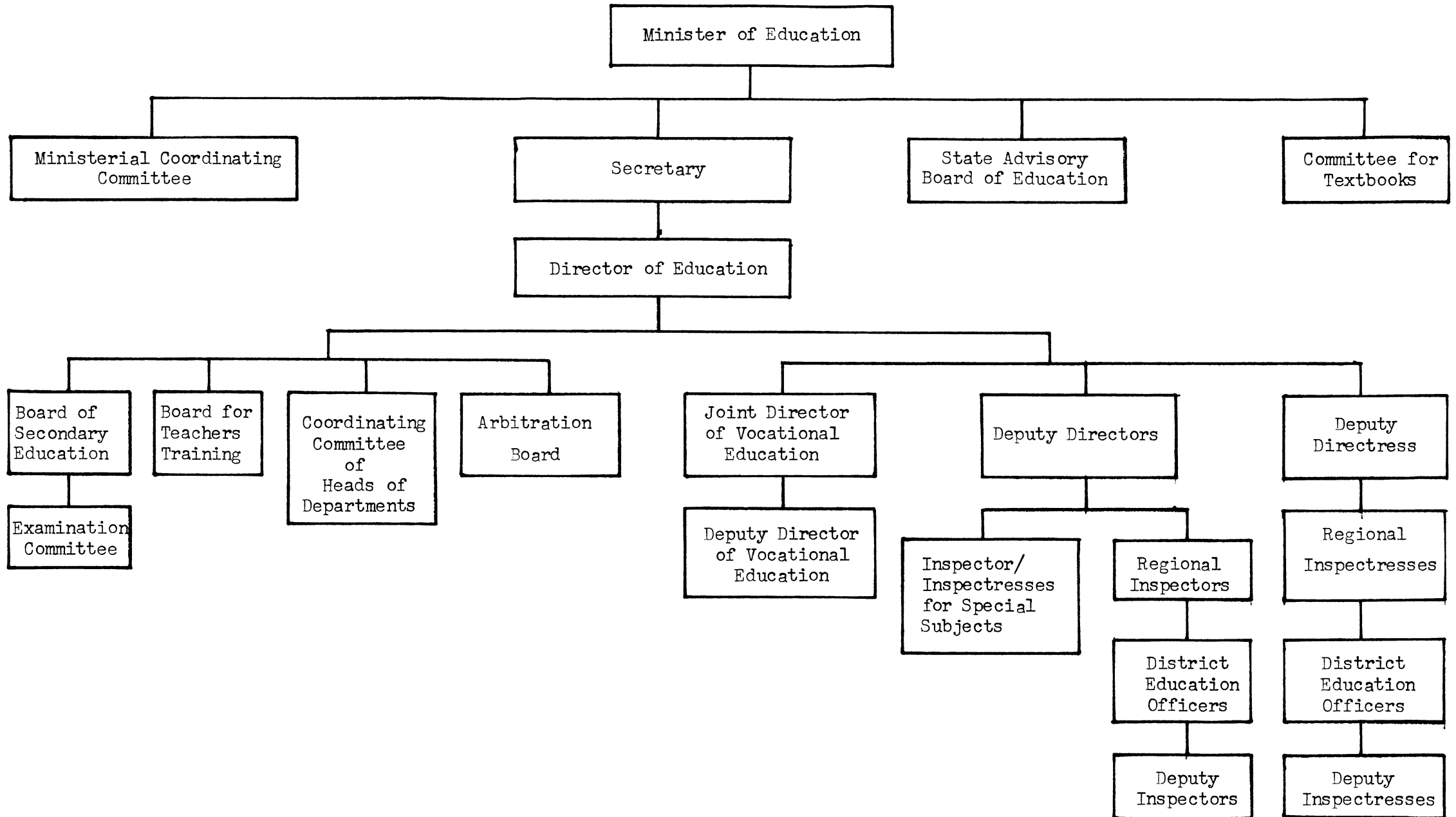
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APPENDIX

(Proposed Pattern)



EDUCATIONAL LADDER
Proposed Organizational Pattern

