

SOME RECOMMENDED BASES FOR HOME ECONOMICS CURRICULUM  
DEVELOPMENT IN THE SECONDARY SCHOOLS OF PAKISTAN  
WITH EMPHASIS UPON THE DEVELOPMENTAL TASKS

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## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

This study was made in an attempt to recommend some bases for curriculum development in home economics for the secondary schools of Pakistan.

#### Importance of the Study

The need for formulating a well-rounded program in homemaking is felt all over Pakistan. Pakistan needs a program that will help raise the standard of living of its peoples by educating them in health and hygiene, in nutrition, in the upbringing of children, and in the management of resources. But for Pakistan to have a fully rounded and effective home economics program, one of the major purposes of home economics education must be included - the development of the individual. A good home economics program should instruct the individual student in a better understanding of human relations, in developing desirable concepts and attitudes, and in developing skill in homemaking tasks so that there will be an individual sense of achievement and, hence, a greater happiness.

In Pakistan the social and economic conditions are changing rapidly. Due to industrialization and development of the country, the home

is being affected in many ways: the joint family system is fading away, women are working outside the home, and servants are getting scarce. For this reason greater emphasis is being given to the education of women than in former days, for it is felt that education will help women to meet the everyday problems they must face in a changing society.

From a survey of literature, the author feels that an effective home economics curriculum - one that is closely related to the living conditions and problems of Pakistan - is important to the destiny of the nation. Furthermore, the author feels special emphasis should be given to the developmental task concept as a basis for such an effective curriculum.

Developmental tasks are those that each individual must learn as he grows, and they can be helpful to the teacher in knowing the problems the children of a particular group are facing, and improve the nature and timing of the teaching process so that a child may be successful in learning the tasks at or about the same age as most children in his culture master them. The developmental task concept, according to Havighurst, emphasizes the method of approach rather than the objective itself, for example, the way a person satisfies his needs instead of the need itself. A curriculum based on such a concept would help each pupil achieve each of his developmental tasks when he is physically and psychologically mature for it.

Through such a home economics program, the author feels that the young women of Pakistan will learn better ways to rear their children, and will find greater satisfaction in a fuller life for themselves.

In the procedure of this study, a survey of literature was made relating to curriculum development, human growth and development, developmental tasks, and social conditions of Pakistan. Selected aspects from the literature were used as a basis for suggesting learning experiences, based upon the concept of developmental tasks for the adolescent girls in Pakistan in the areas of home management, and foods and nutrition.

Grateful appreciation is extended to Dr. Nell Logan for her patient and valuable guidance from beginning to the completion of this study. Her suggestions, helpful criticism, and considerable understanding and encouragement made the task a pleasant one. Gratitude is expressed to Dr. June Cozine, to Dr. Ilse Wolf for their helpful suggestions, and to the Pakistan-Ford Foundation Program which made this study possible.

## CHAPTER II

### PHILOSOPHY OF EDUCATION WITH EMPHASIS ON HOME ECONOMICS EDUCATION

The purpose of education in a democratic society is to provide conditions which promote continuous growth of the individual in all areas of living with a view to achieving the democratic way of life. It should aim toward the development of individuals who are socially sensitive and cooperative, can solve problems, are creative, logically consistent, and who are able to make decisions. The democratic society needs individuals who are (1) able to think for themselves, (2) capable of recognizing the rights and privileges of their fellow man, (3) responsible for promoting the good of mankind, and (4) continuously sensitive to the consequences of their own actions.

A careful analysis of educational literature reveals at least three definite purposes basic to democratic living.

1. Relying upon the free play of intelligence in solving problems
2. Using cooperative activity for promoting personality development
3. Fostering optimum individual development

Democratic education, therefore, should encourage individuals to be creative and imaginative in their thinking, to express the differences

of opinion with mutual respect, and to strive for values that are rational and humane. Many educators consider democratic education as that education which alone can bring peace and prosperity to mankind in this world. Wise men have always appreciated the value of this kind of education. The ancient Greek philosopher Plato (30) said:

Man, if he enjoys the right education and a happy endowment, becomes the most divine and civilized of all human beings; but he is the most savage of all the products of the earth if he is inadequately and improperly trained. (p. 3)

Educators have attempted to define education and its purposes in various ways: John Dewey (11), the forerunner of modern educational theory, said:

We thus reach a technical definition of education. It is that reconstruction or reorganization of experience which adds to the meaning of experience, which increases the ability to direct the course of subsequent experience. (p. 89)

It is apparent from the above statement that all genuine education according to Dewey (11) comes through experience. But it does not imply that every experience is educative. Pupils learn by doing and thinking which involves experience, but the experience has to be of a certain positive quality in order to be called educative. Interactivity with one's environment and continuity of this activity are features of all experience, which is an important part of education as John Dewey (12) states:

The fundamental factors in the educative process are an immature, undeveloped being; the certain social aims, meanings, values incarnate in the matured experience of the adult. The educative process is the due interaction of these forces. Such a conception of each in relation to the other as facilitates completest and freest interaction is the essence of educational theory. (p. 7-8)

B. H. Bode (7) said that real education aims at humanizing people



by stimulating them to a continuous reconstruction of their outlook on life. Any social order based upon democratic living recognizes and respects cooperative group action where all individuals are encouraged to participate in the construction and reconstruction of values and decisions considered beneficial for the common good.

According to Paul Woodring, (55) the proper aim of education is to help the individual to make wise decisions. The educated person should be able to choose between good and bad, between truth and falsehood, between the beautiful and the ugly, and between worthwhile and trivial. Woodring (55) believes these qualities are characteristic of the educated individual.

Decision making requires thinking through the problems, and this creative thinking is considered essential in democratic societies; therefore, Woodring (55) believes that education should provide the student with problems which will stimulate this type of thinking, thereby providing an environment in which the student can make wise decisions. It is vitally important, therefore, that the community provide the proper learning atmosphere by stimulating and guiding pupils to seek excellence in those areas of learning which help make the world a better place in which to live. The improvement of one's ability to reason and make wise decisions should certainly be one of the aims of education.

The 'optimum development' of the individual is the goal which can be achieved through intelligent use of knowledge. Woodring (55) stated this point of view:

Knowledge, scholarship, and the preservation of

cultural heritage - these are not the ends of education; at best they are means toward ends. The end is the "growth" of the whole child. (p. 72)

It has already been discussed that a democratic society places value on (1) respect for the individual, (2) concern for the well-being of others, and (3) rational thinking as a tool for decision making and judging or evaluating results. A home economics education program likewise emphasizes the above factors in its philosophy. This is clearly presented in a statement of philosophy and objectives by the Commission on Philosophy and Objectives of the American Home Economics Association (31).

Home economics is the field of knowledge and service primarily concerned with strengthening the family life through: educating the individual, improving the services and goods used by families, conducting research to discover the changing needs of individuals and families, and the means of satisfying these needs, furthering community, national, and world conditions favorable to family living. (p. 4)

It is evident from the above statement that home economics also places emphasis upon the development of the individual in the social setting. It aims at developing and maintaining wholesome physical and mental health, fine human relationships, well-balanced personality, and a satisfying philosophy of life. Poise and self confidence which are important aspects of the well-balanced personality may be attained through many ways provided by the home economics curriculum, such as, studying and practicing good grooming, learning about manners, preparing food, extending hospitality, improving and beautifying the home, and in meeting the problems of family life.

The aim of home economics is not only the improvement of the

individual, but also improvement of home and family living. For family and home are the basic units of society, and the educational value of the home has been recognized since the dawn of civilization. It is the first school for the child as the mind receives everlasting impressions in the childhood; therefore, home holds first position among social institutions in developing and guarding human values. It is in the home that children first learn to cooperate and become sensitive to the needs of others, or they may learn just the opposite and be antagonistic, selfish, and egotistical. What is learned depends upon the quality of the interpersonal relationships of families during the child's formative years. Therefore, a good home is conducive to the development of the wholesome personality. A "good" home is that home in which families have considerable understanding of each other, where there is mutual love, cooperation and sympathy, and respect for individual personalities. This is why a study of family relationships in a home economics program helps a person to adjust satisfactorily in the home, in the community, and in the world at large.

Home economics also helps in achieving a set of values. Every person must decide for himself what he wants most out of life. This requires evaluating several objectives and developing attainable goals in terms of the individual's ability. The individual needs guidance in setting up and achieving realistic goals. The achievement of goals depends upon the skills and techniques that an individual develops; home economics emphasizes the acquiring of these techniques and skills of living. The techniques and skills needed include both human and material resources. The way a person uses his resources influences

the type of life he leads. As individual homemakers improve their ability to use individual and family resources, it appears that this in turn should contribute to the general well-being of the country. In general, home economics helps the individual in using individual and family resources for the attainment of the values set up as most worthwhile in life.

Home economics is a science as well as an art. It is a science in that it involves the application of knowledge and truths which have been arrived at through scientific processes. It is an art in that it applies artistic skills in achieving beauty and in developing aesthetic taste and values. Therefore, home economics utilizes the principles of science and art in helping the individual achieve better, happier, healthier living. A home economics program includes the knowledge of basic sciences and arts, such as food and nutrition, clothing, housing, child care, home management and family relationships. Such a program helps families by applying the principles of biological and chemical sciences, psychology, sociology, economics, physics, engineering and the arts to the problems of home and family living. Home economics also encourages cooperation among individuals simply by dealing with food, clothing and shelter which are continuous problems of the individual and often require cooperation among groups. Home economics encourages people to solve the daily problems of life with mutual respect for each other's feelings and with a sense of responsibility and willingness to forego individual activities for the common good. The solution to these problems often leads to a better and happier life.

The study of home economics, therefore, offers opportunities for youths to grow in the following directions which have already been outlined by educators as those purposes basic to democratic living.

1. Cooperation
2. Social sensitivity
3. Responsibility
4. Analytical thinking

Home economics recognizes individual differences, and helps the student to understand himself as an individual and work toward the development of his potentials by offering opportunity to those who are interested in pursuing scientific endeavors, to those who are interested in pursuing artistic endeavors, as well as to those who are interested in pursuing endeavors which combine both the scientific and artistic.

A brief description of home economics reveals its wide scope and rich field as it involves the doing of all the necessary things in providing a healthy environment in the home for the desirable growth of individuals in every way -- socially, mentally, emotionally, and spiritually. Spafford (43) states:

Home economics is concerned with all that affects immediate personal and family living, the feeding, the clothing, the housing of the individual and the family, the management of resources, the development and care of the sick, and the every day social relationship of people. With the increasing interdependence of individuals and families, the social, political, and economic conditions which affect their living have become of increasing interest to home economics. (p. 1)

Briefly, the objectives of home economics center around values and goals, interpersonal relationships, management of resources,

consumption of goods and services, human growth and development, intelligent decision making, health, cultural understanding and appreciation, and social action. These objectives are stated by O'Toole (32) in a talk entitled "Home Economics in Higher Education

- Implications for Curriculum Building" as:

1. To develop some ability in identifying, evaluating, and redefining values pertinent to personal, family, and community living.
2. To grow in ability to understand and to develop satisfying interpersonal relationships for living throughout the personal and family life cycle.
3. To develop some ability to plan for the purchase and use of consumer goods and services and their selection and acquisition in harmony with individual and family values and goals.
4. To grow in ability to make and carry out intelligent decisions regarding the use of personal, family, and community resources.
5. To develop interest in becoming an informed and intelligent participant in social action which promotes the well being of an individual and the family on local, national, and world levels.
6. To grow in some ability in applying the principles and procedures of management to the tasks of maintaining a home so that they contribute to attaining the values and goals of the individual, family, and society.
7. To apply understandings to the promotion and maintenance of optimum mental and physical health for self and others in the home and community.
8. To grow in understanding and appreciation of differing cultures and ways of life at local, national, and international levels.
9. To increase in ability to foster human growth and development at every stage of the family cycle. (p. 346)

She (37) further emphasizes that the home economics curriculum should help students:

. . . develop ability to do critical thinking, to clarify values, to develop further in creativity, and to acquire the necessary knowledge, understandings, attitudes, interests, appreciations, skills, and habits. (p. 346)

Homemaking education in the United States is designed to help girls and boys to gain some of the needed skills in homemaking and to develop some understanding of human relationships which may help them in achieving satisfying home living for themselves, their families, and their communities. It has been pointed out that these skills include functional operations as well as intellectual concepts. Furthermore, home economics encourages planning, executing, and evaluating various activities important in maintaining a satisfactory home and community life. It appears to the writer that home economics in the secondary schools of Pakistan may be improved by working toward similar goals and purposes.

## CHAPTER III

### BASIC PRINCIPLES IN CURRICULUM DEVELOPMENT

Curriculum is generally defined as all the activities engaged in by pupils which are provided, supervised, or directed by the school. The problem of developing a curriculum for effective living is as old as education itself. Educators have always been concerned with developing a curriculum appropriate for an everchanging world. Some of the bases of curriculum planning, along with the beliefs of great educators of America, will be discussed in this chapter.

The broad aims of education are achieved more or less successfully by the kinds of curriculum provided for the education of children. Curriculum planning in turn may be the orderly study and improvement of schooling in the light of objectives. Krug (26) has clarified this point of view in the following way:

Curriculum consists of the means of instruction used in the schools to provide opportunities for student learning experiences leading to desired learning outcomes. In most present-day discussion and writings, these means of instruction include the classroom studies, the guidance or counselling program, school and community service projects, school-related work experience, school health services, school camps, the school library, and those activities known as extracurricular or extra-class. (p. 3)

This is a broad picture of curriculum planning, but it can provide for orderly arrangement of educational experiences in all aspects of the life and work of the school.



Krug (26) classified various activities of curriculum planning into five groups: (1) identifying and stating educational objectives, (2) developing the all-school program, (3) teaching and learning, (4) providing curriculum guides, and (5) providing instructional aids and materials. These activities, if planned properly may help the individual to achieve his goals in the light of democratic living. The study of educational objectives involves the use of materials from the fields of psychology, sociology, and philosophy. Curriculum planners can benefit from the use of these materials in identifying the problems involved in planning programs.

#### SOME BASES FOR CURRICULUM DEVELOPMENT

A glimpse of the historical development of curriculum reveals that various approaches have been used from time to time. Briefly, these approaches include:

The Classical Approach. The classical or traditional approach to curriculum building was patterned after the beliefs of the classicists. The classicists believed that self-cultivation or self-perfection was the desirable ideal of education. Bode (7) has stated this point of view regarding the classicists.

The final obligation of the individual is to himself and to himself alone. He has social obligations only in so far as these are bound up with this obligation to his self-perfection. Social obligation is, in a sense, a by-product. (p. 53)

The Formal Discipline Approach. One of the earliest and oldest bases for selecting curriculum materials has been derived from the doctrine

of formal discipline and the faculty theory, as explained in transfer of training. The followers of this doctrine believed that subject matter must be difficult enough to tax the intellect of the pupils. The mind, if trained in difficult subjects, can function in any capacity and under different conditions, on the ground that learning is transferable. Transfer of training implies that training in a subject like Latin will help in an unrelated subject such as physics. The transfer is gained through exercise of the different faculties, thereby increasing the power of the mind. Formal discipline lays emphasis on the accumulation of knowledge with a belief on transfer. Emphasis was laid on drill, rote, and memorization.

The Moral Training Approach. The influence of Christianity has been responsible for making moral lessons an important part of the curriculum. In certain areas the missionaries took a leading part in establishing schools; therefore, the church exercised great influence over the curriculum. Since the church placed so much emphasis on moral training, every lesson was expected to contain a specially designed moral lesson.

The Maintaining Class Distinction Approach. The school curriculum was expected to maintain class distinction and the materials were selected on that basis. The subjects were selected for their social values rather than their utilitarian values. Nothing was taught from the practical point of view, but from the society's point of view as it was prevalent in those days. The curriculum was comprised of many subjects such as singing, dancing, sewing, knitting, embroidery, horse-back riding, pantomime, and foreign languages. This type of curriculum

was expected to enable the pupils to fit into the society and be known as a member of the polite or elite group of cultured people.

The Preparation for College Approach. College entrance requirements have influenced high school curriculum planning, and the school has had a difficult task to live down that limited conception. The purpose of secondary education was considered to prepare students for college. Hence, only those subjects that were included in the college curriculum were recommended in the school curriculum. For example, if the college is small and offers limited courses, the school should also offer those limited courses. It is now believed that a college curriculum need not be so specific in their prescription in order to assure students that they will be prepared to pursue college courses, for many students do not enter college, and a majority of the students become employed after graduating from high school. In the modern society one of the purposes of secondary education is to prepare students for various jobs by offering a variety of courses that may help them in choosing their careers, therefore, the schools should not be concerned only with preparing students for entering college.

The Pressure Group Approach. A small minority of people bring pressure to include certain subjects in the curriculum. In many cases, courses of study have been built around adult interest instead of adolescent's interests. For example, when Russia launched sputniks, pressure groups in the United States demanded that science should be made compulsory in the schools. These proposals may or may not be beneficial for the society, hence, no curriculum activity should be introduced solely on

account of pressure. Curriculum designed from this point of view will be limited in content, and overlook the needs and interests of the child.

The Essentialists Approach. The essentialists, being impressed by the large volume of knowledge collected over so many years, give emphasis to knowledge as one of the bases of curriculum planning. They advocate that teachers and administrators should design a curriculum which is rich, sequential, and systematic based on an irreducible body of knowledge, skills, and attitudes similar to democratic ideals. It stresses the mastery of the content and high standard of scholastic attainment. The social heritage is often glorified for its own sake without any discrimination.

The Progressive Approach. The curriculum, according to progressives, should be concerned with any experiences that are educative. They place excessive emphasis on practical problems and hold school responsible for all aspects of child development. The progressives emphasize child study to find out the child's interests and needs as a basis for developing curriculum objectives. The child is given great importance and in order to understand him, one has to approach him as a natural being, and study his needs and interests in the natural way.

The Subject Approach. The subject specialists emphasize subject matter as a basis for curriculum planning. They stress accumulation of knowledge for the sake of knowledge without understanding the practical application of this knowledge.

The Psychological Approach. The psychologists view everything from the psychological point of view in the belief that psychology can unfold many mysteries of human behavior, the nature of the learner, and of the learning process. An understanding of the above is essential in planning a curriculum for effective living in the modern sense of the term.

The Sociological Approach. The sociologists are concerned with the problems of society, and they emphasize the development of the knowledge, skills, and attitudes that may help people to deal successfully with the problems of daily living.

Educators have been incorporating several valid bases for selecting and organizing educational materials as they have sought to provide a balanced and comprehensive curriculum.

In planning a curriculum, modern educators place major emphasis upon the philosophy of education which grows out of a person's own belief influenced by his culture and environment. The objectives of education are dependent to a great extent upon the philosophy of education and involves the cultivation of a set of values which serves as a guide to behavior. The basic values in life can become the sources in working toward the goal. The study of the child and the problems he faces may also serve as an objective. For example, dietary deficiency and inadequate physical conditions may suggest objectives in health education. Therefore, a comprehensive philosophy of education is necessary as a guide for curriculum planning as educators seek to answer the following questions as posed by Ralph W. Tyler (50):

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained? (p. 1-2)

Answers to above questions involve setting up the objectives which serve as the criteria for selecting teaching materials and on the basis of which instructional procedures are developed.

The modern conception of the philosophy of education includes the following factors as bases for curriculum planning:

Social efficiency and stability. The society cherishes this aspect of education; therefore, one of the aims of education should be to help individuals develop social efficiency and stability. These include training in social, business, economic, and family relationships, vocational efficiency and ethical character.

Transmitting cultural heritage. Cultural heritage is considered as accumulated experiences of the race which involve a survey of the major fields of learning and the historical development of the country. This increases understanding and appreciation of art, music, and literature, and also helps in building the future on the basis of the present learning lessons from the past.

Fundamental needs. Present and future needs should be given high priority in planning the curriculum. It is very difficult to ascertain the needs of the pupils because they vary according to individual differences. Both educators and psychologists are concerned with the

needs of pupils, hence a consolidated effort should be fruitful in identifying the needs of the pupils.

"Pupil's interests" is receiving great attention at the present time and the recent trend includes basing and reorganizing the curriculum upon pupil's interest. It is generally believed that pupils learn more when they are interested, hence those activities in which they are most interested should be preferred and should serve as a basis for planning the curriculum.

Utilitarian aspect. Educators often view subject-matter from the utilitarian point of view. They believe in selecting subject-matter which is useful, practical and functional. The application of this method of selection is difficult since it is almost impossible to secure agreement on a definition of usefulness. The modern educators do not separate cultural from practical and vocational subjects but believe that if the harmonious development of personality is to be achieved, no phase of one's life can be neglected.

Vocational efficiency. The curriculum should be so planned that pupils are helped in developing vocational efficiency. Vocational courses should be so introduced that the specific content will have personal and social values as well as vocational, in order that the activities will be valuable even though they do not become a part of one's vocational experiences. Because, in many cases, the students who pursue vocational courses that are offered in the school do not enter that vocation due to lack of opportunity, a changed environment or the discovery of a more interesting work. For this reason, vocational

subjects should be representative of the vocational opportunities of the community. For example, it would be unwise to train pupils in a curriculum such as business education when there are no opportunities to get employed as typists, stenographers, or secretaries.

Social aspect. According to this idea, curricular activities should be selected from the society's point of view. In planning the curriculum, questions relating to the nature of the society must be raised. The values which are dear to society are reflected in every sphere of human life, hence these values cannot be ignored. Certain values such as honesty, truthfulness, fair dealings, are cherished in every society. The democratic society places emphasis upon the individual. Therefore, in a democratic society, the school curriculum should provide experiences that will help develop respect for individuals, and the school curriculum should provide the setting for learning democratic living. As the societies are inter-dependent, so the school curriculum must help the learner to think in international terms.

The school should help young people to adjust themselves in the society as well as to accept responsibility for improving the society. Educators should encourage the young people to understand and participate in the activities which help to improve the society. Therefore, such skills as critical thinking and problem solving should be developed so that the students gain in independence, self-direction, and self-discipline.

A study of human growth and development as it affects learning is helpful in distinguishing immediate and long-term goals, as well as



distinguishing between attainable and non-attainable goals.

The psychology of learning gives some idea about the length of time required for reaching an objective and the age levels at which the effort is most successful. The psychology of learning sheds some light on the conditions necessary for learning. There are a number of factors relating to the principles of learning which should be taken into consideration while planning the curriculum. Some of them have been stated by Wood (54) as:

1. The needs of the youth.
2. The principles of learning to guide the satisfying of the needs of the youths.
3. The experiences necessary for the satisfying of the needs of youth.
4. The materials necessary to insure that the experiences of youth will be satisfying.
5. The manner in which the experiences and materials of learning be organized.
6. The way in which the curriculum is translated into action in the classroom.
7. The evaluation of the outcomes of the curriculum.

Needs and tasks are given greater emphasis in the present day curriculum development. Havighurst (22), in formulating the concept of developmental tasks, has integrated these major emphases; (1) child's needs, (2) his interests and aspirations, and (3) society's demands. Other educators have offered similar suggestions which have

been helpful. For example, Prescott (36) stresses the importance of maintaining equilibrium of the body's needs. Certain tensions produce disequilibrium so there arises the need for equilibrium, hence, to keep the human system in equilibrium certain needs must be met. Prescott (36) classifies these needs as physical, social, and integrative. It involves learning certain attitudes, skills, and knowledge which would help to meet the needs more effectively. Therefore, it is the responsibility of the school to help the child meet these needs in a personally satisfying and socially significant way. In studying needs, certain data will be found common to most children of the same age group despite the differences on a social, economic, and national basis. There are other factors which vary from one school to another and from one group in the school to another.

Stratemeyer (48) stresses the social foundation as a basis for curriculum planning. This relates to the nature of the society and the values it holds. Psychological foundation deals with the nature of the learner and the learning process and philosophical foundation is concerned with one's philosophy of life and of education. She illustrates how these can be the bases of curriculum planning.

Every proposal for designing the curriculum should take into account the capacities of the individual, how he matures, and the way he learns. Each child is unique; yet each learner faces the same developmental tasks in the same general sequence, therefore, the school curriculum should be broad enough to take the differences into account. Stratemeyer (48) emphasizes three kinds of needs in curriculum planning. First, the learner's needs which he considers as his own; the second is

developmental tasks which are set by his own developmental state in relation to the society in which he is growing up; the third is basic needs or psycho-social needs within the individual that make him seek certain goals related to his biological nature.

Each writer has emphasized the importance of the learner as an individual. Tyler (50) has indicated that the behavior which is desired in the society should receive consideration in each aspect of curriculum development. He states:

. . . a satisfactory formulation of objectives which indicates both the behavioral aspects and the content aspects provides clear specifications to indicate just what the educational job is. By defining these desired educational results as clearly as possible the curriculum-maker has the most useful set of criteria for selecting content, for suggesting learning activities, for deciding on the kind of teaching procedures to follow. (p. 40)

Each of these educators, Prescott (36), Stratemeyer (48), and Havighurst (22), have emphasized the concept of developmental tasks in a slightly different manner.

It appears evident that studies of developmental tasks have some implications for the curriculum worker. These studies suggest the type of problems which require active solution by learners, and indicate the area in which learners should achieve competence to lead a useful life in a modern society. The developmental sequence offers an important key to the sequence of school activities; therefore, curriculum should be planned with the learner's growth sequence and needs in mind. The fact that each learner grows at his own pace and that each learner develops as a whole must not be forgotten by curriculum planners. The demand of the society should also be given due

consideration.

A brief historical survey reveals that recent trends characterize a new approach to curriculum planning by taking into consideration the three elements in the educative process - the child, the society, and the interaction of the two. Most of the educational research and the writings of educational leaders have been concerned with exploration and estimation of contributions of the above three factors to the educational program. Curriculum planning is a never ending task. Each generation must examine the social order in which it lives and make the school concerned about its needs. Every generation must formulate its own goals and objectives and select activities which may help in achieving those goals. If the past courses are appropriate for the present goals, they should be retained. Nothing should be condemned because it is old or accepted because it is new. The value of the theory or courses should be analyzed in terms of the objectives. Goals for education should be derived from a broad analysis of social life, cultural values, social aspirations and the nature of the developing individual. Curriculum planners, therefore, must understand the nature of the individual, the nature of the society and the nature of the interactive process.

There is no one curriculum that is appropriate for every situation. It is the responsibility of teachers to adapt the material in such a way as to provide a curriculum that is realistic and purposeful in terms of the above mentioned factors. In America, many groups of people including professional people, parents, pupils, and public, participate in curriculum planning. The need for continuity, flexibility, and

simplicity in curriculum planning has been recognized by them.

Therefore, the criteria for a satisfactory curriculum should (1) be geared to the needs of the youth, (2) meet the recurring demands of the society, and (3) be developed in harmony with the learning process.

## CHAPTER IV

### HUMAN GROWTH AND DEVELOPMENT

The broad aspects of human growth and development are discussed in this chapter with special emphasis given to the concepts of developmental needs and the developmental tasks.

Many attempts have been made to describe the attributes of a healthy personality; however, a review of literature shows that most authorities agree that the individual with a healthy personality is one who actively masters his environment and is able to perceive the world and himself in a sensible proportion.

Erikson's (15) theory of personality development emphasizes that personalities grow through great efforts to resolve certain psychological problems which may occur because of certain growth conditions and/or cultural forces within one's environment. He also points out the importance of understanding that there is a correlation between the development of the organism and the personality; for example, he states that there are crucial periods in the life of the individual for the development of personality just as there is an appointed time for the formation of specific organs. And just as arrested growth of an organ leads to malformations, so does failure to satisfy personality needs often lead to maladjustment, frustration, and the formation of undesirable personality traits.

Erikson (15) also points out that the problems of personality development are never solved once and for all. Each of the components of a healthy personality is present in some form from the beginning of life, and the struggle to maintain and enhance these components continues throughout life. For example, a small baby may sometime show a will of his own by trying to free himself when held tightly, although the desire for independence is more prevalent in a baby aged 12-15 months.

Erikson (15) has divided personality development into eight stages. Each stage is named after the major conflict which occurs at this stage, and he assigns a number of psychological tasks to each stage which should be accomplished during a certain period of time. In other words, the task of each stage is to solve the central conflict of that stage. If the child is successful in solving the central conflict of one stage, Erikson (15) points out that the child will normally proceed with vigor and confidence to the next stage. Failure to achieve success with the task, however, will often result in failure to solve succeeding conflicts. By understanding the different stages of personality development and the conflicts the child meets in each stage, the teacher and parent can better help the child achieve a healthy personality.

The first stage of personality development, according to Erikson (15), begins at birth and continues approximately through the age of twelve months. Erikson (15) defines the central conflict of this period as that between trust and mistrust. The baby's world can be reassuring or threatening according to the way he experiences his

environment. If the infant finds the people around him affectionate and loving, he begins to trust the world. This tends to have a healthy effect on his personality development, and in turn he learns to trust his own body, for example, his ability to grasp that for which he reaches. On the other hand, the infant develops a sense of mistrust if he experiences a cold and inconsiderate attitude from the people around him, i.e., the world would seem threatening to him.

Studies on personality development suggest that a sense of trust is one of the most important elements in the healthy personality as it is the foundation of all the developmental tasks to be achieved later in life. Psychiatrists also have found that most serious illnesses occur in patients who have been deprived of love and reassurance in infancy and thus were unable to establish a sense of trust.

The conflict of this early period then is trust versus mistrust; the developmental task is the establishment of a sense of trust.

Erikson (15) says that once the sense of trust is firmly established, the struggle for the next component of the healthy personality begins. The child is now 12-15 months old. Much of his energy for the next two years will center around asserting that he has a will of his own. He wants to explore the world for himself, and insists on "me do", yet is easily frustrated by his inability to do certain things. Erikson (15) defines the central conflict of this period of toddlerhood as that of autonomy versus shame and doubt. The child's sense of autonomy, that he is an independent human being provides the basis for a self-reliance and adequacy throughout life. Healthy personality development is enhanced as the child learns to govern himself according



to his capabilities and feels comfortable about them. The favorable outcome is self-content without loss of esteem. The unfavorable outcome is lasting sense of shame and a doubt in others and in oneself.

For developing this sense of self-reliance and adequacy, or autonomy, it is necessary that the child experience gradually and frequently the opportunity to make certain choices, and yet learn to accept the necessary restrictions. For example, he can be allowed to choose whether to stand or sit, or whether to approach a visitor. He thus tries to learn some of the boundaries of self-determination. The people who guide the growing child should wisely avoid using shame as a form of punishment, and should avoid causing the child to doubt that he is a person of individual worth.

The third stage is a period of enterprise and imagination; it is a period of intensive and vigorous learning which provides a basis for the child's future learning possibilities. The child of four or five wants to find out what he can do; therefore, he observes activities of the adults and tries to imitate their behavior. Erikson (15) defines the central conflict of this period as that between initiative and guilt. He states:

The danger of this period is a sense of guilt over the goals contemplated and the acts initiated in one's exuberant enjoyment of new locomotor and mental power; acts of aggressive manipulation and coercion which go far beyond the executive capacity of organism and mind and therefore, call for an energetic halt on one's contemplated initiative. (p. 224)

As Erikson (15) points out, for a healthy personality development, encouragement should be given to the child's initiative and imagination. The child gains a favorable awareness of his own potentialities if he

gets an opportunity to exercise his growing powers under the guidance of adults who keep him within safe limits. The adults should not hesitate to show their disapproval at the child's mistakes; at the same time they should display faith in the child's individuality and respect his unique personality.

The three stages so far described are considered most important for healthy personality development. It is generally believed that children who have a good environment in their early years are likely to be favored because they attain certain positive qualities that may help them to handle later difficulties successfully. The psychological theories of personality development support this point of view by indicating that one's personality is fairly well established by about six years of age. Research, however, shows that some children develop as psychologically healthy adults in spite of a bad start, and some with good beginnings run into difficulties later. But it is still true that experiences in the early period of life play a significant role in personality development.

The fourth stage begins approximately at six years of age and extends over five or six years. Erikson (15) defines the central conflict of this period as that between the "sense of industry and accomplishment" and feelings of inferiority. The child learns to use tools and skills in order to enjoy the pleasure of work. The child who never knows the thrill of real accomplishment at this stage can easily fall victim to the feelings of inferiority and inadequacy, which may prove a great handicap for developing his potentialities for his ego is restricted and he is unable to identify himself with the wider society.

This is a very important period as the basis for responsible citizenship is laid at this time; it is during this period that children acquire not only knowledge and skills that help them in developing a sense of accomplishment, but also they develop the ability to cooperate and be fair in their dealings with others. It is during this period that schools must accept the challenge of developing a sense of industry, accomplishment, and good citizenship in the child.

The fifth stage of personality development begins with adolescence. The central conflict of this period is between "identity" and "diffusion", the developmental task is the establishment of what Erikson (15) calls a "sense of identity". At this period the adolescent seeks to clarify his role in society. He not only wants to understand himself as an individual, but he wants to know what responsibility he has in the society. Erikson (15) describes the problems of main concern at this stage as follows:

The growing and developing youths faced with physiological revolution within them, are now primarily concerned with what they appear to be in the eyes of others as compared to what they feel they are, and with the question of how to connect the roles and skills cultivated earlier with the occupational prototypes of the day. (p. 228)

The task that confronts the individual at this period is that of knowing himself and selecting ways of living appropriate to his abilities. Difficulty arises when the individual does not choose a way of life that is related to his abilities. This may result in self-diffusion, lack of focus, no proper sense of direction, and no clear-cut future goals.

The task of adults in helping youths to develop healthy personalities at this level is to give them sympathetic and clear guidance.

Acceptance of the youths as individuals can be of great help. Those who guide youths must understand both the psychology of adolescence and the social and cultural realities of the day. This period will be discussed in fuller detail later.

After the sense of identity is achieved to a certain extent, the next component of a healthy personality which tends to develop is the sense of intimacy, intimacy with persons of the same sex, opposite sex, or with oneself. The youth who is not sure of his identity shuns away from interpersonal relations. It is a psychological isolation for him which results in self-absorption, withdrawal from people, ultimate loneliness, and an unsocial and unfriendly attitude. The more certain he becomes of himself, the more intimacy he seeks in the form of friendship, love, and inspiration. He must, therefore, be helped to establish a sense of intimacy in order that he may draw strength from his own inner resources.

The next stage emphasizes the achievement of a sense of generativity which is the desire to help establish and guide the next generation. It is the ability to regard one's child as trust of the community rather than extension of one's own personality. Failure to develop this component of the healthy personality often leads to a deep melancholy and unhappiness. The individual may even obsessively seek companionship, and often tends to behave in an infantile or immature manner.

The final component of the healthy personality is the sense of integrity. The dominant ideals of almost every culture - honor, courage, duty, purity, faith, fairness, self-discipline - become the core of a

healthy personality. Erikson (16) describes the sense of integrity as follows:

It is a sense of comradeship with men and women of distant times and of different pursuits, who have created orders, sayings conveying human dignity and love. Although aware of the relativity of all various life styles that have given meaning to human striving, the possessor of integrity is ready to defend the dignity of his own life style against all physical and economic threats. For he knows that, for him, all human dignity stands or falls with the one style of integrity of which he partakes. (p. 55)

The lack of integrity causes despair and disgust in the individual. The adult who lacks integrity is likely to wish that he could start his life all over again. He often feels that if he had made a different choice, he could have been a different individual and would have been successful in his pursuits. Most people live through the period without reaching the extremes; few attain the heights of pure integrity or fall to the depths of complete disgust and despair.

Although Erikson (15) divides the development of a personality into these eight stages, he believes that the process is fairly flexible, for even in adulthood the personality can be modified in spite of, for example, mishappenings in the early developmental stages. Helpful associates and favorable circumstances may aid the individual in his struggle to feel autonomous. Imagination and initiative may be created by new responsibilities, and feelings of inferiority may be overcome by successful achievement.

In a different approach to achieving a personality, another authority, Maslow (28), sees the personality developing out of certain physiological needs of man which Maslow (28) maintains are the most potent of all needs. For example, he believes that hunger, or the need for food,

is stronger or more basic than the need for love. He further states that when physiological needs are relatively satisfied, a new set of needs arise which he calls "safety needs". For example, after the basic needs for food and shelter have been satisfied, the individual needs protection by laws, police, firemen, insurance plans, and provisions for savings. When physiological and safety needs have been fairly well satisfied, then the individual experiences a need for love and affection. He will long for friends and will desire to have a wife and children, for at this stage of development it is no longer pleasant to live in a state of isolation. Although Maslow (28) places this need for love last in the natural development of a personality, he agrees with Erikson (15) that it is vitally important for the child to be the object of warm love and real concern.

Maslow (28) further classified the needs into two subsidiary sets: (1) the need to acquire the ability to perform tasks with a certain degree of efficiency, (2) the need to achieve prestige, status, recognition, and appreciation from others. A reasonable degree of satisfaction of these needs leads to feelings of self-confidence, strength, adequacy, and usefulness to the world. (Maslow (28) also believes that when these needs are not met, the individual often experiences feelings of inferiority, weakness, and helplessness.

Maslow (28) emphasizes that feelings of adequacy are greatly increased if the individual is working at something for which he feels qualified. He (28) states: "A musician must make music, an artist must paint, a poet must write if he is to be ultimately at peace with himself. What a man can be, he must be". (p. 91) Maslow (28) calls this need

"self-actualization". He (28) feels that a reasonably successful satisfaction of the physiological, safety, self-esteem, and self-actualization needs will lead to the emergence of a healthy personality.

Havighurst (22) seems to agree with Erikson (15) in the importance of developmental tasks, and with Maslow (28) in that physiological needs play a major role in the development of a personality. Havighurst (22), in more of a difference of terminology rather than opinion, feels that developmental tasks emerge out of the primary concern of the individual at the various stages of development. Havighurst (22) gives his definition of a developmental task as follows:

A developmental task is a task which arises at or about a certain period in the life of an individual, successful accomplishment of which leads to his happiness, and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks. (p. 2)

Here again Havighurst (22) points out the importance of time; the physiological development of the organism, in other words, should be related to the developmental task of that period. If a developmental task is not achieved satisfactorily at its appointed time, it may not be achieved later. For example, Duvall (14) found:

The child who is isolated from other human beings at the time it should be learning to talk never learns to speak as other children do. The adolescent who does not establish his autonomy and free himself from his childish dependence on his parents may have difficulty in his social development as a teenager and may be tied to his parents as a "mama boy" even as an adult. (p. 100)

An understanding of the concept of developmental tasks is useful to educators in that they may formulate a curriculum which will take every advantage of helping the child solve the conflicts which arise in

the development of a personality, and thereby help him live a fuller, richer life. To achieve this lofty aim of education, teachers and parents must have a knowledge of both physiological and psychological stages of development so that curriculums can be arranged according to "teachable moments". As Duvall (14) points out: "When the time comes that the body is ripe for, culture is pressing for and the individual is striving for some achievement, the teachable moment has arrived." (p. 106)

Because the author's suggested curriculum is directed toward secondary schools in Pakistan, it is necessary to give a fuller description of the developmental tasks which confront the adolescent.

First, the adolescent stage is one of the most difficult for it is said that the adolescent stands on a bridge between childhood and maturity; he is influenced by his childhood for what he is, and what he becomes depends upon his experiences as an adolescent. He is subject to physiological changes such as increase in height, weight; blemishes or handicaps may prove disturbing to him. He often becomes a source of irritation to his parents, to his teachers, and even to himself.

The adolescent is subject to social pressures for he is concerned with identifying himself with the peer group. Authorities agree that the peer group is important in that it teaches adult subculture, social mobility, and social values. The adolescent often faces conflict between loyalty and attachment to parents and the desire to meet the demands of the peer group. He does not want complete freedom, but wants some freedom with direction.

Havighurst (22) has assigned ten developmental tasks to the period of adolescence. The first developmental task is achieving new and more



mature relations with age mates of both sexes. (p. 33) The adolescents begin accomplishing this task by recognizing girls as women and boys as men. They learn to become adults among adults, and work with others for a common purpose. They also learn to lead without dominating others.

Havighurst (22) feels that social relations among adolescents are influenced by the degree of physical maturity they have attained. A slowly developing boy or a girl may be dropped out of a social group in comparison with one who is physically more developed.

Adolescents consider social activities most important, and organize their own athletic and social activities. With the other sex; they learn the adult social skills such as how to converse, to dance, and to play social games. The power of group approval exerts great influence at this period. The youth follows the conventions of the group -- wearing the same type of clothes, same type of hair style yet he feels that he is an individual in his inner life.

Success in accomplishing this task implies a reasonably good social adjustment throughout life and a good chance of achieving other developmental tasks of adolescence. Complete failure often means unhappiness throughout life. Delay in accomplishing this task is not likely to have serious consequences, though it may mean a relatively unhappy adolescence.

Educational implications for this task: adolescents should be helped to understand the developmental processes of their growth. Havighurst (22) suggested the following procedures which may help in

accomplishing this task;

1. Provide for teaching social skills on as high an esthetic level as is practicable.
2. Provide for satisfying social contacts.
3. Teach democratic political procedures. (p. 36)

The second task is achieving a masculine or feminine social role. (p. 37) The nature of the task is to accept and to learn a socially approved adult masculine or feminine social role, that is a boy has to accept the idea of becoming a man and a girl has to accept the idea of becoming a woman. For boys, this task seems easy to achieve in most societies, but a number of girls find this task to be difficult because they want independence, freedom along with careers, and thus find it difficult to accept the feminine role. But most girls find it easy to accept the role of wife and mother, and dependence on a man for support.

The educational implications for this task as stated by Havighurst (22) is to help girls to think through the problems of accepting the feminine sex role. Free discussions in the classroom with guidance may prove very helpful. Courses in psychology and in literature can also help.

The third task is stated by Havighurst (22) as accepting one's physique and using the body effectively. (p. 39) The goal of this task is to become proud, or at least tolerant, of one's body with some personal satisfaction. During the adolescent period, the boys and girls learn what their adult's physique will be -- whether they will be tall or short, for example. They feel concerned over their growth

and fast or slow development disturbs them. The individual constantly compares himself with his age mates.

Havighurst (22) suggests the following educational implications for this period.

1. Use criteria of skill and physical development in growing students for physical education.
2. Teach about the physical changes of adolescence, stressing the normality of variability.
3. Apply criteria of physical development in grouping students at the junior high school level.
4. Use dancing and painting to build up appreciation of the beauty of the human body. (p. 41)

The fourth task is described by Havighurst (22) as achieving emotional independence of parents and other adults. (p. 42) The nature of this task is to develop affection for parents and become free of childish dependence on parents. The adolescents also need to develop respect for other adults without dependence upon them.

The psychological basis of the task is that boys and girls want to grow up and be independent, yet they want security and parental protection. Parents want their children to grow up, yet they are afraid that the world may harm their youths. Both feel ambivalent which makes the situation more difficult. In this difficult situation the adolescents often rebel when parents assert their authority, and become dependent children when parents want them to be responsible adults.

Lillianthall and Tryon (18) stated this point of view:

The early adolescent, striving for independence, enters a period of very strong rebellion against adults. He must fight to free himself from his dependent ties to his parents.

. . . Probably no developmental task requires more

understanding and patience on the part of the parents and teachers than this one. It would be best for the child's healthy development to try to accept him as he is and to allow him to work out his own problems, but we must be prepared for plenty of running back to our apron strings. (p. 93-94)

Many psychologists believe that parents will not face much difficulty in regulating their children's behavior if the parents can regulate their own, for children follow what they see. The parents must help the child to feel secure and loved. Failure to accomplish this task results in many problems, as stated by Havighurst (22):

Adults who fail in this task are dependent people; often tied to their parents, unable to make decisions on important matters, unable to move in the society freely because they are children emotionally. Failure in this task tends to be associated with failure in the task of establishing adult relations with age mates. Marriage becomes difficult in their cases as they search for a father figure or a mother figure for a mate. (p. 43)

One of the major responsibilities of the home is to help adolescents accomplish this task. School and college can also help the students by assisting them in raising their level of accomplishment. Havighurst (22) suggested the following educational implications:

1. Study the conflict of the generations in literature.
2. Study social changes as it affects morals.
3. For teachers: learn to plan a useful role in the process of psychological weaning.
4. Help parents to understand the problem and to attack it constructively. (pp. 44-45)

The fifth task is achieving assurance of economic independence. (p. 45) This task is primarily for boys but it is becoming increasingly important to girls also. The goal for the adolescent is to feel

capable of making a living. Havighurst (26) believes that an approach to this problem lies in trying to reduce the importance of earning money as an end in itself, and to give emphasis to economically useful activities that do not bring immediate earning. For example, boys may be helped to look at their education as an investment and thus gain a sense of assurance from their studies. Their success in school work may give an evidence of their economic adequacy. The voluntary work camps and several other organizations may help youth to achieve this task.

The sixth developmental task is selecting and preparing for an occupation. (p. 47) The goal for this task is to choose an occupation according to one's ability. Adolescents are interested in occupational planning and preparation because in most societies the life work is considered very important. A man has been taught to evaluate his worth to society by the level of his occupation and the quality of his preparation. Both of these are matters of great concern to boys, and are also becoming increasingly matters of concern to girls.

Havighurst (22) suggests the educational implications for this task in the following manner:

1. School and college should adopt the general principle that the last formal schooling should be mainly vocational.
2. The school and college should take responsibility for scientific vocational guidance of their students.
3. Schools and colleges should experiment with liberal and general education in a vocational setting.
4. Standards should be raised in certain high school courses that lead to professional occupations.  
(p. 50-51)

Havighurst (22) believes that the efforts of school and college should be directed toward:

- A. Helping students to choose an occupation in line with their abilities and interests;
- B. Helping students to choose an occupation in the light of its value to society;
- C. Helping students to get general educational values out of occupational preparation. (p. 50)

The seventh developmental task is preparing for marriage and family life. (p. 52) The goal for this task is to develop a positive attitude toward family life and having children, and also to attain some knowledge necessary for home management and child rearing. Adolescents show great variability in their attitudes toward marriages. Some are against marriages, some are fearful of marriage, yet others look forward to marriage with pleasure. These attitudes are very much affected by experiences in the home.

It is observed that similar tastes and similar social background make for satisfactory marriage. Havighurst (22) points out:

. . . Marriage and the family have many forms. Marriage is the central institution of social life and will vary as society varies. Children adopt the ideas and ideals that are prevalent in their society. (p. 52)

Havighurst (22), in stating the educational implications for this task, says that accomplishment of this task largely depends upon family factors which the school and college cannot influence directly. Havighurst (22) believes that the best preparation for marriage and family life is the successful accomplishment of the two previously described developmental tasks:

1. Achieving satisfactory relations with age mates of the other sex. (p. 33)
2. Achieving emotional independence of parents. (p. 42)

Havighurst (22) gives the following suggestions regarding the achievement of this task.

1. Institute high school and college courses in home management.
2. Provide experiences with young children.
3. Provide expert advice on sex and courtship problems.
4. Offer college courses in marriage and the family. (p. 53-54)

The eighth developmental task is described by Havighurst (22) as developing intellectual skills and concepts necessary for civic competence. (p. 54) The goal for this task is to develop concepts of law, government, economics, politics, geography, human nature, and social institutions which are needed in the modern world. The adolescents are to develop language skills and reasoning ability necessary for dealing effectively with the problems of modern democracy. Havighurst (22) speaks of the problems of adolescents in a modern society:

Modern society poses many problems for the individual which require a high level of concept formation and reasoning ability. This is mainly due to the fact that the consequences of a given act extend so far in space and time in our interdependent world. Social processes are complex. Effects are not clearly related to causes. Persons with the best of character may make serious mistakes if he is uninformed or unintelligent. (p. 55)

Democracy places a premium upon intelligence and education, for the democratic society requires its citizens to decide complex matters of social policy.

The educational implications for this task are centered around the

principal objective of education for good citizenship. Havighurst (22) includes the following procedures:

1. To provide experiences on the basis of which the students can form important concepts. For example, experiences in student government, community, regional surveys, field trips, participation in local civic projects.
2. To study contemporary social problems. (p. 57)

The ninth developmental task of adolescents is desiring and achieving socially responsible behavior. (p. 57) The goal of the task is to participate as a socially responsible adult in the life of the community, region, and nation and to take account of the values of society in one's personal behavior. The origin of this task is entirely due to the influence of the society on the individual. Havighurst (22) explains this process as:

The process of binding an individual to his social group goes on from birth. He learns early to define his own welfare in terms of the welfare of his family, good of the group. The process is extended steadily during childhood and adolescence. The child learns to be a participating member of his own age group, with the give-and-take that is involved. The adolescent is ready to become affiliated with the community and the nation. The adolescent must sacrifice some things for the greater good, and be rewarded by social approval and the privileges of an adult. (p. 57-58)

Havighurst (22) includes the following procedures in the educational implication of this task:

1. Study and improve the local community.
2. Study the literature and history of the region and the nation.
3. Use ceremonies to inculcate loyalty to community, nation, and the greater society. (p. 61)

The tenth and last developmental task of the adolescent is acquiring



a set of values and an ethical system as a guide to behavior. (p. 62)

The goal for this task is to form a set of values that can be realized and to develop a conscious purpose of realizing these values. Value can be defined as something which is desired. The primary source of all values is the fundamental physiological drive of the organism.

This drive is evident in desire for food and warmth. All later values are built upon these values. Havighurst (22) describes the formation of values in the following manner:

Formation of values through association of certain behavior with love or approval by the mother is the first example of a process that goes on through life. The individual desires the love and approval not only of mother, and of age mates, and those slightly older than he. He learns to value the things that win him love and approval from these people. (p. 63)

The values thus formed, remain with the early physiological values and become deeply rooted. For example, a person may tolerate hunger and pain for the sake of helping someone who is in trouble.

The educational implication for this task is to aid individuals in developing their set of values which are in harmony with modern knowledge of the nature of the world and of man. Every society develops a view of the world which is consistent with its dominant values. There is a common interaction between values and the physical world. Havighurst (22) states three related educational problems:

- A. To inculcate a truly democratic set of values.
- B. To teach students a process of applying these values.
- C. To help students bring these values into accord with a modern scientific view of the nature of the world and man. (p. 68)

It is assumed that Pakistani adolescents will have similar developmental

tasks, but the time of emergence may be different. No research has been done on the personality development of the people. The author intends to study the needs and developmental tasks of the students on her return to Pakistan, for the author believes that such a study based on the developmental task concept may form a basis for planning the curriculum in every area of homemaking education. If the curriculum is planned in relation to the maturity levels of the youth, the pupil is likely to achieve success which may promote him happiness and provide a background for success with later problems. If the proposed goals are below the maturity level of the pupil, the pupil may feel bored and there may be little incentive for learning at the maturity level; therefore, the goals for curriculum should be planned wisely. Stratemeyer (48) sums up the goals for curriculum planning as follows: "to enable the individual to meet intelligently the challenges of the changing society". (p. 5) Spafford (43) has emphasized the same point of view:

Good curriculum is functional, dynamic, socialized, it is individual for the pupil. It takes into account individual needs and interests, experiences and capacities; it is suited to the demands of local community and larger society. Its scope is broad as life itself, its purpose, self-realization in a democratic society. (p. 62)

The school curriculum therefore, should take into consideration the purposes, the maturity, and the background of the learner. A good school program makes a maximum contribution to the child in helping him to meet and perform his developmental tasks, guide him toward the fulfillment of a healthy personality.

## CHAPTER V

### GROWING UP IN PAKISTAN

The social and cultural aspects of Pakistani life with special emphasis on family relationships and education, along with the Commission's Report on National Education are discussed in this chapter.

Pakistan, a new nation in the cradle of ancient civilization, occupies an important position in the world today. She came into existence on August 14, 1947, as a result of the partition of the British Indian Empire. Pakistan is composed of two units--West and East Pakistan, situated respectively to the north-west and to the north-east of the Republic of India and separated by 1,200 air miles.

The growing-up process in Pakistan is the same as that all over the world, that is, physical development follows the same pattern here as in every culture; however, personality development differs with the individual. The individual, influenced by his environment from infancy, derives a standard of values, customs, and traditions in accordance with those of his native country.

There are perhaps few other countries in which the class system affects differences in personality development than in Pakistan. This

system makes up the individual's primary environment during the early, formative years of his life. Smitter and Dar (50) have mentioned three class groups: (1) lower, (2) middle, and (3) upper.

The lower class includes more than eighty per cent of the population of Pakistan. This large per cent is illiterate and semiskilled. Many of these people live and work at sub-existence level; life is working, eating, and sleeping with very little opportunity for recreation or the release of tension. Little parental interest is given to the children of this class, as the parents remain constantly busy. The conditions are such that even the bare necessities of life are often lacking. Since the children must work for a living, they do not get good physical treatment; many remain semi-naked, ill, and underfed. Educational requirements are totally neglected; however, they get fun in playing in the street, bathing in the pond, and finding playmates. They tend to be similar in their social, mental, and emotional developments.

The middle class ranges between ten-twenty per cent of the population. These people have modest values and a deep desire to improve their economic and social status. Being skilled and fairly well educated, this group considers education as an answer to all their problems.

Most men have college degrees, although women are generally less educated. The younger generation is getting better and more education than their parents. Some are devoted to old traditions, others are attached to western culture.

Since the parents are generally vague about their philosophies of life and education, their children do not know what is expected of them. However, these parents are interested in the health and the welfare (both physical and emotional) of their children. They wish their children to feel secure, loved, and wanted; and they expect them to be smart, obedient, God-fearing, friendly, courteous, and to have good habits. Some parents expect too much from their children which causes anxiety in children and often results in frustration and failure.

The upper class people are from old families or of the established business group. According to Smitter and Dar (50) less than one per cent of the population belongs to this group.

Life is easy and comfortable for children of the upper class; they are pampered by servants and relatives, and most of their wishes are fulfilled. However, these children receive little personal attention from their parents on account of their parent's busy life. They are generally so praised and cuddled by relatives, friends, and servants that they are often aloof, reserved, and sometimes conceited.

A high premium is placed upon foreign education. The ability to speak good English is another prestige factor.

The three groups - lower, middle, and upper - differ greatly in their ways of thinking, their values -- social, moral, and ethical - as well as customs and education.

The influence of education and environment is important in each of these groups, but due to economic factors the lower class cannot afford education. Children of the upper class go to private schools. At this

point a brief description of the middle class family appears desirable.

### The Family

The middle class family in Pakistan is patriarchal. The father is the head of the family, and mother is second to him, thus the family runs smoothly with well-indicated spheres of authority. The father makes all major decisions but usually consults his wife. Children are expected to follow the rules laid down by the parents.

Children in this group are given affection and care, and they feel secure in their families.

Families differ; some are more authoritarian, others more permissive. The authoritarian family does not give enough freedom to the children and expects implicit obedience from them. The permissive family allows the children to indulge in their pursuits without any proper guidance. There are very few families who have the "middle ground" point of view. The relationship between parents and children depends upon these family patterns.

### Adolescents in Pakistan

Adolescents in Pakistan have a difficult time. Parents do not show interest in knowing the physical and psychological changes in their young children. They are often treated as mature adults and sometimes as children. They are not allowed much freedom and have to ask for their parent's permission in visiting friends or going out. They have little opportunity to learn to make decisions which affect their welfare. Parents generally make decisions for their children,

even those of a minor importance as well as those of a more serious nature. For example, parents often decide the course of study their children should take in college. No one tries to understand and appreciate the adolescent's point of view, but on the other hand, adolescents are expected to understand and appreciate their duties toward parents and others.

The boys and girls are not allowed to mix freely with each other. Severe restrictions are placed upon the segregation of growing adolescents. When the limits are too severe they become tense and unsocial. Girls usually accept these restrictions and behave as they are expected to do. They rarely express their views openly, resent parental domination, yet never fight against it. Smitter and Dar (50) mentioned that most adolescents accept the restrictions as inevitable requirements of the growing age, and try to conform to parental demands.

Although little research has been done regarding the needs and developmental tasks of Pakistani children, Smitter and Dar (50) have presented a list of needs that are identical with those of children the world over.

1. Need for love and affection with guidance.
2. Need for growth toward maturity. Too much obedience and conformity is a hindrance to the development of creativity.
3. Need for inner control and guidance.
4. Need for friendly relationship with parents and teachers.
5. Need for information about their maturing bodies.
6. Need for guidance in vocational choices.

7. Need to be treated as children, and adolescents as adolescents.

### Education in Pakistan

Any future development of the education of Pakistan is fairly dependent on the objectives set out in a report by the Commission on National Education in Pakistan. For that reason it is necessary to include a brief summary of that report.

The Commission on National Education was set up in 1958, to formulate educational policies on realistic lines; that is (1) to make a comprehensive review of the existing education system of the country and suggest ways of re-orienting and reorganizing the education system, so as to develop among the people a sense of public duty, patriotism, and national solidarity; and (2) to recommend measures for a balanced development of education at various stages in accordance with the aspirations and needs of Pakistan.

The Commission was directed to suggest ways of inculcating in the people the habits of industry, integrity, and devotion to the service; to provide facilities for development of creative talent, and to produce soundly trained professional and technical personnel for industry, agriculture, commerce, and government service.

The Commission submitted its report to the President on August 26, 1959. The report was examined by a committee of cabinet members in consultation with the Governors of Provinces and subsequently by the Presidential Cabinet.

Some of the objectives of the Educational System of Pakistan



according to the Commission's report are:

1. Educational system should meet the individual and collective needs and aspirations of the people.
2. It must be such that gifted individuals have full opportunity to develop their skills.
3. It must give scope for the training of a leadership group and provide for the development of all vocational abilities needed for the creation of a progressive and democratic society.
4. It must preserve the ideals which led to the creation of Pakistan and strengthen the concept of it as a unified nation.
5. It must strive to create a sense of unity and nationhood among the people of Pakistan.
6. It must improve the standard of living.
7. It must be practical and realistic.

#### Objectives of the secondary education

The National Commission on Education suggested that:

1. The secondary education should be recognized as a complete stage by itself; and organized as a separate academic and administrative unit demarcated clearly in respect of objectives, methods of teaching, curricula and equipment, from the university education.
2. The secondary education should bring about the full development of the person as an individual, as a citizen, a worker,

and as a patriot.

It should also help him to understand and enjoy the benefits of the scientific age -- social progress, scientific discovery; and encourage him to participate in the useful activities.

Regarding vocational education and success in careers, the report (48) mentioned:

Secondary education must be designed to prepare young people for careers and equip them intellectually, physically, morally, and vocationally for a full life as individuals and citizens. (p. 113)

The secondary education should cater to a variety of careers for students who have a number of talents and interests.

Secondary education is a terminal point for many people, hence it should help the individuals in every way considered advantageous for him in a desirable manner.

#### Women's education

With regard to women's education, the report suggested that the courses of particular interest to girls should be included in the secondary school curriculum. These courses are homecrafts, tailoring, weaving, cookery, and home and child care. The report also emphasized the diversification of courses in the high school and stated that the provision should be given for courses in typing, food technology including dietetics, catering and canteen management, textile design and interior decoration.

The writer believes that a well-rounded homemaking program based upon the concept of developmental tasks, will help Pakistan in raising her standard of living and will contribute toward the development of

healthy personalities. It must be considered that no curriculum is ideal for all time, but it needs to be revised and constantly adapted as the needs of the individual become more clearly identified and the society undergoes changes.

## CHAPTER VI

### SUGGESTIONS FOR CURRICULUM EXPERIENCES BASED UPON DEVELOPMENTAL TASKS

The preceding chapters have discussed in general, (1) the philosophy of education with emphasis upon home economics education, (2) some basic principles of curriculum development, (3) some aspects of human growth and development with emphasis upon developmental tasks, and (4) the social conditions in Pakistan. This chapter presents a series of lesson plans in the areas of Foods and Nutrition and in Home Management, based upon the developmental tasks of the adolescents.

Here again the author stresses the importance of time in helping the child achieve success with a developmental task. For example, the author suggests that the adolescent period provides the "teachable moment" for vitamins, for it is at this stage of growth that the youth is most concerned about his physical appearance, the clearness of his skin, and the "life" and texture of his hair. If he can be shown which vitamins can help eliminate adolescent skin blemishes, for example, he is more willing to learn about vitamins and hygiene in general.

It is intended that the learning experiences suggested in the study plans be modified to the particular needs of the students.

## Suggested Resource Materials

for

### Foods and Nutrition

- I. Age Group - Twelfth grade girls
- II. Developmental Tasks (22)
  - A. Achieving new and more mature relations with age mates of both sexes.
  - B. Achieving a masculine or feminine social role.
  - C. Accepting one's physique and using the body effectively.
  - D. Achieving emotional independence of parents and other adults.
  - E. Preparing for marriage and family living.
- III. Objectives
  - A. To recognize how nutrition affects appearance and personality.
  - B. To recognize how nutrition affects efficiency, growth, and development.
  - C. To select foods which provide the nutrients needed for the body.
  - D. To distribute foods wisely in meals and snacks.
- IV. Suggested Lessons

(See page 60 )

## Method of Teaching

- A. Class planning.
- B. Teacher-led discussion, suggestions for student individual or small group reports or symposiums, buzz sessions (small discussion groups to attack some problems followed by reports).
- C. Assignments - guided reading along with reports.
- D. Films (if available), charts, posters, graphs and other aids.
- E. Case studies.
- F. Educational trips.
- G. Interview people.
- H. Bulletin boards and other displays by teacher and/or students.
- I. Different evaluative devices, opinionaires, check lists, progress charts, tests of different kinds.

SUGGESTED LESSONS

Objectives	Developmental Tasks (22)	Generalizations (34)	Method of Approach and Learning Experiences
Recognize how nutrition effects appearance and personality.	<p>Achieving new and more mature relations with age mates of both sexes. (p. 33)</p> <p>Achieving a masculine or feminine social role. (p. 37)</p> <p>Accepting one's physique and using the body effectively. (p. 39)</p>	<p>Nutrition can help to produce the glow of good health which greatly enhances personal appearance. (p. 50)</p> <p>The glow of good health is often more important to the beauty of the individual than the contours of the face or body. (p. 50)</p> <p>An alert, happy expression and relaxed, erect posture contribute to the sparkling good looks of a healthy well-nourished boy or girl. (p. 50)</p> <p>Poor nutrition makes people look dull, lifeless, and prematurely old. (p. 50)</p>	<p><u>Lesson 1.</u></p> <p>Plan a bulletin board for the room showing a contrast between well-nourished and under-nourished young people.</p> <p>Caption: "Your Nutrition is Showing!"</p> <ol style="list-style-type: none"> <li>1. Ask students to write a description of a person whom they admire. Include physical characteristics and personality traits in an outline form (for easy tabulation).</li> <li>2. Tabulate on blackboard a list of the desired traits and characteristics. Check each as it is tabulated.</li> <li>3. Discuss the results of tabulation. Note the most and the least desired characteristics.</li> <li>4. Discuss the traits and characteristics they would like to cultivate.</li> <li>5. Assign reading in the text which gives an insight into the ways can influence appearance and personality.</li> </ol>

(Continued)

Objectives	Developmental Tasks (22)	Generalizations (34)	Method of Approach and Learning Experiences
Recognize how nutrition effects appearance and personality.	Achieving new and more mature relations with age mates of both sexes. (p. 33)  Achieving a masculine or feminine social role. (p. 37)  Accepting one's physique and using the body effectively. (p. 39)	Since good nutrition helps the body to function properly it also helps the individual to feel capable of meeting problems and thus reduces tensions and frustrations. (p. 51)  Hungry human beings think of little else than food or subjects closely related to it. (p. 51)  When an individual is extremely hungry he is likely to be irritable, restless, and lacking in self-confidence and judgment. Prolonged hunger often makes the individual lose his sense of right and wrong, consideration for others, ability to get along with people and ambition. (p. 51)  Good health helps people to enjoy and take part in activities with their friends; interest in being socially acceptable has been known to decrease under conditions of poor nutrition. (p. 51)	<u>Lesson 2.</u> 1. Discuss the assets of a young person, for example: a. Cheerful b. Cooperative c. Self-confident d. Poised e. Interested in others f. Emotionally secure.  2. Discuss some of the ways to achieve the above goals; and the relationship of physical well-being to the achievement of these goals. Emphasize the relationship between looking well, feeling well and being socially more acceptable.  3. Plan with the students, a notebook which may be kept for recording objectives, notes and tests. These type of records may help the students in re-defining their goals and recording learning experiences. This can serve as a means of self-evaluation for the students.



(Continued)

Objectives	Developmental Tasks (22)	Generalizations (34)	Method of Approach and Learning Experiences
Recognize how nutrition effects appearance and personality.	Achieving new and more mature relations with age mates of both sexes. (p. 33)  Achieving a masculine or feminine social role. (p. 37)  Accepting one's physique and using the body effectively. (p. 39)	The study of nutrition can help me to grow into a more healthy, happy, and secure individual.  I recognize my individual goals that may be worked toward through the study of nutrition.	<u>Lesson 3.</u> 1. Plan pre-test a. Students will take a pre-test as interest inventory which requires no preparation. This is done to define individual needs and interests of the student.  2. Tabulate the results of the pre-test on the blackboard.  3. Have each student make a list of the things she needs or wants to know through the study of nutrition. This can be kept in her notebook.  Possible titles for this notebook entry: "These are my needs", "My goals". (Keep the pre-tests for the accumulative files).  4. Ask each student to find a good definition of <u>nutrition</u> for the next class.

(Continued)

Objectives	Developmental Tasks (22)	Generalizations (34)	Method of Approach and Learning Experiences
Recognize how nutrition effects appearance and personality.	Achieving new and more mature relations with age mates of both sexes. (p. 33) Achieving a masculine or feminine social role. (p. 37) Accepting one's physique and using the body effectively. (p. 39)	Nutrition is the combination of processes by which the living organism receives and utilizes the materials necessary for the maintenance of its functions and for the growth and renewal of its components.  A nutrient is a substance which takes part in any of the three ways by which food nourishes the body. Some nutrients function in more than one of these ways.  Proteins are used for building tissues such as muscle and bone and for formation of the constituents of the blood. Protein needs are highest during periods of rapid growth.  Carbohydrates and fats are the chief sources of body energy.  Minerals cooperate with the proteins and the vitamins in such important body functions as building bones and teeth, producing red blood cells for carrying oxygen to the tissues and making secretions	<u>Lesson 4.</u> 1. Discuss the definitions of nutrition that the students have found.  Formulate a good definition that will have meaning for the students.  2. Define the meanings of <u>nutrient</u> and <u>food</u> . Emphasize the importance of knowing the meanings and relationships of these words when studying nutrition.  3. Use a poster which shows the classes of nutrients. Discuss briefly and explain that they will be using them throughout the study of nutrition.  4. Assign students to check their height and weight for the next class. Have them understand problems that could be helped by practicing good nutrition.

(Lesson 4 Continued)

Objectives	Developmental Tasks (22)	Generalizations (34)	Method of Approach and Learning Experiences
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of the glands which control  
body activities. (p. 59)

Vitamins aid body in making use  
of its building and maintenance  
materials; hence, serious de-  
ficiency will result in wide-  
spread disorders. (p. 61)

Food is any substance which may  
be used to yield energy; to  
build or renew body tissue; or  
to regulate body processes and  
internal conditions, so as to  
maintain a right internal en-  
vironment for life.

(Continued)

Objectives	Developmental Tasks (22)	Generalizations (34)	Method of Approach and Learning Experiences
Recognize how nutrition effects appearance and personality.	Achieving new and more mature relations with age mates of both sexes. (p. 33)  Achieving a masculine or feminine social role. (p. 37)  Accepting one's physique and using the body effectively. (p. 39)	The relationship of nutrition to body size is shown by the fact that increase in body weight is probably the best over-all index of nutrition during growth--since body weight represents the composite of all parts of the body--bones, organs, blood, muscles, and other tissues. (p. 48)  That characteristics of body build are inherited is evident in the bone structure that is often seen among the members of a family. (p. 49)  Boys and girls need to understand that the growth spurts during adolescence are natural and should be supported by a well balanced, adequate diet. (p. 48) If the food intake exceeds the amount of food used by the body for exercise, maintenance and growth there will be a storage of the surplus and a gain in body weight due to the accumulation of body fat; conversely, if the food intake is less than the body	<u>Lesson 5.</u> 1. Plan a bulletin board showing desired height and weight according to age level.  Display posters depicting overweight and underweight persons. 2. Have students check their heights and weights. Have them compare their weight with a chart that shows weights according to age. 3. Emphasize the following points: a. Many body changes and characteristics are inherited and cannot be altered. b. Some characteristics are the result of environment and can be altered. c. All people have some good points which may be capitalized upon. 4. Discuss with students what they need to do with regard to having desirable weight in relation to height and age. a. Some will need to lose weight. b. Some will need to gain

(Lesson 5 Continued)

Objectives	Developmental Tasks (22)	Generalizations (34)	Method of Approach and Learning Experiences
		needs there will be loss of weight. (p. 48)	<p data-bbox="1465 342 1583 375">weight.</p> <p data-bbox="1423 375 1871 472">c. All will need to check whether they choose foods wisely.</p> <p data-bbox="1339 505 1892 594">5. Have students record the things they need to do in this note- book.</p> <p data-bbox="1339 634 1892 821">6. Assignment. Ask students to think about the ways to add or to subtract calories through wise selection of foods and the influence of foods on general appearance.</p> <p data-bbox="1388 854 1892 920">Ask students to keep a record of what they eat for three days.</p>

(Continued)

Objectives	Developmental Tasks (22)	Generalizations (34)	Method of Approach and Learning Experiences
To recognize how nutrition affects teeth.	Achieving new and more mature relations with age mates of both sexes. (p. 33)	The teeth are influenced by diet beginning their formation to maturity.	<u>Lesson 6.</u> 1. Invite a doctor to give a talk on how nutrition affects teeth.  Request the doctor to show charts regarding the structure of teeth, and charts and posters showing sources of nutrients considered important for the building of sound teeth.
	Achieving a masculine or feminine social role. (p. 37)	The nutritional deficiency during the formation period of teeth results in the imperfect development and predisposes them to decay. (p. 45)	
	Accepting one's physique and using the body effectively. (p. 39)	Good nutrition can check the tendency toward poor teeth.	2. Emphasize the following: a. The structure of teeth is dependent on the kind of food eaten; the materials for building the teeth largely determine the character of teeth. The teethbuds are formed even before birth. b. The foundation period is important because: (1) Good foundation gives strength to the structure. (2) Weak foundation weakens the structure. c. The teeth need calcium, phosphorus, vitamins A, C, and D, and some protein for their building materials.

(Lesson 6 Continued)

Objectives	Developmental	Generalizations (34)	Method of Approach and Learning Experiences
		High carbohydrate foods which tend to stick to the teeth are likely to produce teeth decay and dental cavities. (p. 46)	<p>Good nutrition provides these nutrients in sufficient quantity and thus helps in keeping them strong.</p> <p>d. Candies are high carbohydrate food and often stick to the teeth. Some acids are formed by bacterial action on sweets lodged around the teeth, so it may start decaying by dissolving the calcium.</p> <p>e. Teeth must be cleaned after meals. It is advisable to rinse out after eating sweets.</p>
		Cleanliness is essential for keeping teeth healthy.	3. Ask questions about what the students think important in the care of teeth.

(Continued)

Objectives	Developmental Tasks (??)	Generalizations (34)	Method of Approach and Learning Experiences
To recognize how nutrition affects eyes.	Achieving new and more mature relations with age mates of both sexes. (p. 33)  Achieving a masculine or feminine social role. (p. 37)  Accepting one's physique and using the body effectively. (p. 39)	The eyes are a sensitive indicator of the general health of the person. Poor nutrition affects this organ adversely.  The eyes of a well-nourished person are usually bright and clear.  The ability to see in the dim light or to adapt quickly to marked changes in the brightness, depends on a good supply of Vitamin A. (p. 46)	<u>Lesson 7.</u> 1. Display some illustrative materials showing: a. The structure of the eye. b. Healthy and unhealthy eye. c. How glare affects the eye.  2. Discuss that the nerves and mucous membranes of the eyes and the process by which the images are received are affected by the nutrition.  3. Emphasize that: a. The retina of the eye contains visual pigments that are a combination of Vitamin A and Protein. b. The eyes of a well-nourished person are bright and vice versa. c. Lack of Vitamin A causes night blindness.  4. Ask students to close their eyes for a minute to know how quickly they can adjust to the brightness of the room.  5. Assign readings on hair and nails.



(Continued)

Objectives	Developmental Tasks (22)	Generalizations (34)	Method of Approach and Learning Experiences
To recognize how nutrition affects hair and nails.	Achieving new and more mature relations with age mates of both sexes. (p. 33)  Achieving a masculine or feminine social role. (p. 37)  Accepting one's physique and using the body effectively. (p. 39)	When the food supply of protein, minerals, and vitamins is adequate, hair tends to be soft and lustrous--when this supply is poor, the hair may become dull, dry, and harsh and difficult to manage. (p. 47)  Good protein food reinforced with minerals and vitamins efficiently used by the body helps to form firm, well shaped fingernails which can be groomed to attractiveness. (p. 48)  The universal relationship of excellent nutrition and care of animals to the fine quality of their coats leaves little doubt of the benefits which people may derive for their hair. (p. 47)	<u>Lesson 8.</u> 1. Plan a bulletin board showing the effect of nutrition on hair and nails.  2. Students give group reports through the use of case studies. a. They may find the case studies already written. b. They may write their own - using examples they have seen. c. They may use pictures, charts, or posters emphasizing important points.  3. Discuss the reports presented by the students.  4. Write generalizations on the blackboard and have students record in their notebooks.  5. Assign readings on the posture.

(Continued)

Objectives	Developmental Tasks (22)	Generalizations (34)	Method of Approach and Learning Experiences
To recognize that nutrition affects posture.	Achieving new and more mature relations with age mates of both sexes. (p. 33)	Posture in large measure depends on the tone of the muscles and the proper development of the bones both of which are greatly influenced by nutrition. (p. 49)	<u>Lesson 9.</u> 1. Plan bulletin board showing good and bad posture. Caption: "Your Posture Affects Your Personality".
	Achieving a masculine or feminine social role. (p. 37)	A well built and substantial frame work together with good muscles provide a basis for a well shaped body and good carriage. (p. 49)	2. Role play. Students present information through role playing.
	Accepting one's physique and using the body effectively. (p. 39)	When children, including adolescents, receive too small a supply of protein, calcium and phosphorus, and vitamins C and D, there is danger that the growth of bones will be stunted or that the bones will be improperly shaped. (p. 49)	a. Group members name the people in the cast. b. Group members describe the situation sufficiently enough to make the problem clear. c. A member of the group leads the discussion and other members bring out the points of emphasis.
		Diets poor in calcium, phosphorus, and vitamin D are likely to cause narrow chests, small pelvic bones, knock-knees and bowlegs. (p. 49)	3. Have the group write generalizations made by the class on the blackboard, discuss if necessary and have them recorded in the notebooks.
		Malformed bones result from poor food supply during childhood remain malformed throughout life. (p. 50)	

(Continued)

Objectives	Developmental Tasks (22)	Generalizations (34)	Method of Approach and Learning Experiences
Same as in previous lessons.	Achieving new and more mature relations with age mates of both sexes. (p. 33)  Achieving a masculine or feminine social role. (p. 37)  Accepting one's physique and using the body effectively. (p. 39)	Boys and girls need to understand that the growth spurts during adolescence are natural and should be supported by a well balanced, adequate diet. (p. 48)  If the food intake exceeds the amount of food used by the body for exercise, maintenance and growth there will be a storage of the surplus and a gain in body weight due to the accumulation of body fat; conversely, if the food intake is less than the body needs there will be a loss of weight. (p. 48)	<u>Lesson 10.</u> 1. Return daily dietaries (3 day) that have been checked.  2. Ask questions for class discussion: a. How many calories did you consume each day? b. Were they over or under the amount you should have consumed (according to weight and height)? c. Did you have foods from each of the basic 4 each day? d. Did you have the recommended number of servings each day? e. If you had more than enough calories, where could you cut down? f. If you did not have enough, what foods could you add to increase them? g. If you want to gain weight what could you do?---if you want to lose?  3. Have students emphasize the following points:

(Lesson 10 Continued)

Objectives	Developmental Tasks (22)	Generalizations (34)	Method of Approach and Learning Experiences
			<ul style="list-style-type: none"><li>a. Students should understand that people with serious weight problems should be under a doctor's care.</li><li>b. Simple weight problems might be overcome by planning with the teacher, adequate diets, including the basic <math>\frac{1}{4}</math> in recommended amounts.</li></ul>

(Continued)

Objectives	Developmental Tasks (22)	Generalizations (34)	Method of Approach and Learning Experiences
To recognize how nutrition affects efficiency, growth, and development.	Achieving new and more mature relations with age mates of both sexes. (p. 33)  Achieving a masculine or feminine social role. (p. 37)  Accepting one's physique and using the body effectively. (p. 39)	Physical efficiency requires good muscle and nerve coordination. (p. 52)  Skipping breakfast has been shown to result in a decrease in maximum work rate and maximum work output in the late morning hours. (p. 52)  Good nutrition creates conditions favorable to the maximum mental achievement to which the individual is capable.  For individuals with poor nutrition there is reason to believe that the mental alertness and general progress in studies can be improved by better nutrition. (p. 54)  Prolonged hunger and poor nutrition undermine the interest of the individual in mental pursuits such as reading and writing. (p. 54)  Forgetfulness and irresponsibility have been observed as characteristics of poorly	<u>Lesson 11.</u> 1. Display pictures and posters depicting an alert and smart person who is successful in his vocation, whereas an inefficient person is listless, irritable and unhappy with his surroundings.  2. Ask questions to guide discussion: a. What do we mean by efficiency? Let's find the definition: (1) "The quality or degree of being highly capable or productive". b. Why is it an asset to a factory worker to be efficient?---to a home-maker? c. How can being efficient help you as students? d. Did you know that nutrition affects efficiency? (1) An efficient person is alert. (2) If we do not have enough energy we

(Lesson 11 Continued)

Objectives	Developmental Tasks (22)	Generalizations (34)	Method of Approach and Learning Experiences
		<p>nourished people. (p. 54)</p> <p>Although no relation to intellectual capacity has been established, deterioration of the mind and nervous system characterizes many deficiency states. (p. 54)</p> <p>There are no specific foods or nutrients which can be depended upon to increase the intellectual capacity. (p. 54)</p>	<p>cannot be alert.</p> <p>e. Why does skipping breakfast cut down on efficiency?</p> <p>f. When do we need more calories?</p> <p>3. Summarize and note down the salient points on the black-board.</p>

(Continued)

Objectives	Developmental Tasks (22)	Generalizations (34)	Method of Approach and Learning Experiences
To recognize how nutrition affects efficiency, growth, and development.	<p>Achieving new and more mature relations with age mates of both sexes. (p. 33)</p> <p>Achieving a masculine or feminine social role. (p. 37)</p> <p>Accepting one's physique and using the body effectively. (p. 39)</p>	<p>Heredity factors may set a limit but within that limit nutrition can help the individual to attain his optimum growth and development. (p. 54)</p> <p>Body size and build are influenced by heredity but inherited tendencies can be upgraded by good nutrition. Good nutrition through several generations has been observed to improve the stock. (p. 54)</p> <p>Racial and family tendencies may be altered through nutrition; a continued state of poor nutrition is not inherited. (p. 54)</p> <p>That characteristics of body build are inherited is evident in the similarity of bone structure that is often seen among members of a family.</p> <p>The fact that family members often have similar eating habits may account for the tendency toward fatness or thinness sometimes observed in several family</p>	<p><u>Lesson 12.</u></p> <ol style="list-style-type: none"><li>1. Have class members draw their family tree. They should go back as far as they remember.</li><li>2. Ask questions to guide discussion. For example:<ol style="list-style-type: none"><li>a. Are there certain characteristics predominant in your family?<ol style="list-style-type: none"><li>(1) Body size</li><li>(2) Facial contours</li><li>(3) Complexion, teeth, hair, eyes.</li></ol></li><li>b. In what way the inherited qualities can be altered?</li><li>c. How does environment affect a person's growth?</li><li>d. What are the other factors that affect growth?</li></ol></li><li>3. Emphasize the following:<ol style="list-style-type: none"><li>a. A growing person needs building materials for the body.</li><li>b. Growth and development period needs various nutrients.</li><li>c. Children need complete protein as much or more</li></ol></li></ol>

(Lesson 12 Continued)

Objectives	Developmental Tasks (22)	Generalizations (34)	Method of Approach and Learning Experiences
		members. (p. 54)  The nutritional needs of individuals vary with age, sex, activity, climate, and state of nutrition and are subject to individual differences due to heredity and acquired conditions. (p. 56)	than adults.  4. Summarize and note the important points on the blackboard.



(Continued)

Objectives	Developmental Tasks (22)	Generalizations (34)	Method of Approach and Learning Experiences
<p>To select foods which provide the nutrients needed for the body.</p> <p>To distribute foods wisely in meals and snacks.</p>	<p>Achieving emotional independence of parents and other adults.</p> <p>Preparing for marriage and family living.</p>	<p>Food is one of the most important factors influencing health and well being of the individual. It is a factor which the individual can control during most of his life. (p. 61)</p> <p>The nutritional state of the individual depends largely upon the selection of food and the ability of the body to utilize the nutrients contained in the food eaten. (p. 61)</p> <p>Education and training in the wise selection of food for health are important since human beings are not known to have inherent impulses or drives to select the foods they need. (p. 61)</p> <p>When people refuse to eat many foods or for some reason cannot have a variety of foods, they are likely to fail to obtain some of the needed nutrients. (p. 61)</p>	<p><u>Lesson 13.</u></p> <ol style="list-style-type: none"><li>1. Plan a bulletin board to show a variety of foods. Caption: "Wise selection of foods".</li><li>2. Plan menus for an adolescent girl for one day with the help of the class.<ol style="list-style-type: none"><li>a. Decide on physical characteristics of the example girl.</li><li>b. Define her needs.</li><li>c. Define calorie intake in meals.</li><li>d. Plan breakfast, lunch and dinner menus, keeping basic 4 and calorie intake in mind.</li><li>e. Show alternatives.</li></ol></li><li>3. Evaluate the menus.</li><li>4. Help students to use generalizations brought out in selecting the daily food.</li><li>5. Ask students to keep a record of the snacks they had that day.</li></ol>

(Lesson 13 Continued)

Objectives	Developmental Tasks (22)	Generalizations (34)	Method of Approach and Learning Experiences
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There are many combinations of foods or patterns of eating by which people may obtain a good diet. (p. 61)

A good diet for healthy people in the United States contains the basic 4 enough to meet but not exceed the energy needs of the body. (p. 61)

Eating foods one likes and enjoys increases one's feeling of well being. (p. 62)

(Continued)

Objectives	Developmental Tasks (22)	Generalizations (34)	Method of Approach and Learning Experiences
To select foods which provide the nutrients needed for the body.	Achieving emotional independence of parents and other adults.	By choosing snacks which provide the nutrients not liberally supplied by the meals of the day, many people can improve their nutrition.	<u>Lesson 14.</u> 1. Evaluate in cooperation with students, the snacks they had.  2. Ask questions to guide the discussion. For example: a. What did you eat? b. How many calories did the food contain? c. Could you afford snacks calorie-wise? d. What foods from the basic 4 did the snacks contain? e. What are the advantages of snacks? f. What are the disadvantages of snacks? g. What are some of the foods found in the basic 4 that make excellent snacks? h. How can you improve your choice of snacks?
To distribute foods wisely in meals and snacks.			3. Summarize on the blackboard.

(Continued)

Objectives	Developmental Tasks (22)	Generalizations (34)	Method of Approach and Learning Experiences
Repeat all objectives.	Same as in all previous lessons.	There are many ways to summarize, but it is important for the student to make generalizations and plans for the practical application of information.	<p data-bbox="1373 375 1528 399"><u>Lesson 15.</u></p> <p data-bbox="1373 440 1499 464">Summary.</p> <p data-bbox="1373 472 1892 529">1. Use role playing to summarize the unit.</p> <ul style="list-style-type: none"><li data-bbox="1457 537 1892 659">a. Example: Have characters play "before and after", studying various phases of nutrition roles.</li><li data-bbox="1457 667 1892 1097">b. Consider:<ul style="list-style-type: none"><li data-bbox="1541 691 1892 748">(1) How nutrition can affect appearance.</li><li data-bbox="1541 756 1892 846">(2) How nutrition can affect personality.</li><li data-bbox="1541 854 1892 911">(3) How nutrition can affect efficiency.</li><li data-bbox="1541 919 1892 1008">(4) How nutrition can affect growth and development.</li><li data-bbox="1541 1016 1892 1097">(5) The advantage of wise selection of foods.</li></ul></li></ul> <p data-bbox="1503 1138 1860 1227">Bring out important points in each through discussion.</p>

## Suggested Resource Materials

for

### Home Management

This unit is prepared for the eleventh class students of the College of Home Economics, Pakistan. The suggested learning experiences are based upon the developmental tasks of the adolescents.

I. Age Group - Eleventh grade girls

II. Developmental Tasks (22)

- A. Achieving new and more mature relations with age mates of both sexes.
- B. Achieving a masculine or feminine social role.
- C. Accepting one's physique and using the body effectively.
- D. Achieving emotional independence of parents and other adults.
- E. Preparing for marriage and family life.
- F. Developing intellectual skills and concepts necessary for civic competence.
- G. Desiring and achieving socially responsible behavior.
- H. Acquiring a set of values and an ethical system as a guide to behavior.

III. Objectives (49)

- A. To identify individual and family goals.
- B. To become aware of and understand the importance and the necessity for management in the use of family resources.

- C. To develop a sense of responsibility within the family and community, and a respect for property and the dignity of labor.
  - D. To gain skill in caring for metals, woods, china, glass, and fabrics commonly found in household articles and furnishings.
  - E. To develop a concept of attractive and functional living space needed for the comfort and satisfaction of the family.
  - F. To gain some knowledge of the principles of selection and arrangement of furniture and furnishings for an attractive and comfortable home.
  - G. To develop an awareness of the importance of convenient storage and appropriate work heights.
  - H. To understand the construction features in the house for the health and safety of the family.
- IV. Suggested Experiences  
(see page 85)

## Method of Teaching

- A. Class planning.
- B. Teacher-led discussion, suggestions for student individual or small group reports or symposiums, buzz sessions (small discussion groups to attack some problems followed by reports).
- C. Assignments - guided reading along with reports.
- D. Films (if available), charts, posters, graphs and other aids.
- E. Case studies.
- F. Educational trips.
- G. Interview people.
- H. Bulletin boards and other displays by teacher and/or students.
- I. Different evaluative devices, opinionaires, check lists, progress charts, tests of different kinds.

### SUGGESTED LEARNING EXPERIENCES

Developmental Tasks	Objectives	Generalizations	Method of Approach and Learning Experiences
<p>Achieving new and more mature relations with age mates of both sexes.</p>	<p>To identify individual and family goals.</p>	<p>Goal is something definite toward which we work.</p>	<p>1. Display charts, posters, and pictures showing the relationship between goals and values.</p>
<p>Achieving emotional independence of parents and other adults.</p>	<p>a. to understand the meaning of goals.</p> <p>b. to know how goals are set up.</p> <p>c. to understand the meaning of values.</p> <p>d. to know how values are formed.</p> <p>e. to understand the relationship between goals and values.</p> <p>f. to know the meaning of standards and how they are</p>	<p>An understanding of our values, standards, resources helps a person to formulate realistic goals.</p> <p>Formulation of goals on realistic lines is essential in leading an effective life.</p> <p>Well organized people who accomplish what they want to accomplish plan ahead of time.</p> <p>Goals are determined according to individual and family values, needs, and resources as well as the culture of the society in which one lives.</p>	<p>2. Use case study of a family of several members having different goals and values and trying to arrive at some agreement with regard to goals.</p> <p>Discuss the case study.</p> <p>3. Have students describe their goals and values. Discuss how individuals develop values or decide what is important to him.</p> <p>4. Discuss the following:</p> <ul style="list-style-type: none"> <li>a. the factors that determine goals</li> <li>b. the factors that influence decisions.</li> <li>c. the difference between the individual and the family goals and its solutions.</li> <li>d. the means of knowing</li> </ul>



(Continued)

Developmental Tasks	Objectives	Generalizations	Method of Approach and Learning Experiences
	set up.  g. to understand human and material re- sources and how they may be used to attain goals.	Goals show purpose to life and help the individual and family to use resources.  The attainment of goals is largely dependent on the ability to manage.	realistic and worthwhile goals.  5. Use role play representing different family members describing what they want to accomplish and how they will pursue their goals. This is followed by discussion.  6. Explain and list ways for using resources in order to achieve family goals.  7. Summarize in cooperation with the students.  8. Assign a written log regarding their goals and values.  9. Evaluate: a. Progress report. Compare students ideas about goals and values at the beginning and end of the lessons on the major ob- jective of the lesson. b. Students activities c. Class participation.

(Continued)

Developmental Tasks	Objectives	Generalizations	Method of Approach and Learning Experiences
Achieving emotional independence of parents and other adults.	To become aware of and understand the importance and the necessity for management in the use of family resources.	Management is a mental process, which is made up of many decision making activities directed toward certain ends or goals.	1. Display charts, posters and pictures to illustrate the management process; importance of management in life and; the meaning of management.
Preparing for marriage and family life.	a. to know the meaning of management.	It is a process of (1) planning, (2) controlling, and (3) evaluating.	2. Use case study showing two families managing their resources in different ways. The one family faces irritation and discomfort due to poor management. The other family faces little problems due to good management.
Developing intellectual skills and concepts necessary for civic competence.	b. to know the importance of management in every day living.	Management is a part of every day living.	3. Discuss the meaning of management and its importance in life.
	c. to know the relationship of management to goals.	Effective management contributes to the fulfillment of goals. Managers are not born but the ability to manage can be acquired through study, perseverance and practice.	4. Have students role play a good and a poor manager and discuss with the class.
	d. to know that management can be acquired.	Management is a means of reaching the goals but not an end by itself.	5. Discuss the process of management.
		Management can be good	6. Evaluate a. Class participation b. Students report

(Continued)

Developmental Tasks	Objectives	Generalizations	Method of Approach and Learning Experiences
		or poor depending upon a person's capacity to manage.	c. Assignment - How should I manage my resources to reach my goals? d. Test
	e. to know that decision mak- ing is an im- portant part of manage- ment, or to know that management in- volves decision making.		
	f. to have some idea about the resources in- volved in management.		

(Continued)

Developmental Tasks	Objectives	Generalizations	Method of Approach and Learning Experiences
Achieving emotional independence of parents and other adults.	To develop a sense of responsibility within the family and community, a respect for property and the dignity of labor.  a. to know the meaning of responsibility.  b. to know the difference between individual's responsibility to himself and to his family.	A person must be responsible for his actions in order to lead an effective life.  Every human being has some responsibility for himself, for the family and for the community. The responsibility varies with persons and situations.	1. Display poster which depicts people at work - different jobs including housekeeping.  Use a quotation from an authority which describes the dignity of labor and emphasizes the worth of individual.  Have problem solving steps on bulletin board to clarify thinking.  2. Have students list the aspects of home living and housekeeping and persons who are responsible for the jobs.
Developing intellectual skills and concepts necessary for civic competence.	c. to understand the individual's and family's responsibility to the community.  d. to know the problems that exist in the	A well-managed home is one where the family members work cooperatively toward group and individual goals.  Creative thinking is necessary to identify the daily problems of life and	3. Discuss how families manage their homes and resources. Explain how this affects the family members and family as a group.  4. Discuss as a group, how families of various economic levels manage their resources. Include alternate use of resources.

(Continued)

Developmental Tasks	Objectives	Generalizations	Method of Approach and Learning Experiences
Desiring and achieving socially responsible behavior.	community. e. to develop creative thinking toward the solution of these problems.	to find out their solutions.	5. Use a skit which depicts cooperation and non-cooperation among family members. Evaluate the result of such situations. Set up guides helpful for achieving cooperation.
Acquiring a set of values and an ethical system as a guide to behavior.	f. to recognize the worth of the individual. g. to recognize the dignity of labor. h. to develop and maintain respect for property.	Every individual needs to be respected by his fellow-members, despite his way of earning a living and his personal characteristics - mental, physical.  All professions need recognition and respect.	6. Have students report the problems faced by the community and suggest some possible solutions. Decide in cooperation with students some of the things they can do to help build a community. Make plans for individuals and groups to actually carry out some of the activities for working toward a good community. Have students observe in the communities to become aware of the contributions of different vocations and individuals.  7. Use and discuss case study which reflects the worth of the individual, and the dignity of labor.

(Continued)

Developmental Tasks	Objectives	Generalizations	Method of Approach and Learning Experiences
			<p>8. Assign a paper, "My Responsibilities".</p> <p>9. Evaluate:</p> <ul style="list-style-type: none"><li>a. Students behavior in the peer group, in the classroom, and in the campus.</li><li>b. Class participation.</li><li>c. Report and assignments.</li></ul>

(Continued)

Developmental Tasks	Objectives	Generalizations	Method of Approach and Learning Experiences
Achieving a masculine and feminine social role.	To gain skill in caring for metals, woods, china, glass, and fabrics commonly found in household articles and furnishings.	Some information regarding the different materials increases one's understanding of their use and care in the home.	1. Display a variety of household articles and appliances made of different metals, wood, and glass.
Developing intellectual skills and concepts necessary for civic competence.	a. to know the different type of metals and their use in household goods.	There is a variety of ways of using articles, and there is a wide variety of articles to choose.	2. Ask students to observe and list all the different kinds of materials found in the department and the home that may need special care and cleaning to give satisfactory service for a reasonable period of time.
Desiring and achieving socially responsible behavior.	b. to develop some ability as to how to take care of metals.	Well cleaned household articles add to the attractiveness of a home.	Discuss the type of articles used in the home, and how they should be selected and cared for.
	c. to know the different type of wood used for the furniture and other articles.	The use as well as the selection of articles reflect a homemaker's personality.	3. Have students to study the needs for cleanliness in the department and homes that help promote health and safety and give a feeling of pleasure.
	d. to develop some understanding regarding the	Some information regarding the various methods of cleaning tends to broaden	4. Have students present their reports on the use, selection, and care of household articles.
			5. Discuss the characteristics of

(Continued)

Developmental Tasks	Objectives	Generalizations	Method of Approach and Learning Experiences
e. care of the furniture. to gain some understanding regarding the kind of fabrics used in the home and how to take care of them. f. to develop some ability in preparing effective cleaners at home to gain some ability to select commercial cleaners. g. to develop interest in efficient work methods.	care of the furniture. to gain some understanding regarding the kind of fabrics used in the home and how to take care of them. to develop some ability in preparing effective cleaners at home to gain some ability to select commercial cleaners. to develop interest in efficient work methods.	a person's outlook and thereby increases her efficiency. Participation tends to enhance learning and activity tends to increase skill. As there are a variety of materials and of cleaning supplies found in most homes, the individual must use judgment in selecting the methods most suitable for his situation. The value and satisfaction of home furnishings can be increased through proper use and care that will extend the time for their serviceability. The use of efficient work methods plus the best available cleaning agents and equipment makes housecleaning easier and more pleasant. The amount and kind of cleaning needed in a home can be	the well-cleaned household articles and the various methods of cleaning them. 6. Have students demonstrate various ways of cleaning the articles through the use of household formulas and commercial cleaning agents. Experiment with different working materials and procedures to achieve satisfactory results with a reasonable use of time, energy, and materials. 7. Evaluate: a. Class participation b. Demonstration c. Reports d. Tests, written and practical.



(Continued)

Developmental Tasks	Objectives	Generalizations	Method of Approach and Learning Experiences
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minimized through the selection of appropriate amount and kind of furnishings and orderly living habits.

(Continued)

Developmental Tasks	Objectives	Generalizations	Method of Approach and Learning Experiences
Preparing for marriage and family life.	To develop a concept of attractive and functional living space needed for the comfort and satisfaction of the family.	A well-arranged, attractive home gives a pleasant feeling.	1. Display posters and pictures showing well-arranged and poorly arranged room. 2. Having inexpensive articles for making home more attractive, comfortable and functional.
	a. study the activities of the family in the home to determine the needs for living space, kind, and amount of furnishings and their arrangement and use in the home.	Cleanliness and sanitation contributes to healthful living and enhances attractiveness.	3. Ask students to describe a well-arranged and poorly arranged room.
Developing intellectual skills and concepts necessary for civic competence.	b. to become more aware of what brings satisfaction to people. c. to recognize that functional living space	Attractiveness of a home depends to a large extent upon the type of furnishing, arrangement of furnishing, and the application of art principles to furnishings.  Expensive articles are not	4. Ask students to describe a living space that contributes to their pleasure and comfort and help to set up generalizations with regard to creating a satisfying atmosphere in homes with different amounts of material goods and money.  5. Discuss the following: a. the important features of a well-arranged room. b. the relationship between a good arrangement of furnishings and attractiveness.

(Continued)

Developmental Tasks	Objectives	Generalizations	Method of Approach and Learning Experiences
Desiring and achieving socially responsible behavior.	gives more satisfaction when it is also attractive.  d. to develop methods for making very limited space and furnishings reasonable, functional and attractive.	necessary for beautiful homes. Much can be achieved through imagination, planning and use of time and energy without much money.  The concept of comfort varies with individuals. Individual and family satisfaction is interrelated.  Home reflects the personality of a person who lives in it.	c. the effects of poorly arranged room. d. the factors that contribute to attractiveness of a living space. e. the kinds of things that bring satisfaction to people. f. the individual differences regarding the ideas of comfort and satisfaction.  6. Have students demonstrate inexpensive articles to create an attractive environment.
	e. to understand and recognize the factors that give satisfaction to the individual, and to the family and how individual satisfaction differs from family satisfaction.	Beauty and orderliness in surroundings can help to make work seem easier (more pleasant) and add to one's enjoyment.  The uses of the housing space and family "tastes" as well as resources determine the furnishings and arrangement for the living area.	7. Have students as a group report and offer suggestions on the use of space by people of various socio-economic levels.  8. Assign home projects, and have each student write a paper regarding the ways of keeping home attractive.  9. Evaluate: a. Demonstration

(Continued)

Developmental Tasks	Objectives	Generalizations	Method of Approach and Learning Experiences
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- b. Group reports
- c. Individual reports
- d. Home projects.

(Continued)

Developmental Tasks	Objectives	Generalizations	Method of Approach and Learning Experiences
Preparing for marriage and family life.	To gain some knowledge of the principles of selection and arrangement of furniture and furnishings for an attractive and comfortable home.	Some understanding of the principles involved in selection of articles helps a person to apply those principles to practical situations.  Application of the art principles in the home tends to increase its attractiveness.	1. Display posters showing art principles -- harmony, rhythm, balance, proportion, and emphasis; pictures of old and new furniture and furnishings; homemade, inexpensive furnishings suited for different purposes.
Developing intellectual skills and concepts necessary for civic competence.	a. to understand some principles involved in selection of articles.  b. to understand the factors that influence a person's choice in selecting articles for the home.  c. to know the art principles and their application in the home.	The home reflects a home-maker's personality.	2. Discuss the principles and factors involved in the selection of articles for the home.  3. Review art principles and its application in the home.  4. Have students study the furnishings of the department with regard to their appropriateness for their use at school and in different homes; their cost in relation to appropriateness and serviceability. Have them experiment with the arrangement of the furnishings with regard to making the place more functional and attractive.

(Continued)

Developmental Tasks	Objectives	Generalizations	Method of Approach and Learning Experiences
d. to gain some understanding in selecting furniture for the home.	Selection of household articles requires understanding of several factors including experience and skill.	Estimate what can be bought for limited amounts of money, and investigate possibilities of making some furnishings.	
e. to develop some skill for selecting furnishings in making the home more attractive and comfortable.	Some skill in arranging furniture and furnishings is essential for making a home attractive and comfortable.	5. Plan a field trip to a furniture store and a department store. Have students give individual reports on the field trip.	
f. to develop some skill in the arrangement of furniture and furnishings.	Some skill in arranging furniture and furnishings is essential for making a home attractive and comfortable.	6. Arrange a group report on: a. the design in relation to furniture and furnishings. b. arrangement of furniture and furnishings.	
g. to develop interest and growing ability to make and/or select furnishings for different kinds of houses and	Some skill in arranging furniture and furnishings is essential for making a home attractive and comfortable.	Discuss the reports and offer suggestions.  7. Evaluate: a. class participation b. student activities c. reports d. test	

(Continued)

Developmental Tasks	Objectives	Generalizations	Method of Approach and Learning Experiences
	different amounts of money.		
	h. to recognize how the se- lection of furnishings can affect the activities of the family as well as the amount of housekeeping required.		

(Continued)

Developmental Tasks	Objectives	Generalizations	Method of Approach and Learning Experiences
Achieving a masculine or feminine social role.	To develop an aware- ness of the import- ance of convenient storage and appro- priate work heights.	Proper storage assures safety and durability of articles.	1. Display pictures of various articles to be stored, and their means of storage.  Illustrate through charts the appropriate and in- appropriate work heights.
Developing intellectual skills and concepts necessary for civic competence.	a. to know the importance of storage.	Well planned storage adds to the neatness.	2. Have students discuss how things are stored in their homes. Have them inter- view homemakers with regard to their method of storage.
	b. to become aware of the problems in planning for storage.		3. Discuss the principles of storage, and evaluate the different kinds of storage.
	c. to gain some information regarding the kinds of storage.	Good storage eliminates confusion.	4. Have students demonstrate the functional storage.
	d. to recognize the value of convenient storage.	Some understanding re- garding the kinds of storage is helpful in planning for convenient storage.	5. Discuss: a. importance of appro- priate work heights for various tasks. b. time and motion study
	e. to develop some under- standing		6. Have the students estimate



(Continued)

Developmental Tasks	Objectives	Generalizations	Method of Approach and Learning Experiences
	regarding the importance of appropriate work heights.	Improved work heights assures ease in handling and involves less strain.	the time employed in doing the work in various positions - sitting, stand- ing and bending.
	f. to know the heights for various tasks such as food preparation, cooking, dish washing, ironing or pressing and others.	The work heights vary with tasks and persons who are carrying out the tasks.	Suggest recommendation for improvements.  7. Evaluate: a. class participation b. students activities

(Continued)

Developmental Tasks	Objectives	Generalizations	Method of Approach and Learning Experiences
Achieving new and more mature relations with age mates of both sexes.	To understand the importance of construction features in the house for the health and safety of the family.	The construction features of a house are closely related to a person's health and happiness.	1. Display posters and pictures of houses having good and poor construction features.  2. Use case study of families in a poorly constructed house, having many problems.
	a. to know the factors that contribute to health and safety of the family.	Some information regarding the factors that contribute to health and safety of the family is necessary in planning good construction features in the house.	Discuss the problems and their solutions.
	b. to know the importance of ventilation.	Proper ventilation is necessary for maintaining good health, as the family is affected by good or poor ventilation.	3. Have buzz sessions where small groups attack some of the problems of housing followed with reports.
	c. to understand the relationship between health and safety of the family and the construction features of a home.	Proper ventilation is necessary for maintaining good health, as the family is affected by good or poor ventilation.	4. Have students demonstrate a. proper lighting through the use of table lamps; demonstrate b. ventilation c. temperature control d. disposal of different wastes in the home
Developing intellectual skills and concepts necessary for civic competence.	d. to recognize the value of adequate lighting.	Proper ventilation is necessary for maintaining good health, as the family is affected by good or poor ventilation.	5. Evaluate: a. opinionaire check list b. demonstration c. reports

(Continued)

Developmental Tasks	Objectives	Generalizations	Method of Approach and Learning Experiences
	e. to become aware of the health hazards involved in poor drainage and disposal of the garbage.	Good ventilation tends to promote pleasant feeling of mind and body.	d. class participation e. tests - written and unwritten
	f. to develop a healthy attitude toward the disposal of garbage and use of proper methods in drainage.	Eyes are very sensitive to outside effects, therefore good lighting is held essential for good eyesight.	
	g. to grow in the ability to dispose waste of the home in different ways appropriate for the different situations.	Good drainage and proper disposal of garbage helps to promote good health.	
	h. to become increasingly more able to make single improvements in the lighting, ventilation and cleanliness of different homes.	The person's health and happiness are affected by the construction features of the house, especially those that determine ventilation, heating and cooling, lighting, disposal of wastes (garbage, water and trash) and general sanitation such as ease of cleaning, protection against insects, outside drainage.	

## CHAPTER VII

### SUMMARY

This study was made in an attempt to recommend some bases for curriculum development in home economics for the secondary schools of Pakistan.

A survey of literature was made relating to the history of curriculum development; the processes of human growth; the needs and developmental tasks which emerge at certain stages of human growth; and a brief analysis of social conditions and family life in Pakistan was given.

A survey of the concepts of Erikson (15), Maslow (28), and Havighurst (22) revealed that these authorities basically agree on the needs of the individual as he grows toward adulthood; there seems to be a difference of terminology rather than any great difference of opinion. Maslow (28) believes that needs arise out of the physiological urges of man, and Erikson (15) and Havighurst (22) believe that the interaction of the individual with his environment exerts the dominant pressure in the formation of needs. They assign developmental tasks to each stage aimed at solving the conflicts which arise in each stage of growth, successful achievement of which tends to promote continuing success in life; whereas failure with one task may often lead to failure with subsequent tasks. All three authors agree that the individual

is an integrated whole.

This author has used the concept of developmental tasks as the basis for formulating a home economics curriculum for the secondary schools in Pakistan. Although little research has been done on the Pakistani child, Smitter and Dar (42) have shown that the needs of the Pakistani youth are similar, if not identical, to those of children the world over. For this reason, the author feels that similar developmental tasks may be assigned to Pakistani youth in helping them achieve a healthy personality and a fuller, richer life. The author also feels that proper guidance and education of Pakistani youth will in turn develop Pakistan as a country of higher standards of living as well as higher standards of ideals and values. It has been shown in this survey of literature that when emphasis is placed on the individual, society as a whole benefits.

In summary the developmental tasks are namely:

1. Achieving new and more mature relations with age mates of both sexes.
2. Achieving a masculine or feminine social role.
3. Accepting one's physique and using the body effectively.
4. Achieving emotional independence of parents and other adults.
5. Achieving assurance of economic independence.
6. Selecting and preparing for an occupation.
7. Preparing for marriage and family life.
8. Developing intellectual skills and concepts.

necessary for civic competence.

9. Desiring and achieving socially responsible behavior.
10. Acquiring a set of values and an ethical system as a guide to behavior.

The author also points out that curriculums must remain flexible enough to meet the demands of a changing world.

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