

A PROPOSED INSTRUMENT FOR COLLECTING BACKGROUND
INFORMATION APPLICABLE TO THE TEACHING OF
HOME ECONOMICS IN COLLEGES IN PAKISTAN

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CHAPTER I

INTRODUCTION

The family is one of the most important social institutions in human life. The pattern of living within a family has enormous influence on an individual's growth and welfare, which, in turn, determines the welfare of the nation. Since the family is responsible for physical, mental and spiritual well-being of its members, there should be constant effort to improve modes of living within the family in order to enhance the welfare of individuals and the nation as a whole.

In most South-East Asian countries national governments have been trying indirectly to raise the standard of living of families. One of the difficulties of government programs is that they are usually long-term projects, and so changes are not noticeable within a short time.

. . . new nations and their governments are so overwhelmed with problems of administration, finance, foreign relations, and the grosser aspects of economic policy, and industrial development that they find it difficult to express quickly or directly their interest in the people as a whole. It takes a long time for economic development projects to be planned and executed and to pay off in higher living standards. People will be patient if they are confident of governments' interest in them and of the soundness of the development program. But they will be impatient, very impatient, if they do not have evidence of a development process (9).

Another shortcoming is that sometimes underprivileged classes do not get the full advantage of higher national income. It is the higher income group who is able to raise their standard of living.

Under these circumstances there should be programs under which

people can be directly involved with the families. This may encourage them to improve their levels of living through their own efforts within a short time. This may also help people to be confident, and to develop an attitude which will be favorable to the general economic progress of the nation.

One of the main objectives of home economics programs in Pakistan is to help families improve their levels of living. Home economics teachers are concerned not only about the students, but also about the welfare of their families. In order to help the students and their families the teacher has to know about the needs and resources of students' families. To do this research is needed to determine the patterns of living of students' families. Since the writer is expected to teach in the College of Home Economics, Dacca, East Pakistan, after the completion of her degree, she proposes to develop a research instrument to use in studying the living patterns of students' families.

Statement of the Problem

The purpose of this study is to develop an instrument through which patterns of living of the families of the students in Dacca College of Home Economics, East Pakistan, can be studied.

The main objectives are:

1. To provide teachers of the College of Home Economics in Dacca with an instrument through which they can be aware of students' needs and resources.
2. To provide an opportunity to the teachers to teach home economics according to students' needs.

3. To help students and their families to participate in the home economics program.

Justification for the Study

Pakistan is a developing country, and since partition the government has been trying to improve standards of living of Pakistani families on a national level.

In early 1965 highly publicized government efforts to raise the level of public welfare were being vigorously pursued. High priorities had been given to the provision of housing for refugee and low-income groups; the implementation of a family-planning program; the expansion of health and medical facilities, and in particular, to rural development (8).

Until recently no significant direct approach had been made to improve the family life of Pakistani people. Nowadays home economics colleges, Urban Community Development Programs and various women's organizations are directly involved in raising the levels of living of Pakistani families (8). In order to improve the family life of Pakistani people it is necessary to know how they live, and what their needs and resources are. No comprehensive study has been made up until now to know the present situation and needs of Pakistani families, although several studies related to one or two aspects of family living in a particular community have been made in Pakistan.¹

¹A Pilot Study on Buying Practices of a Selected Group of Karachi Families, Karachi, Pakistan, College of Home Economics, 1960.

Najma Afridi, A Study of Food Habits of Fifty Families in Husain D'Silva Town in Karachi, M. S. thesis, University of Karachi, May, 1964.

Nafis Fatima, A Study of Food Buying Practices of a Group of Lahore Families, University of Punjab, unpublished thesis, July, 1964.

Habibullah, Patterns of Urban Savings, A Case Study of Dacca, Social Science Research Committee, University of Dacca, 1964.

Since the writer expects to go back and teach in the College of Home Economics, Dacca, she proposes to develop an instrument of research which may give an overall picture of patterns of living of Pakistani families. Since it is difficult to develop an instrument which can be used for all families in Pakistan, the writer has limited the instrument to the families of students in the College of Home Economics, Dacca.

Description of the Problem

The instrument developed by this writer is a questionnaire to study the modes of living of families of students in the College of Home Economics, Dacca, East Pakistan. The questionnaire includes different aspects of family living with which home economics teachers are involved. There are six main sections to the questionnaire. These sections are related to the five different areas taught in the College of Home Economics, Dacca, and to general descriptive information. These sections are:

1. Background information about the students and their families.
2. Food habits.
3. Housing condition.
4. Home management.
5. Health condition.
6. Recreation and education.

The writer expects that it will not be possible for a teacher to use the questionnaire in its entirety with one group, therefore, it is developed so that each teacher can use the first section and the other specific section related to her particular field. For example, the teacher who teaches food and nutrition can use the first and second

sections of the questionnaire. The writer expects to use sections 1, 3, and 4 as she will be teaching in the areas of home management, housing and family economics.

Delimitation of the Problem

1. The instrument is designed only for use with the students in relation to their own families. The instrument may not be exactly suitable for studying patterns of living in other communities, but it is suggestive of important information needed in any standard of living study.

2. The instrument includes only those aspects of family living which have direct impact on standards of living. These aspects are supported by a review of literature related to standard of living studies.

3. Since the writer cannot pretest the instrument on a large scale until she returns to Pakistan, the instrument is subject to revisions. However, in the process of developing the instrument several Pakistani women studying in the United States reviewed the instrument in its developmental phases.

It was also reviewed by American home economists who had served in Pakistan as advisers to the Home Economics Colleges of Pakistan. Therefore the writer believes the instrument developed for this study is comprehensive and representative of Pakistan and will prove adequate as it is used by the researcher to study living patterns of Pakistani students and their families.

CHAPTER II

REVIEW OF LITERATURE

This study is based upon various studies of family living patterns in different cultures at different points in time. Studies of family living have long been a subject of interest in the field of sociology. Since home economists are concerned with the welfare of families and society, studies of family living have also been done in the field of home economics.¹ Since in this study the writer is interested in developing an instrument for studying family living patterns in her native country of Pakistan, different studies were reviewed in order to become acquainted with various methods of studying family living patterns.

Two major types of family living research are: (1) LePlay's individual family living analysis, and (2) Statistical analysis of budget facts. Besides the studies which are purely the LePlay type or the statistical type, there are some other studies which have made use of a combination of the two methods. A review of these three types of studies includes ones done in different cultures by different people, at different times.

LePlay was a French sociologist during the period when the feudal system in Europe was changing to the factory system. He was particularly

¹Lydia Roberts, Patterns of Living in Puerto Rican Families, University of Puerto Rico, 1949. Jean M. Due, "Family Expenditure Studies in Developing Countries," Journal of Home Economics, March, 1964, pp. 169-175.

interested in finding out what influenced the society and the family. According to him one of the ways to study social structure and social change was to study families. Based on this assumption he lived with and observed many families all over Europe in order to understand social structure and problems of society of 19th Century Europe. In studying family living in Europe he stressed the family budget. According to him

. . . there scarcely exists a sentiment or an act worthy of mention in the life of the worker which does not have its corresponding place in the budget of receipts and expenses.

He early formulated the idea that if one knew the family budget of the total standard of living one could tell the kind of family measured. Thus he made a triple parallelism between

Type of total standards of living,
 Type of family, and
 Type of society or social structure (20).

In studying family living in Europe LePlay used the method of observation. His method was designed to collect a great deal of information about a few representative families. The analysis was limited to the working class although it did not exclude small capitalists. As he said,

As to the mysterious problem raised by the eternal fluctuation of prosperity and suffering in societies, the method of observation solves it as clearly as do the facts of history (20).

In order to study family living of the European workers, LePlay wrote detailed monographs for each family observed. Each monograph was divided into three parts:

1. The title, which gave the distinct characteristics of the workingman described.
2. The budget.
3. The explanatory texts (19).

The title of the monographs described the profession of the worker, the rank of his profession, and the type of agreement between the employer and the employee.

In the budget only net income and expenditures were included, but for further understanding the explanatory text was used. The explanatory texts had two sections.

The first section added consists of "Preliminary Observations." It serves as an introduction to the budget. Subdivided into thirteen paragraphs, it indicates the nature of the locality, the organization of the work in the locality, and above all the special characteristics of the family described. It then traces the general characteristics of the receipts and expenditures, or in other words the means and the mode of existence. The twelfth paragraph presents a history of the family and points out either the good traits which have helped to preserve it, or the bad characteristics which have tended to weaken it. Finally the last paragraph of the preliminary observations show how this moral, mental, and social condition of the family, by relating the organization to the customs and to the other institutions of the country, brings it either material well-being or discomfort.

The second additional section entitled "The Diverse Elements of the Social Constitution" does not belong to the main body of the monograph, but is appended to it. It contains a description of the social phenomena before which the worker is simply passive and the good and bad consequences cannot be attributed to him (LePlay--translation by Professor Samuel Dupertuis)(20).

A description of the part of the explanatory text, the means and mode of existence, will give some idea about what specific items were included in the study. Means of existence included the sources of income which were in the case of European workers, property, subsidies, special work, and home industries. Under mode of living came expenditures on food and shelter and other living expenses. Food was comprised of cereals, fats, meat and fish, vegetables and fruits, condiments and stimulants, fermented beverages, and food consumed away from home. Under shelter there were housing, furniture upkeep, heating and lighting. Other expenses of living were the acquisition of clothing, the laundering of clothes and linens, religion or charity, education of the children, recreation, health service, expenses concerning home industries,

taxes and insurance.

The first person to make use of LePlay's method along with statistical method in studying family living was Earnest Engel. Many of his ideas were influenced by LePlay such as:

. . . the suggestion made by LePlay, but developed by Engel, that economic progress was to be measured by the relative change in the proportion of expenditures for food allocated to forms of nutrition of animal origin as contrasted with those for food of vegetable genus (20).

According to LePlay the budget was the starting point of any family living study, and Engel thought that percentages of family expenditures spent on food was "an accurate and truthful measure of the material well being of a people" (20).

Engel's Law had two aspects--one was "that the importance of food in the budget was the best single index of the social position of the laborer" (14). The second form as developed by Engel was

. . . the poorer the individual, a family, or a people, the greater must be the percentage of the income necessary for the maintenance of physical sustenance, and again of this a greater proportion must be allowed for food (20).

LePlay's method supplemented by statistical method in American studies was used in studying Horseneck, IZard County, Arkansas (20). First, the community of Ozark Highlands was studied in general. The study included area, population, number and vital characteristics, psychological and moral characteristics, mobility, mores and morals of the community. It also discussed means and methods of living, homes and housing, work and economic activities, religious, social and recreational activities, and family living of the people in general. The study of family living included income, food, clothing, health, sundries, personal items and miscellaneous items.

After studying the community as a whole, families of that community were studied according to different income and status groups. But the studies of each group had common features. Each one of them was observed for the information regarding the description of the family, history and religious background of the family, the property, the work of the members of the household, the food and food habits, the house and its surroundings, the clothing, and the family budget for one year.

Another American study which made use of LePlay's method and statistical method was done by Robert S. Lynd and Helen M. Lynd. These studies are Middletown and Middletown in Transition done in 1924-25, and in 1935 respectively. The purpose of the Lynds' was to trace changes which had been occurring during the period 1890-1925 in a typical American town. The city selected for the study was called Middletown, and the selection was based on its representative features of contemporary American life (11). The emphasis of this study was primarily upon the social change, and the effects of social change on the families and the society as a whole, rather than on the family living of a particular period, although this required the study of individual families in their various aspects.

The method used in this study was a combination of various methods, like observing people in different places and in different situations, interview with families and individuals, compilation of statistics, participation in the local life, and examination of documentary materials. The city was studied on the basis of various activities people did in order to attain maximum objectivity. So it was said:

This study accordingly proceeds on the assumption that all the things people do in this American city may be viewed as falling under one or another of the following six main trunk activities:

Getting a living.
 Making a home.
 Training the young.
 Using leisure in various forms of play, art and so on.
 Engaging in religious practices.
 Engaging in community activities (11).

Besides these six groups of activities historical background of the city was studied. It gave a brief account of what happened over 19th Century and before 1890 which was taken as the base period of the study.

The activities related to getting a living were emphasized more than other aspects, because,

. . . as the study progressed it became more and more apparent that money medium of exchange and cluster of activities associated with its acquisition drastically condition the other activities of the people (11).

Under the first section, "Getting a living," characteristics studied were distribution of workers according to age, sex, marital status, education, personal background, percentage of young people having education, and went out of Middletown for their living, occupations of people, condition of employment, and its effects, change in the attitudes and motivations of Middletown people toward work and the change in the standard of living from 1890-1925.

The second section of this study was "Making a home" which included the description of the kind of houses Middletown people lived in, marriage customs, mating, husband-wife relationships, attitude of people towards divorce and family planning. There was also a discussion on child-rearing practices, authority patterns in disciplining the child, the education of the children at home, expectations of parents from the children, food, clothing and housework.

The items studied in connection with the third section, "Training the Young," were school systems, attitude of parents toward children's

education, the relation between children's education and financial status of the family, the subjects taught in the school, the teachers, and their qualifications and background, recreational and extracurricular activities of students in the schools.

The fourth section, "Using leisure," had the discussion on traditional ways of spending leisure, inventions remaking leisure and the organization of leisure. The last two mostly reflected the social changes which were occurring at that time with the appearance of movies, clubs, etc.

Under the section, "Engaging in religious practices," were discussed dominant-religious beliefs, where and when religious rites were carried on, leaders and participants in religious rites and religious observances.

The last section, "Engaging in community activities," was studied under five heads. These were (1) machinery of government; (2) keeping healthy which included health practices, medical facilities, and access to medical treatment; (3) caring for the unable and institutions for this; (4) getting information through newspapers; and (5) things making and unmaking of group solidarity.

After doing the first study, the Lynds went back again to the same city in 1935 to study the changes which had occurred in Middletown within ten years of boom and depression. This study called Middletown in Transition was done along the same line as was the first one although some aspects were studied that were not included in the first study. These aspects were "Caring for the Unable during Depression"; "Middletown Spirit"; and "Middletown Faces Both Ways." Another important difference between these two studies was that the later one included the study of a group of wealthy families, while in the first study, "these families are

not a group apart but are merged in the life of the mass of the business folks" (12).

A statistical study related to family living done in the area of home economics was The Consumer-Purchases Study of 1935-36. This study was based on the assumption of Engel that the pattern of family expenditure was a measure of well-being of the family.² In this study facts from over 300,000 consumer units in 51 cities, 140 villages, and 66 farm countries were secured by the Bureau of Home Economics of the Department of Agriculture, Bureau of Labor Statistics of the Department of Labor, National Resources Committee and Central Statistical Board (3). It was stated that

Through this study of family expenditure patterns and of consumption habits it is hoped to develop objective criteria by which to evaluate the relative planes of living which family budgets afford under different conditions (18).

The amount and distribution of expenditures were studied for 29 million families of two or more persons, and for 10 million individuals.

The items which showed the expenditure pattern were:

- Savings
- Food
- Housing
- Household operation
- Home furnishing
- Clothing
- Automobile
- Other transportation
- Medical care (3)

Another one of the statistical studies of family living patterns in the field of home economics is Patterns of Living in Puerto Rican Families done by Lydia J. Roberts and Rose Luisa Stefani in 1949. It was

²Day Monroe, "Levels of Living of the Nation's Families," J. of Home Eco., Vol. 29 (December, 1937), pp. 665-670.

felt by the staff of the Home Economics Department in Puerto Rico that in order to reorganize the curriculum in home economics it was essential to know the needs of the families in Puerto Rico, "since the objectives of home economics is the improvement of home and family living in Puerto Rico" (15).

In this statistical study 1,000 families were selected for the sample. Information was collected by visiting and interviewing families according to the schedule which was prepared on the basis of information needed. There were seven broad sections on which data were collected.

These sections were:

- I. The Families
- II. The Housing Conditions
- III. Conditions of Living in the Home
- IV. Health Conditions
- V. Diets of the Families
- VI. Diets of the Families (continued)
- VII. Educational and Cultural Advantages

Each section was discussed under different subsections. Section I, The Families, was studied according to distribution by location, size of the household, sex and age of the family members; income and occupation which included total family income, chief breadwinner, occupation of chief breadwinner, contributions to income, and per capita income, composition of households including household employees; educational status which covered adults 25 years of age and over, persons under 25 years of age, grade now in; effects of regions and income on school attendance; and information about mothers including age, education, employment, children born by age of mothers, fate of children, effects of family

income on births and deaths, and effects of education of mothers on births and deaths.

Section II described the type of dwelling, home ownership, location of houses, wetness or dryness of location, materials of which houses were built, exterior finishes of houses, size of houses, type of rooms, total number of rooms, number of persons per room, crowdedness, attractiveness and livableness of the home. This section also included a detailed study of kitchens based on the type of kitchen, type of walls and floors and size of the kitchen, type of cooking facilities, type of fuel used, number of cooking places; availability of ovens, cooking utensils and refrigerators; and working and storage space in the kitchen.

Section III was divided into four parts which were furnishings of the home, conditions for sleeping, facilities for eating, and work of the household. The furnishings of the home were described according to total number of pieces of furniture of all kinds the families had, types of furniture, closets and storage facilities, clocks, methods of telling time. Conditions for sleeping were studied under the following heads: room crowding, sleeping facilities, bed crowding, sleeping surface and bedding, and mosquito nets. The study of facilities for eating included dishes and utensils for eating and kinds of dishes. The discussion of work of the household covered the information regarding who does the various household tasks; work of mothers, daughters, sons, fathers, servants and others; and the variation with income in overall patterns. This subsection also included a description of dish washing and laundry which were discussed under the following heads: where are dishes washed, in what are dishes washed, is hot or cold water used, with what are dishes washed and dried, soap and scouring agents, how is dishwater

disposed of, how often families wash clothes, where is washing done, procedure used in washing, and dry cleaning.

Section IV, Health Conditions, was discussed under six heads which were water supply, bathing facilities, disposal of waste materials, prenatal care of mothers, care of the baby after birth and what families do when they are sick. Each of these subsections was studied in detail, like water supply was described on the basis of its source, what was done to make water safe, and hardships involved in obtaining water; bathing facilities included availability of hot or cold water, baths in menstruation and herb baths; disposal of waste materials, covered garbage and other trash and disposal of human excreta; prenatal care of mothers included the study of care received by mothers, when care was begun, where the baby was born, care during lying-in period, who did the work of the house, length of lying-in period, diet of prospective mother, work of the mother and postpartum examination. Care of the baby after birth was studied according to the source of advice families had, how often babies were seen by doctors during first year, breast feeding, foods given during the first year, clothing, and where does the baby sleep. Under the subsection "what families do when they are sick" were discussed general types of treatment used for headaches, colds, menstrual pain, skin infections, insect bites, lice, gastro-intestinal disorders, pasmus, fainting, swollen ankles, wounds, burns, and running ears, chills and fever, chest pains, and other more serious conditions; types of home remedies as tea, sedatives, disinfectants, ointments and liniments, cough syrups and other medicines, baths, rubs, compresses, and external use of plants, use of laxatives, and the conditions for which they were used, suitability of home remedies; and how often sick persons were

taken to a hospital.

Section V, Diets of the Family, was studied quite extensively under the heads of all kinds of food, like milk, high quality protein foods, cereal and legumes, vegetables, fruits, fats, sugar and sweets, and seasoning and miscellaneous foods. In each of these foods, the study was concerned with the availability, source, amount used by the family and the individual, frequency of use, the way they were used, the kinds used and the method of preparation and preservation.

Section VI which was also the study of diets of the families included types of meals; the day's diet as a whole and their adequacy which comprised four types of diet in different regions; and home food production from cows and goats, poultry and eggs, pigs, rabbits, fish, shrimp and crabs, vegetables and fruits. Comparisons were also made between rural and urban, and lower and higher income families.

Section VII, educational and cultural advantages, included reading material as newspapers and magazines, adult classes, memberships in clubs, ownership of cars, radio and musical instruments.

Lastly, the study dealt with the implications of the findings, and suggestions for improving the living conditions of families in Puerto Rico.

An examination of some of the statistical studies done in India prior to partition gave some ideas regarding items of family living that had been included in those studies. The inquiry of agricultural population of the Punjab made by the Famine Commission, India, included reports from families of 18 districts in the Punjab.

Each district reported on a number of families for such items as status; the composition of the family; the area cultivated; a one year's produce in amounts and values; other miscellaneous income; total income in rupees; expenditures for taxes and rent;

and for grains used respectively for food, seed, and other purposes by types, amount and value; expenses for labor, for necessities not produced by the farm or the family labor, and the total expenditures. This is followed by an analysis of the surplus, if any, with the method of disposal or investment. A description is given of the residence, of cattle and of the chattels (19).

Another study was made by the students of the University of Madras regarding 18 South Indian villages in 1916-17. This study included "the description of the population, statistics on land, agriculture, description of the village, subsidiary industries, sanitation and education" (19). In addition, current prices of staples and records of family expenditures were also studied.

"Report on An Inquiry into Working Class Budgets in Bombay" by Shirras, G. P. in 1921-22 "deals with size and earnings of families, cost and consumption of food, fuel and lighting, clothing, miscellaneous articles, house, rent, and housing conditions" (19).

"A Study of Food Habits of Fifty Families in Husain D'Silva Town in Karachi" by Najma Afridi dealt with origin of family, size of family, occupation of father, educational level of the homemaker, range of monthly income, monthly expenditure on food, persons planning meals, food likes and dislikes, factors considered while planning meals, attitudes of housewife toward 10 common food fallacies, recall of food consumed in previous 24 hours and list of foods consumed by family during one week.

In this study the writer is interested in the method of study and items included in these various research studies to a greater extent than to the findings from these studies. Some of the findings, of course, are outdated but Engel's laws were derived from the early studies of LePlay and others. These laws remain applicable to contemporary family living

patterns. They state

that as income increases the proportion of income required for food is a decreasing share of the whole expenditure although the absolute amount of money spent for food, of course, actually increases as income increases; and that the proportion spent for "sundries" for the cultural wants of education, health, reading, service, increases as income increases. The proportions going to shelter, clothing, fuel and light, in Engel's view remain practically unchanged whatever be the income (3).

Findings from later studies continue to support Engel's laws which have been further interpreted by Andrews into standard of living and plane of living. According to Andrews:

The consumer's standard of living is his pattern of inner values, of subjecting desires and insistences as to goods and services which he considers essential, and to achieve which he will make any reasonable sacrifice, such as working longer hours or postponing marriage (3).

One's standard of living reveals the personality, philosophy and also the kind of experiences one had in life. It is a subjective concept, and its influence is very great on economic behavior of the person and the family.

Distinguished from the standard of living is the plane of living as the objective list of goods and services currently achieved in consumption and therefore enumerable by an observer (3).

Describing a horizontal stratification of families created by money income in the 1926 to 1930 period in the United States Andrews identified seven levels on economic behavior of the person and the family.

I. Substandard, poverty or social-aid incomes are those of families temporarily or permanently with inadequate income because of unemployment or mental or physical incapacity and in which the simplest physical needs can only be fully met through public or private charitable aid given. . . . no savings, no insurance, . . . slum housing with one or two rooms is the rule; food is inadequate, but, at that, takes 50 per cent or more of whatever income there is. . . .

II. A minimum standard income or an American living wage . . . provides for all physical needs and a few cultural needs, such as the daily newspaper and the contribution to church and labor organization, but is inadequate as regards health, insurance (burial insurance), savings (at risks of health), and social needs. . . . Food requires 40 to 50 per cent, housing is of three to four rooms.

III. "A minimum comfort income" of which food requires about 35 per cent; it provides housing of four rooms, clothing for protection and some social needs, more insurance and a small savings reserve; it makes possible a wider range of miscellaneous expenditures--movies, radios, reading; paid medical care except in emergencies. . . .

IV. The comfort income standard . . . provides for some personal choice in satisfying physical needs and allows for expansion of social needs; . . . about 30 per cent goes for food. Savings and more adequate insurance, . . . housing of five to six rooms, and home ownership is possible; high school education is provided to children; clothing is chosen partly by social standard.

V. The moderate income standard . . . 25 per cent is required in food; the six or eight-room house and home ownership are common. . . . clothing are chosen for quality and style; college education for children is common; although often at a sacrifice; sons and daughters train for careers. Cultural goods such as books and magazines and vacations appear more generously, these families, although not most wealthy, often provide community leadership.

VI. The well-to-do income standard . . . is six times the minimum; food costs 15 per cent or less of income; housing is of eight to ten rooms; . . . expenditures for memberships and contributions and liberal savings and insurance . . . large car, travel and cultural goods as well as comforts and minor luxuries are enjoyed.

VII. Liberal income standard may be described as having income of twice the well-to-do or higher. . . . This family when socially minded, is a constructive force with members serving on boards of trustees, and national welfare committees (3).

From these descriptions of pattern of living studies important items of expenditures and relationships among the items have been identified. These will be incorporated into an instrument which the writer will describe along with her procedure in Chapter III.

CHAPTER III

DEVELOPMENT OF THE INSTRUMENT

The purpose of this study was to develop an instrument for studying family living patterns of students in Dacca College of Home Economics. The development of the instrument was based on the methods of various family living studies done in the field of sociology and home economics. In Chapter II different family living studies were reviewed with the emphasis on methods and items included in those studies. As to methods, two different types of family living research were reviewed. One was referred to as the LePlay method and the other the statistical study. Because of certain difficulties in using the LePlay method in Pakistan, the writer decided to develop an instrument designed for statistical study. Another reason for selecting the statistical method instead of the LePlay method was that the main purpose of this study was to know family living patterns rather than the relationship between the family and society. Although LePlay's method was not followed in developing the instrument in this study, some of the items included in LePlay's monographs were incorporated into the instrument.

After studying various reports of family living, it was observed that there were some common aspects of family life which determine the patterns of living of families. These common aspects were:

1. Description of income
2. Description of occupation
3. Housing condition

4. Health condition
5. Food habits and food consumption
6. Recreation and education

In this study the writer considered it helpful to take these aspects as the basis for developing the instrument. Besides these aspects there were some other aspects not included in each of the studies reviewed; for example, in the Puerto Rican study the family budget was not included, whereas in LePlay's study and in other studies great emphasis was placed on family budgets. Some of the other items, besides family budgets, not included in all studies mentioned were influence of religion, home industries, taxes, insurance, paid service, sanitation and home management. Since these aspects have great influence on families in Pakistan, the writer considered these important enough to be included in the instrument developed in this study.

The instrument in the form to be presented to the student is included at the end of this chapter. It is designed as a questionnaire that can be checked or completed by each student with a minimum of writing. Each section is separate and complete so that a single section may be used by an individual subject matter teacher. There are six sections in the instrument. Each of these sections has different subsections. Each section with its subsections and some of the reasons for including the items will be presented individually and in sequence in this chapter.

Section I. Background Information

- A. About the students
- B. About the family

This instrument was developed to be used with the students. The

first section was designed to seek some information about students and families so that the person involved in research can interpret the findings in terms of family's income, educational and occupational status. Information about the students and their families was considered important in developing materials for the teacher to use in teaching. General information would help the teacher know the students and their family backgrounds better. Certain specific information would help teachers give the subject matter emphasis that would be useful to the students and their families.

Section II. Food Habits

- A. Foods eaten regularly
- B. Factors affecting meal planning
- C. Common beliefs concerning food
- D. Food likes and dislikes
- E. Food marketing
- F. Home production
- G. Record of one day's meal

The purpose of this section was to know about the nutritional status of the family, family's awareness about nutrition and health, and availability of resources for food. Studies have indicated that the recall of recently consumed meals is indicative of family food patterns and that liked and disliked foods aid in planning a nutrition education program. Items included in the subsections A through G were considered helpful to serve this purpose.

Section III. Housing Condition

- A. Condition of the house
- B. Condition of living
 - 1. Sleeping
 - 2. Eating
 - 3. Bathroom
 - 4. Lighting
 - 5. Furnishing
 - 6. Kitchen
 - 7. Laundry

Housing condition of a family is an indication of its level of living. If improvement is to be made in the housing condition of a family, it is necessary to know what kind of house the family lives in, what arrangements they have for sleeping, eating, grooming, cooking, laundry and other household activities.

Section IV. Home Management

- A. Family receipts and expenditures
- B. Allocation of work among family members
- C. Arrangement of work areas
- D. Decision making about work and spending of money
- E. Contact with financial institutions
- F. Buying habits
- G. Time management

One of the ways through which a family can improve their level of living has been to manage their resources: material and non-material. Items included in this section will reveal how a family has managed their money, time, energy, skill and other resources. The various historical

studies all report a relationship between expenditures for family living items and an increase or decrease in income, and an increase or decrease in family size.

The studies of LePlay and Engel indicated that one of the ways of studying standard of living was to know the pattern of a family's receipts and expenditures. The more expended on the basic necessities like food, as compared to other items like recreation and education indicates a lower level of living. An increased percentage of total expenditure on recreation and education reveals a higher standard of living. The study of receipts and expenditures of Pakistani families was considered necessary to ascertain levels of living. The study of allocation of work among family members may indicate how much time and energy the homemaker may have for household work, and also the cooperation among family members. Efficient use of time and energy of the homemaker depends upon how the work areas in the house are arranged. A knowledge of work areas in Pakistani families will help the teacher to know where improvement may be made. Decision making about work and spending of money will help the teacher to know who is the manager in Pakistani families. Information about the family's contact with financial institutions and buying habits will enable the teacher to know how much help the students need as consumers. Efficient use of time is a sign of good management. The teacher of home management needs to know students' concept of time, and to learn whether they consider time as a resource or not.

Section V. Health Condition

- A. Water supply
- B. Disposal of waste material

- C. Care of the sick
- D. Influence of epidemic diseases and immunization
- E. Care of mothers before and after pregnancy

One of the important general objectives of the family unit has been to keep family members in good health. Good health conditions and sanitation depend on availability of safe water, arrangement of disposal of waste material, protection families take against diseases, and how families take care of sick persons. Other factors, such as food and housing conditions which affect health, were included in other sections of the questionnaire.

Section VI. Recreation and Education

- A. Kinds and forms of recreation
- B. Education through magazines, newspapers and books
- C. Role of parents in education

Budget expenditures for educational purposes occur only after physical necessities of families are met. Thus in order to know the family living patterns it was considered necessary to find out what families do for education, including religious education of family members, how they spend their leisure time, and in what ways parents have been responsible for children's education.

A PATTERN OF LIVING QUESTIONNAIRE

I. BACKGROUND INFORMATION

A. About the Student

1. Class: 1st Year 2nd Year 3rd Year
 4th Year 5th Year 6th Year
2. Age: _____
3. Married , Single .
4. What is your place among your brothers and sisters?
1 2 3 4 5 6 7 8

B. Information About the Family

1. What is the total monthly money income?
Under Rs 300 Rs 800 - 899
Rs 300 - 399 Rs 900 - 999
Rs 400 - 499 Rs 1000 - 1099
Rs 500 - 599 Rs 1100 - 1199
Rs 600 - 699 Rs 1200 and Above
Rs 700 - 799
2. Who is the bread winner? _____
3. What is the occupation of the bread winner? Business
 Govt. Employee Private Employee Profession
4. Is there more than one source of money income? Yes No
5. If so, what are the sources? Rent Income from Land
 Business Other.
6. Is there more than one earner in the family?
 None One Two Three More than three
7. If there is more than one other than the earner indicate the occupation of each.

8. How many members are there in the family? 3 4 5
 6 7 8 9 10 11 12 13 14 15
9. How many persons are in the following age groups?
 1 through 5 26 through 30 51 through 55
 6 through 10 31 through 35 56 through 60
 11 through 15 36 through 40 61 through 65
 16 through 20 41 through 45 66 through 70
 21 through 25 46 through 50 Over 70 years
10. How many male members are there in the family? _____
11. How many female members are there in the family? _____
12. What are the educational qualifications of the parents, or of the husband in case of married students? _____

13. In what part of the town do you live (name)? _____

II. FOOD HABITS

A. Foods Eaten Regularly

Food Item	Daily	More Than Thrice a Week	Thrice a Week	Twice a Week	Once a Week	Never
MILK GROUP						
Milk						
Curd						
Butter						
Cheese						
Ice Cream						
Sweet Meats from Milk						
MEAT GROUP						
Beef						
Mutton						
Poultry						
Fish/Prawns						
Eggs						
Pulses						
Dried Beans						
Dried Peas						
VEGETABLE GROUP						
Green Leafy						
Yellow						
Pumpkin						
Gourd						
Brinjal						
Squash						
Beans						
Potatoes						
Green Banana						
Jackfruit Seed						
Radishes						
Beets						
Lettuce						
Okra						
Cauliflower						
Cabbage						
Turnips						
Others						
FRUIT GROUP (when in season)						
Mangoes						
Lichies						
Pineapples						
Papayas						
Guavas						

Food Item	More Than					
	Daily	Thrice a Week	Thrice a Week	Twice a Week	Once a Week	Never
FRUIT GROUP CONT.						
Bananas						
Grapefruit						
Oranges						
Apples						
Peaches						
Grapes						
Cherries						
Melons						
Lemons						
Limes						
Pears						
Pomegranites						
Jackfruit						
Berries						
Others						
DRY FRUITS						
Dates						
Prunes						
Raisins						
CEREAL GROUP						
Rice						
Bread						
Breakfast Cereal						
Chapati						
Others						

B. Factors Affecting Meal Planning

1. In what order of preference are the following factors considered while planning the family meals?

Factors:

	1st	2nd	3rd	4th	5th	6th	7th
a. Amount of food available	_____	_____	_____	_____	_____	_____	_____
b. Likes and dislikes	_____	_____	_____	_____	_____	_____	_____
c. Kinds of food available	_____	_____	_____	_____	_____	_____	_____
d. Necessary for health	_____	_____	_____	_____	_____	_____	_____
e. Easy to prepare	_____	_____	_____	_____	_____	_____	_____
f. Amount of money	_____	_____	_____	_____	_____	_____	_____
g. Cost of food	_____	_____	_____	_____	_____	_____	_____

C. Reactions to some Common Beliefs Regarding Food

1. What is your reaction to the following statements? Circle A for Agree; D for Disagree; U for Do Not Know.

- A D U a. Milk and Fish should never be eaten together as it will cause skin disorders.
- A D U b. Meat and fish should not be eaten together.
- A D U c. Eating watermelon with rice causes indigestion.

- A D U d. Milk is a food only for children, and adults do not need it.
- A D U e. Beef is inferior to mutton in nutritional value.
- A D U f. Beef is more difficult to digest than mutton.
- A D U g. Vegetable juices and meat soups possess greater ability to promote health than the whole vegetable or meat.
- A D U h. Breakfast should be missed if there is no appetite.
- A D U i. Starvation during fevers will hasten recovery.
- A D U j. Lemons, oranges, or other citrus fruit should never be eaten when one has a cold.
- A D U k. Craving for a special food; e.g., tea, coffee, or sweets, means that the body needs it.
- A D U l. Ice cream is bad for teeth.
- A D U m. Raw egg is better than cooked egg nutritionally.
- A D U n. Guavas cause constipation.
- A D U o. Apples are very nutritious fruits.
- A D U p. Food cooked with plenty of fat (ghee) is good for the health.

D. Food Likes and Dislikes

1. A list of food is given below. Indicate those foods which you like, and those which you do not like.

List of foods:

- | | |
|------------|------------------|
| a. Milk | f. Sweet Pumpkin |
| b. Beef | g. Spinach |
| c. Mutton | h. Guavas |
| d. Chicken | i. Papayas |
| e. Pulse | j. Rice |
| | k. Bread |

- a. Foods you like: (Write in order of Preference)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- b. Foods you dislike: (Write in order of degree of Dislike)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- c. What is the reason or reasons of your liking those foods you mentioned?

	Good for Health	Tasty	Other Reasons
Milk	_____	_____	_____
Beef	_____	_____	_____
Mutton	_____	_____	_____

	Good for Health	Tasty	Other Reasons
Chicken	_____	_____	_____
Pulse	_____	_____	_____
Sweet Pumpkin	_____	_____	_____
Spinach	_____	_____	_____
Guavas	_____	_____	_____
Papayas	_____	_____	_____
Rice	_____	_____	_____
Bread	_____	_____	_____

d. What are the reasons of disliking those foods you mentioned?

	Bad for Health	Bad Taste	Other Reasons
Milk	_____	_____	_____
Beef	_____	_____	_____
Mutton	_____	_____	_____
Chicken	_____	_____	_____
Pulse	_____	_____	_____
Sweet Pumpkin	_____	_____	_____
Spinach	_____	_____	_____
Guavas	_____	_____	_____
Papayas	_____	_____	_____
Rice	_____	_____	_____
Bread	_____	_____	_____

E. Food Marketing

- Who does the most of the food buying in the family?

_____ Servant	_____ Grown-up Daughter
_____ Father or husband	_____ Grown-up Son
_____ Mother or wife	_____ Other Relatives
- How Often do you buy your food?

_____ Daily	_____ Twice a week
_____ Thrice a week	_____ Once a week
- About how much of your total income do you spend for food each week?

_____ Less than Rs 10	_____ Rs 31 through 35
_____ Rs 11 through 15	_____ Rs 36 through 40
_____ Rs 16 through 20	_____ Rs 41 through 45
_____ Rs 21 through 25	_____ Rs 46 through 50
_____ Rs 26 through 30	_____ Rs 51 and above
- Assuming you had an increase of Rs 30 per month, would you spend more on food?

_____ Yes	_____ No
-----------	----------
- If you would spend more money on food which ones would you buy more of? Indicate your preference by marking 1,2,3,etc.

a. _____ Meats	f. _____ Cereals or breads
b. _____ Vegetables	g. _____ Sweets
c. _____ Fruits	h. _____ Beverages
d. _____ Milk or cheese	i. _____ Others
e. _____ Eggs	j. _____ None

F. Home Production

1. Do you have home production of food? If so, which ones of these do you grow?

<input type="checkbox"/> Fish	<input type="checkbox"/> Lichies	<input type="checkbox"/> Peas
<input type="checkbox"/> Poultry	<input type="checkbox"/> Mangoes	<input type="checkbox"/> Corn
<input type="checkbox"/> Potatoes	<input type="checkbox"/> Berries	<input type="checkbox"/> Ginger
<input type="checkbox"/> Tomatoes	<input type="checkbox"/> Guavas	<input type="checkbox"/> Garlic
<input type="checkbox"/> Cauliflower	<input type="checkbox"/> Papayas	<input type="checkbox"/> Turnips
<input type="checkbox"/> Okra	<input type="checkbox"/> Lime	<input type="checkbox"/> Beans
<input type="checkbox"/> Other Leafy	<input type="checkbox"/> Grapefruit	<input type="checkbox"/> Spinach
<input type="checkbox"/> Vegetables	<input type="checkbox"/> Milk	<input type="checkbox"/> Chilies
<input type="checkbox"/> Bananas	<input type="checkbox"/> Onions	<input type="checkbox"/> Others
<input type="checkbox"/> Jackfruit	<input type="checkbox"/> Cabbage	

G. Record of One Day's Meals

1. List the foods and their approximate amounts that you (person responding) ate yesterday.

MEALS	AMOUNTS
Breakfast	
Snack	
Lunch	
Tea	
Dinner	

What other foods, if any, were available to you at these meals which you did not eat?

III. HOUSING CONDITIONS

A. Condition of the House

1. What type of house are you living in?
 - Conventionally-built house (rented)
 - Conventionally-built house (owned)
 - Apartment house
 - Apartment in large house
 - With other family in conventionally-built house
 - Other
2. What kind of materials is the house made of?
 - Brick wall with cement floor and roof
 - Brick wall with tile or brick floor and concrete roof
 - Brick wall with tin roof and cement floor
 - Tin roof with tin walls and floor of earth
 - Bamboo wall and tin roof
 - Bamboo wall and straw roof
 - Mud wall and mud floor with straw or tin roof
3. How far is your house boundary from your neighbors?

<input type="checkbox"/> 1 - 2 yards	<input type="checkbox"/> 5 - 6 yards
<input type="checkbox"/> 2 - 3 yards	<input type="checkbox"/> 6 - 7 yards
<input type="checkbox"/> 3 - 4 yards	<input type="checkbox"/> 7 or more yards
<input type="checkbox"/> 4 - 5 yards	
4. How far is your house from the street?

<input type="checkbox"/> 1 - 2 yards	<input type="checkbox"/> 5 - 6 yards
<input type="checkbox"/> 2 - 3 yards	<input type="checkbox"/> 6 - 7 yards
<input type="checkbox"/> 3 - 4 yards	<input type="checkbox"/> 7 or more yards
<input type="checkbox"/> 4 - 5 yards	
5. What is the condition of the ground where your dwelling is situated?

<input type="checkbox"/> Dry all the time	<input type="checkbox"/> Wet most of the time
<input type="checkbox"/> Dry part of the time	<input type="checkbox"/> Frequently flooded
6. How many stories are there in your house?
7. Which of the following rooms do you have in your house?
Indicate the number of each one.

<input type="checkbox"/> Dining room	<input type="checkbox"/> Bedrooms for adults
<input type="checkbox"/> Living room	<input type="checkbox"/> Children's bedroom
<input type="checkbox"/> Kitchen	<input type="checkbox"/> Storeroom
<input type="checkbox"/> Study room	<input type="checkbox"/> Garage
<input type="checkbox"/> Bathroom	<input type="checkbox"/> Others

B. Condition of Living

1. Sleeping
 - a. How many bedrooms do you have in the house?

<input type="checkbox"/> one	<input type="checkbox"/> four
<input type="checkbox"/> two	<input type="checkbox"/> five or more
<input type="checkbox"/> three	
 - b. How many people sleep in different rooms?

<input type="checkbox"/> Room number one	<input type="checkbox"/> Room number four
<input type="checkbox"/> Room number two	<input type="checkbox"/> Room number five
<input type="checkbox"/> Room number three	

- c. What kind of beds do you use?
 Coil spring Woven wire springs
 Cloth or rope Wooden board
- d. What kind of padding on the surface do you use?
 Mattress
 Thin pad stuffed with cotton or other material
 Sacks or sheets
- e. How many beds are there in your house?
 1 3 5 7 9
 2 4 6 8 10

2. Eating

- a. Where do you eat?
 Dining room Another place
 Kitchen Where? _____
 Veranda
- b. While eating on what do you sit?
 Chair at a table Mats on the floor
 Bench at a table Another way
 Low stool
- c. Do you eat
 as a family group?
 individually whenever a person has time?
- d. Do children eat with the adults? Yes No

3. Bathroom

- a. How many bathrooms do you have?
 1 3
 2 4 or more
- b. What type of bathroom do you have?
 Attached to the bedroom or any other room
 Separate from the house
- c. What kind of water source do you have in the bathroom?
 Running water from the city supply
 Water taken from the well
 Water from the water pump
- d. Does the bathroom have
 bathtub and shower bathtub only
 shower only neither

4. Lighting

- a. What are the sources of light in your house?
 Electricity
 Kerosene oil
 Candle
- b. How many individual permanent sources of light are there in the following rooms?
- | | | | | |
|-------------------|-------------------------------|----------------------------|----------------------------|------------------------------------|
| 1. Dining room | <input type="checkbox"/> none | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 or more |
| 2. Drawing room | <input type="checkbox"/> none | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 or more |
| 3. Bedroom--No. 1 | <input type="checkbox"/> none | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 or more |
| 4. Bedroom--No. 2 | <input type="checkbox"/> none | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 or more |
| 5. Kitchen | <input type="checkbox"/> none | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 or more |
| 6. Study room | <input type="checkbox"/> none | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 or more |
| 7. Bathroom | <input type="checkbox"/> none | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 or more |

c. Do you carry additional supplementary light into the following rooms?

- | | | | | |
|------------------|---------------------------------|-------------------------------------|---------------------------------|--------------------------------|
| 1. Dining room | <input type="checkbox"/> Always | <input type="checkbox"/> Frequently | <input type="checkbox"/> Seldom | <input type="checkbox"/> Never |
| 2. Drawing room | <input type="checkbox"/> Always | <input type="checkbox"/> Frequently | <input type="checkbox"/> Seldom | <input type="checkbox"/> Never |
| 3. Bedroom--No.1 | <input type="checkbox"/> Always | <input type="checkbox"/> Frequently | <input type="checkbox"/> Seldom | <input type="checkbox"/> Never |
| 4. Bedroom--No.2 | <input type="checkbox"/> Always | <input type="checkbox"/> Frequently | <input type="checkbox"/> Seldom | <input type="checkbox"/> Never |
| 5. Kitchen | <input type="checkbox"/> Always | <input type="checkbox"/> Frequently | <input type="checkbox"/> Seldom | <input type="checkbox"/> Never |
| 6. Study room | <input type="checkbox"/> Always | <input type="checkbox"/> Frequently | <input type="checkbox"/> Seldom | <input type="checkbox"/> Never |
| 7. Bathroom | <input type="checkbox"/> Always | <input type="checkbox"/> Frequently | <input type="checkbox"/> Seldom | <input type="checkbox"/> Never |

5. Furnishing

a. Which of the following furniture do you have in your home? Indicate the number.

- | | |
|--|--|
| <input type="checkbox"/> Chairs | <input type="checkbox"/> Easy chairs |
| <input type="checkbox"/> Rockers | <input type="checkbox"/> Small stools |
| <input type="checkbox"/> High Stools | <input type="checkbox"/> Bench |
| <input type="checkbox"/> Small tables | <input type="checkbox"/> Large tables |
| <input type="checkbox"/> Desks | <input type="checkbox"/> China closet |
| <input type="checkbox"/> Bookcases | <input type="checkbox"/> Cupboards |
| <input type="checkbox"/> Clothes closets | <input type="checkbox"/> Dresser |
| <input type="checkbox"/> Sofas | <input type="checkbox"/> Wardrobe (Almira for clothes) |
| <input type="checkbox"/> Bed | <input type="checkbox"/> Mirror |
| <input type="checkbox"/> Radio | <input type="checkbox"/> TV |
| <input type="checkbox"/> Record player | <input type="checkbox"/> Radiogram |
| <input type="checkbox"/> Tape recorder | <input type="checkbox"/> Lamps |
| <input type="checkbox"/> Sewing machine | <input type="checkbox"/> Rugs |
| <input type="checkbox"/> Refrigerator | <input type="checkbox"/> Almira (kitchen) |
| <input type="checkbox"/> Shelf | <input type="checkbox"/> Clock |

6. Kitchen

a. Where is food usually prepared in your home?

- In a separate room
 In the veranda
 In a small shed attached to the house
 On the ground out of doors

b. What types of wall do you have in the kitchen?

- | | |
|---|--|
| <input type="checkbox"/> Brick wall with plaster | <input type="checkbox"/> Bamboo wall |
| <input type="checkbox"/> Brick wall without plaster | <input type="checkbox"/> Mud wall |
| <input type="checkbox"/> Wooden wall | <input type="checkbox"/> Corrugated tin wall |
| <input type="checkbox"/> Wall made of straw | |

c. What types of floor do you have in the kitchen?

- Brick and cement
 Brick only
 Mud

d. What kind of stoves do you have in your home?

- | | |
|-----------------------------------|---------------------------------|
| <input type="checkbox"/> Electric | <input type="checkbox"/> Wood |
| <input type="checkbox"/> Gas | <input type="checkbox"/> Coal |
| <input type="checkbox"/> Oil | <input type="checkbox"/> Others |

e. How many cooking places do you have?

- | | |
|------------------------------|---------------------------------------|
| <input type="checkbox"/> One | <input type="checkbox"/> Three |
| <input type="checkbox"/> Two | <input type="checkbox"/> Four or more |

f. Which of the following articles do you have in your kitchen. Indicate the number.

- | | |
|--|---|
| <input type="checkbox"/> Stove | <input type="checkbox"/> Sink |
| <input type="checkbox"/> Refrigerator | <input type="checkbox"/> Oven |
| <input type="checkbox"/> Round bottom pots | <input type="checkbox"/> Flat bottom pans |
| <input type="checkbox"/> Kawrai | <input type="checkbox"/> Skillet |
| <input type="checkbox"/> Frying pan | <input type="checkbox"/> Kettle |
| <input type="checkbox"/> Dishpans | <input type="checkbox"/> Mortar and pestle |
| <input type="checkbox"/> Rolling board | <input type="checkbox"/> Rolling pin |
| <input type="checkbox"/> Meat grinder | <input type="checkbox"/> Chopping board |
| <input type="checkbox"/> Small bowl | <input type="checkbox"/> Large bowl |
| <input type="checkbox"/> Slicing edge | <input type="checkbox"/> Kitchen knife |
| <input type="checkbox"/> Baking tins | <input type="checkbox"/> Measuring cups |
| <input type="checkbox"/> Measuring spoons | <input type="checkbox"/> Ladle |
| <input type="checkbox"/> Strainer | <input type="checkbox"/> Serving spoon |
| <input type="checkbox"/> Can opener | <input type="checkbox"/> Egg beater |
| <input type="checkbox"/> Haman dista | <input type="checkbox"/> Tea pot |
| <input type="checkbox"/> Grater | <input type="checkbox"/> Toaster (indicate if it is electric) |
| <input type="checkbox"/> Pot holders | |
| <input type="checkbox"/> Stirring spoons | <input type="checkbox"/> Bucket |

7. Laundry

- a. How often do you do your laundry?
 daily more than thrice a week thrice a week
 twice a week once a week less than once a week
- b. How do you do your laundry?
 all at home
 all by the commercial laundry
 part of it at home and part of it by the washerman
- c. Where do you do your laundry?
 Within the house from running water supply
 Within the house with water from the well or water pump
 Outside the house by the pond or riverside
 Washing machine
- d. What do you use for cleaning and sanitation?
 Hot water only Hot water and soap
 Bleach only Hot water, soap, and bleach
 Soap only None of these
 Hot water and bleach
- e. How much do you starch your clothes?
 All of them
 Some of them which we use for going out
 None of them
- f. How do you dry your clothes?
 On the line
 On the grass or bush
 Any other way
- g. How much do you iron your clothes?
 All of them
 Some of them which we use for going out
 None of them

	Mother Wife	Father Husband	Daughters	Sons	Other Relatives	Ser- vants
Select clothes	_____	_____	_____	_____	_____	_____
Make clothes	_____	_____	_____	_____	_____	_____
Mend clothes	_____	_____	_____	_____	_____	_____
Manage the home	_____	_____	_____	_____	_____	_____

C. Arrangement of Work Areas

1. Do you have a definite place where you always cook?
 Yes No
2. Do you have a definite place where you prepare your food to be cooked, like making "roties," cutting vegetables, grinding spices, etc.? Yes No
3. Do you have a definite place where you wash dishes and wash vegetables, etc.? Yes No
4. Where do you wash dishes?
 Kitchen
 Kitchen veranda
 Near the well or water pump
5. If dishwashing is in the kitchen where is it located?
 In one corner of the room separated from the cooking and food preparation area.
 Near the stove.
 Near the area where you prepare food to be cooked like grinding spices, trimming meat, etc.
6. If the dishwashing is done near the well or water pump, how far is the water from the cooking area?
 Less than one yard One yard
 Two yards Three yards
 Four yards Five yards
 Six yards Seven yards
 Eight yards Nine yards
 Ten yards or more
7. Where do you cook?
 Kitchen
 Veranda
 Outside
8. Where is your stove placed?
 On the floor
 On a table or base
9. If the stove is on the table or a base, how high is the stove from the floor?
 Less than 12" 25" to 30"
 12" to 15" 31" to 35"
 16" to 20" 36" or more
 21" to 24"
10. How far is the cooking area from the food preparation area?
 Less than one yard Three yards
 One yard Four or more yards
 Two yards
11. Where do you prepare your food for cooking?
 On the floor
 On the table

D. Decision Making About Work and Spending of Money

1. Who decides the allocations of the household work? Check the appropriate column or columns to identify the persons who decide the allocation of the household work:

	Mother	Father	Both Parents	Children	All Members
Buy food					
Prepare meals					
Serve meals					
Wash dishes					
Clean house					
Do laundry					
Care for baby (day)					
Care for baby (night)					
Select clothes					
Make clothes					
Mend clothes					
Manage the home					
Purchase large items					
Purchase small items					
Insurance					
Banking					
Saving					
Use of credit					
Expense of education of children					
Monthly allowance of children					

2. When you plan for your expenditures what factors are most important in influencing your decision. Rank in order of importance, putting 1 for the factor of greatest influence in terms of the type expenditure being made; 2 for the second most important factor, etc. until 7 which is for the least influencing factor. Example: In buying clothes for the family I am influenced most by price, 2nd by family need, 3rd by religious restrictions, 4th by individual needs, 5th by what other people think, 6th by our standard of living, and 7th by amount of money available. Thus I would put the numbers under one another in the column headed "Clothing" so that as I read toward the bottom of the page I would read 2, 4, 7, 1, 5, 6, and 3. Now in a similar manner will you please rank the factors influencing your decisions in the eight different spending areas named.

Factors Influencing Decision	Clothing	Housing	Home Fur- nishing	Health Service	Recre- ation
Family Needs	2				
Individual Needs	4				
Amount of Money Available	7				
Price of the Item	1				
What other people (other than the family) think about the purchase	5				
Your Standard of Living	6				
Religious Restrictions	3				

Factors Influencing Decision	Education	Religion Charity	Insurance Saving	Laundry Grooming
Family Needs				
Individual Needs				
Amount of Money Available				
Price of the Item				
What other people (other than the family) think about the purchase				
Your Standard of Living				
Religious Restrictions				

E. Contact with Financial Institutions

1. Where do you keep your savings?

<input type="checkbox"/> Home	<input type="checkbox"/> Banks
<input type="checkbox"/> Insurance companies	<input type="checkbox"/> Invest directly in business
<input type="checkbox"/> Stocks and bonds	<input type="checkbox"/> Others
2. If you have an emergency and, say, you are in need of Rs 5,000 in cash, where can you get this money?

<input type="checkbox"/> Own savings
<input type="checkbox"/> Borrow from the bank
<input type="checkbox"/> Sale of stocks and bonds
<input type="checkbox"/> Borrow from friends or relatives
<input type="checkbox"/> Borrow from non-institutional money lenders
<input type="checkbox"/> Sale of any kind of property, like land, house, or cattle, etc.

F. Buying Habits

1. What are the things you buy yourself:

<input type="checkbox"/> Food	<input type="checkbox"/> Household equipment (small)
<input type="checkbox"/> Clothing	<input type="checkbox"/> Large durable goods
2. When you buy food, what are the things you consider most? Rank 1 for most important, 2 for second in importance, etc.

<input type="checkbox"/> Price
<input type="checkbox"/> Quality
<input type="checkbox"/> Location of the place where you buy
<input type="checkbox"/> Saleman's behavior
3. Do you buy food always from the same place?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------
4. Do you buy perishable and non-perishable food everyday in small amounts?

Perishable food:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Non-perishable food:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Do you buy food on credit?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
------------------------------	-----------------------------	------------------------------------
6. What are the things you consider when you buy clothing?

<input type="checkbox"/> Price
<input type="checkbox"/> Quality
<input type="checkbox"/> Location of the shop from your home
<input type="checkbox"/> Saleman's behavior
<input type="checkbox"/> Size and kind of store
7. Do you always buy from the same store?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------
8. Do you look for things in different stores or in one store?

<input type="checkbox"/> One store	<input type="checkbox"/> Different stores
------------------------------------	---
9. What are the things you consider when you buy small household equipment?

<input type="checkbox"/> Price
<input type="checkbox"/> Quality
<input type="checkbox"/> Distance from the shop from the house
<input type="checkbox"/> Saleman's behavior
<input type="checkbox"/> Size and kind of the store
10. Do you always buy from the same store?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------

11. Do you look for things in different stores or in one store?
 One store Different stores
12. Do you buy household equipment on credit?
 Yes No Sometimes
13. What are the things you consider when you buy large durable equipment?
 Price
 Quality
 Location of the store
 Saleman's behavior
 Size and kind of store
14. Do you buy them on installment credit or cash?
 Cash Installment credit
15. Do you compare the prices and interest rates (in case of installment credit) in different stores?
 Yes No
16. When you buy large items for the family does it affect family expenditures on the following items? If so indicate, which ones of them.
 Food Savings for emergency
 Clothing Educational expense
 Shelter Recreation and miscellaneous expenses

G. Time Management

1. Is your time enough for your everyday work?
 Yes No
2. Do you get enough sleep at the end of the day?
 Yes No
3. Do you plan your time for your everyday work?
 Yes No
4. If so, are you satisfied with your planning of time?
 Yes No
5. Do you sometimes make a conscious effort to finish a job within a short time?
 Yes No
6. Do you do your work
 at the last moment?
 much before it is due?
 a little ahead of time?
7. When you have to go somewhere at a particular time, are you usually
 a little late?
 just in time?
 much before the time?

V. HEALTH CONDITION

A. Water Supply

1. Where do you get your water from?
 well pond water pump running water supply
2. If you do not have running water, do you get water within the house?
 Yes No

3. If you have to carry water from outside, how far is the source?
 Very close Not very close Too far
4. Do you do anything to make the water safe?
 Yes No
5. If so, what do you do?
 Boiling Adding potassium permanganate
 Adding chlorine Others

B. Disposal of Waste Material

1. What do you have for the disposal of food waste?
 Have none
 Taken by garbage collector
 Fed to animals
 Buried or burned
 Thrown in the yard, field, or stream
2. What do you do for the disposal of empty cans and boxes?
 Nothing
 Use for other purposes
 Sell
 Bury them
 Taken by the garbage collector
 Throw them in the yard, field, street, or river
3. What kind of system do you have for the disposal of human waste?
 Flush toilet Latrine No particular facilities

C. Care of the Sick

1. Did you have any serious illness within the last year?
 yes No
2. If yes, what kind of illness?

3. Who took care of you?
 Mother/wife Son/brother
 Father/husband Others
 Daughters/sisters
4. Where did you stay?
 Home Hospital
5. Who usually takes care of the sick people in your home?
 Mother/wife Son/brother
 Father/husband Servants
 Daughters/sisters Other relatives or neighbors
6. When you are sick do you live in a separate room?
 Yes No Depending on the disease
7. Do people in your family go to the hospital when they are sick?
 Yes No In case of very serious illness

8. A list of illnesses is given below. Indicate for which ones you seek outside help and for which ones you resort to home remedies. Circle O for outside help, H for home remedies.

<input type="radio"/> H	1. Headache	<input type="radio"/> H	12. Persistent vomiting
<input type="radio"/> H	2. Colds	<input type="radio"/> H	13. Burns
<input type="radio"/> H	3. Menstrual pain	<input type="radio"/> H	14. Running ears
<input type="radio"/> H	4. Skin eruptions	<input type="radio"/> H	15. Chills and fevers
<input type="radio"/> H	5. Insect bites	<input type="radio"/> H	16. Persistent cough
<input type="radio"/> H	6. Fainting	<input type="radio"/> H	17. Difficult breathing
<input type="radio"/> H	7. Swollen ankles	<input type="radio"/> H	18. Persistent pain in chest
<input type="radio"/> H	8. Indigestion	<input type="radio"/> H	19. Blood spitting
<input type="radio"/> H	9. Diarrhea	<input type="radio"/> H	20. Toothache
<input type="radio"/> H	10. Colic		
<input type="radio"/> H	11. Wounds		

9. Which of the following home remedies do you use?

<input type="checkbox"/> Teas	<input type="checkbox"/> Alkaline or pectine substances
<input type="checkbox"/> Syrups	<input type="checkbox"/> Baths and rubs
<input type="checkbox"/> Medicine	<input type="checkbox"/> Disinfectants
<input type="checkbox"/> Leaves, external drops	<input type="checkbox"/> Compresses and poultices
<input type="checkbox"/> Sedatives	<input type="checkbox"/> Miscellaneous
<input type="checkbox"/> Laxatives	
<input type="checkbox"/> Ointments	

10. Can you get quick medical help in case of any emergency?
 Yes No
11. When you have to consult a doctor, where do you go?
 Hospital Private Practitioner
12. Do you get any free medical help?
 Yes No
13. If so, how?
 Government employee Free medical hospital

D. Influence of Epidemic Diseases and Immunization

1. Do you immunize yourself every year?
 Yes No
2. What kind of immunization do you take?
 Smallpox
 Cholera
 Typhoid
3. Does everybody in your family take immunization regularly?
 Yes No
4. How soon do you vaccinate a baby?
 First year Fourth year
 Second year Fifth year or above
 Third year
5. Did you have any epidemic disease in your family within the last year?
 Yes No
6. If so, was it confined to one person?
 Yes No

7. Did the sick person stay in the same room with others?
 Yes No

E. Care of Mother Before and After Her Last Pregnancy

1. Did she have any medical help during pregnancy?
 Yes No Date of pregnancy _____
2. If yes, what kind of help did she have?
 Midwife Lady doctor
 Health visitor Hospital
3. When did she have first medical check-up?
 First month Sixth month
 Second month Seventh month
 Third month Eighth month
 Fourth month Ninth month
 Fifth month Tenth month
4. How often did she see the doctor?
 a. In the first six months
 More than once a month
 Once a month
 Once in two months
 Once in three months or more months
 b. Before the last month
 Once a week
 Once in two weeks
 Once in three weeks
 Once in a month
 Once in two months or more
 c. Last month
 More than once a week
 Once a week
 Once in two weeks
 Once in three weeks or more
5. Where was the baby born? Home Hospital
6. Who attended her during the delivery?
 Doctor Nurse
 Registered midwife Nonregistered midwife
7. If she was in the hospital during the delivery, how long did she stay there?
 Three days More than one week
 More than three days Two weeks or more
 One week
8. When she was at home, who took care of her during the lying-in period?
 Mother Sisters
 Mother-in-law Neighbors
 Husband Friends
 Sisters-in-law Other relatives
9. Who did the work of the house?
 Mother Neighbors
 Husband Friends
 Sisters Paid servant
 Children Other relatives

10. How long was the lying-in period?
 Less than one week Three weeks or more
 One week or more Four weeks or more
 Two weeks or more Five weeks or more
11. Indicate by checking the following list how differently did she eat during her pregnancy?
 No differently More salads and vegetables
 More fruits No salt
 More milk No tea
 More eggs or meat Ate less
 No fats Ate more
 Less fats
12. How differently did she work during the pregnancy?
 No differently Did not do any work
 Rest more Did not do heavy work
 Did not do laundry Did no sewing
 Did not carry water
13. Did she have a post-partum examination?
 Yes No
14. How many times was the baby seen by a doctor during the first year?
 None 7 - 8
 1 - 2 9 - 10
 3 - 4 11 or more
 5 - 6
15. From whom did she receive advice on care of a baby?
 None Mothers or relatives
 Health unit Neighbors
 Private doctor or clinic Midwife
 Visiting nurse
16. How long was the baby breast-fed?
 None One to two years
 Less than one year Three years or more
17. Did she have any difficulty in nursing her baby?
 Yes No
18. How long did the baby have only milk?
 Less than three months First nine months
 First three months First year
 First six months
19. What other foods did the baby receive during the first year?
 Fruit Vegetables
 Cereals Family diet
 Eggs
20. Where did the baby sleep?
 With parents With other children
 In own bed With grandmother

VI. RECREATION AND EDUCATION OF THE FAMILY MEMBERS
INCLUDING RELIGIOUS EDUCATION

A. Kinds and Forms of Recreation

1. What kinds of recreation do you have?
- | | |
|---|---|
| <input type="checkbox"/> Picnics | <input type="checkbox"/> Watching TV |
| <input type="checkbox"/> Movies | <input type="checkbox"/> Eating out |
| <input type="checkbox"/> Sports and Games | <input type="checkbox"/> Going to clubs |
| <input type="checkbox"/> Listening to the radio | <input type="checkbox"/> Going out in countryside
or riverside |

B. Education through Magazines, Newspapers, and Books

1. Do you subscribe to magazines? If so, what kind?
- | | |
|---|--|
| <input type="checkbox"/> Pictorial magazines | <input type="checkbox"/> Digest magazines |
| <input type="checkbox"/> Children's magazines | <input type="checkbox"/> Women's magazines |
| <input type="checkbox"/> Movie magazines | <input type="checkbox"/> Religious magazines |
| <input type="checkbox"/> Professional magazines | <input type="checkbox"/> Time or Newsweek |
2. Do you subscribe to newspapers? If so, what kind?
- | | |
|--|--------------------------------------|
| a. <input type="checkbox"/> Bengali | b. <input type="checkbox"/> Daily |
| <input type="checkbox"/> Urdu | <input type="checkbox"/> Weekly |
| <input type="checkbox"/> English (Pakistani) | <input type="checkbox"/> Fortnightly |
| <input type="checkbox"/> Any foreign one | |
3. What kind of books do you have in your home?
- | | |
|---|---|
| <input type="checkbox"/> None | <input type="checkbox"/> Travel stories |
| <input type="checkbox"/> Novels and Fiction | <input type="checkbox"/> History |
| <input type="checkbox"/> Philosophy | <input type="checkbox"/> Science |
| <input type="checkbox"/> Religious | <input type="checkbox"/> Any kind of encyclopedia |
| <input type="checkbox"/> Any other kind | |

C. Role of Parents in Education

1. Who is responsible for the religious education of the children?
- | | |
|----------------------------------|--|
| <input type="checkbox"/> Parents | <input type="checkbox"/> "Maulanas" teaching at home |
| <input type="checkbox"/> School | <input type="checkbox"/> Other relatives |
2. When do you begin religious education of children?
- | |
|--|
| <input type="checkbox"/> At 6 years to 8 years old |
| <input type="checkbox"/> At 9 years to 11 years old |
| <input type="checkbox"/> At 12 years to 14 years old |
| <input type="checkbox"/> At 15 years to 17 years old |
| <input type="checkbox"/> At 18 years and above |
3. At what age do children begin to observe religious duties everyday?
- | |
|---|
| <input type="checkbox"/> 10 years to 11 |
| <input type="checkbox"/> 12 years to 13 |
| <input type="checkbox"/> 14 years to 15 |
| <input type="checkbox"/> 16 years or more |
4. Who is responsible for general education of your children?
- | | |
|---------------------------------------|---|
| <input type="checkbox"/> Mother | <input type="checkbox"/> Tutor at home |
| <input type="checkbox"/> Father | <input type="checkbox"/> Parents and school |
| <input type="checkbox"/> Both parents | <input type="checkbox"/> All of them |
| <input type="checkbox"/> School | |

5. At what age do the children begin their education?
 4 years
 5 years
 6 years
 7 years or more
6. Did your children go to nursery school?
 Yes No
7. Did they go to kindergarten?
 Yes No
8. Did they go to English-medium school?
 Yes No
9. Who was responsible for the first lesson of your children?
 Mother
 Father
 Both parents
 School
10. If the children have any questions regarding their studies, whom do they usually ask?
 Mother
 Father
 Both Parents
 Brothers or Sisters
 Other Relatives
 Teachers
 None

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

The purpose of this study was to develop an instrument of research for studying patterns of living of the families for students in Dacca College of Home Economics, East Pakistan. The three main objectives were to provide teachers of the College of Home Economics in Dacca with an instrument through which they could be aware of students' needs and resources; to provide an opportunity to the teachers to teach home economics according to students' needs; and to help students and their families to participate in the home economics program. In order to develop the instrument various researches on family living patterns done in different areas and in different cultures and at different points in time were studied.

The studies included in the review of literature were mainly of three types: the LePlay method of individual family study, the statistical analysis of budget facts method, and a combination of the two. LePlay made the family budget as the starting point of family living research, and he used the method of observation which was designed to collect a great deal of information about a few representative families.

Patterns of Living in Puerto Rico by Lydia J. Roberts and Rose Luisa Stefani was representative of the statistical method in home economics research. The purpose of their study was comparable to the present study, and many of its aspects were included in the instrument developed.

An early study which made use of LePlay method and statistical method was done by Ernest Engel. He emphasized family budget as well as expenditure on food and other necessities as the measure of determining standard of living of a family.

LePlay's method supplemented by statistical method in American studies was used in studying Horseneck, IZard County, Arkansas, and also in Middletown and Middletown in Transition done by Robert S. Lynd and Helen Merrill Lynd in 1924-25 and in 1935 respectively.

Studies done in India before partition and in Pakistan after partition regarding different aspects of family living were also reviewed in order to determine what aspects of family living were to be included in the instrument developed.

The instrument developed in this study was a questionnaire which had six main sections. The different aspects of family living included in these sections were supported by the review of literature regarding standard of living studies. The six sections with different subsections are as follows:

- I. Background information about the students and their families.
- II. Food Habits
 - A. Foods Eaten Regularly
 - B. Factors Affecting Meal Planning
 - C. Reactions to Some Common Beliefs Regarding Food
 - D. Food Likes and Dislikes
 - E. Food Marketing
 - F. Home Production
 - G. Record of One Day's Meals
- III. Housing Conditions
 - A. Condition of the House
 - B. Condition of Living
 1. Sleeping
 2. Eating
 3. Bathroom
 4. Lighting

5. Furnishing
6. Kitchen
7. Laundry

IV. Home Management

- A. Family Receipts and Expenditures
- B. Allocation of Work Among Family Members
- C. Arrangement of Work Areas
- D. Decision Making About Work and Spending of Money
- E. Contact With Financial Institutions
- F. Buying Habits
- G. Time Management

V. Health Condition

- A. Water Supply
- B. Disposal of Waste Material
- C. Care of the Sick
- D. Influence of Epidemic Diseases and Immunization
- E. Care of Mothers Before and After Her Last Pregnancy

VI. Recreation and Education of Family Members Including Religious Education

- A. Kinds and Forms of Recreation
- B. Education Through Magazines, Newspapers, and Books
- C. Role of Parents in Education

The writer expects that this questionnaire will be used by the teachers with the students in Dacca College of Home Economics in order to know the students and their families. Each teacher may use the first section which relates to individual and family background and the particular section of the questionnaire related to her field of teaching, since the whole questionnaire may be too long for one group of students to complete at one time. Student responses accumulated over a period of time should furnish factual statistical evidence useful to government agencies interested in patterns of family living as well as educational leaders and teachers.

Pakistan being a developing country, the standards of living of Pakistan's families are very low. The government of Pakistan and various organizations have been trying to raise the levels of living of Pakistan's

families through different means. In order to work directly with the families for raising their levels of living it is necessary to know how families live. No comprehensive study has been made to know the patterns of living of Pakistan's families in general although fragmentary studies have been made regarding some aspects of family living. The present study was concerned with the development of an instrument which could be used with the families of students in Dacca College of Home Economics. These families will represent only a part of the whole population. In order to have a broader view about how Pakistan's families live this instrument can be used with other families in different parts of the country. Research can be carried on in villages as well as in cities. In the country the people who are responsible for rural development can work with families directly, people who are in charge of Urban Community Development Programs, and also various women's organizations. Another possibility is that the graduate students in the College of Home Economics can study the pattern of a particular community as part of their research projects.

Since East and West Pakistan are far apart it is difficult to compare the levels of living between the families in the two wings without the help of many facts. Research regarding the patterns of living of families in both wings will help people understand better how people in the part of the country live, and what their problems and needs are.

Lastly, the study regarding the patterns of living of Pakistan's families can also be made over a long period of time in order to determine any change in the levels of living. This will help to evaluate development programs that are going on at present.

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